AN INVESTIGATION OF LANGUAGE LEARNING AGENCY IN ENGLISH FOR ACADEMIC PURPOSES: THE CASE OF THE MALAWI UNIVERSITY OF SCIENCE AND TECHNOLOGY

By

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DEDICATION

To my late Dad, Gomezgani

For pointing the way

DECLARATION

I, the undersigned, declare that "An investigation of language learning agency in English for Academic Purposes: The case of the Malawi University of Science and Technology" is my own work, that it has not been submitted for any degree or examination in any other university or institution of higher learning, and that all the sources that I have used or quoted have been fully acknowledged.

Signed: ....

Kondwani Kelvin Mkandawire   December 2020

ABSTRACT

There is general recognition regarding the importance of English for Academic Purposes (EAP) courses in assisting students acquire academic discourses appropriate to specific disciplines of study. However, undergraduate students in multilingual contexts, where English is a second or foreign language face challenges in managing the transition from secondary school into the university, where they are expected to appropriate as well as acclimate to new discourses of communication deemed to be essential for their survival in the academic world. Although studies show the importance of agency in language learning success, institutional demands have sometimes led to the adoption of teaching and assessment practices that ignore the learners' English language learning history, background, experiences and needs, which impact on their sense of agency and voice in the EAP classroom and eventually their learning success.

The study investigates whether the EAP course at the Malawi University of Science and Technology (MUST) can engender agency and voice among first year undergraduate students transitioning into the University from community day secondary schools (CDSSs). It aspires to generate an understanding of the strong link that exists between institutional orientation to EAP, course design and pedagogical practice on the one hand and learner agency, voice and multiple meaning making in the EAP classroom on the other.

Anchored theoretically in critical pedagogy (Freire, 1970), ecological affordances (van Lier, 2000, 2004) and positioning (Davies & Harré, 1999), the study argues for EAP pedagogy that provides affordances, empowers and positions transitioning students for critical learning by deliberately making multiple meaning making, agency and voice the mainstays of course design and instruction.

The investigation uses a qualitative case study methodology centred on understanding affordances for agency and voice in EAP learning, manifestations of and the factors

influencing voice and agency from the perspectives of first-year undergraduate students transitioning from community day secondary schools (CDSSs) and EAP course lecturers. Collection of data involved semester-long observation of 44 EAP lecture sessions of roughly 2 hours each duration, as well as interviews with participant students and course lecturers, and analysis of documents.

The findings indicate that design and pedagogical practice in the current EAP course at MUST fail to adequately engender agency and voice among students and to promote learner empowerment or encourage multiple meaning making in and outside the classroom. The entire study has generated some insights for advancement of critical EAP learning that can engender voice and agency, including the need for EAP to deliberately build in and promote learner empowerment, multiple meaning making and negotiation in order to move towards pedagogy that is appropriate for critical learning, voice and agency, the need for EAP to move away from closure-focused teaching, learning and assessment, the need for enhancement of EAP course lecturers' critical awareness of the world views and inherent assumptions surrounding various approaches to EAP pedagogy, the need for enrichment of EAP learning environments with semiotic resources for learner engagement for agency, voice and multiple meaning making, the need for learning spaces that are enabling for students to identify and utilize affordances for EAP learning beyond the classroom, and the need for exploration of PowerPoint and related technologies for EAP instruction beyond current use as tools for transmission of content to students.

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KEY WORDS

Affordances

Agency

Critical pedagogy

English for academic purposes

Learner empowerment

Meaningful learning

Multiple meaning making

Transitioning students

Positioning

Voice

LIST OF ACRONYMS AND ABBREVIATIONS

APA	American Psychological Association
CDSSs	Community Day Secondary Schools
CLT	Communicative Language Teaching
EAP	English for Academic Purposes
EFL	English Foreign Language
EIL	English as International Language
ELF	English Lingua Franca
ELL	English Language Learning
ELLs	English Language Learners
ELT	English Language Teaching
EMI	English Medium of Instruction
ESL	English Second Language
ICT	Information and Communication Technology
L1	First Language
L2	Second Language
LCOS	Language and Communication Studies

LLSs	Language Learning Spaces
MoEST	Ministry of Education Science and Technology
MSCE	Malawi Schools Certificate of Education
MRQ	Main Research Question
MUST	Malawi University of Science and Technology
PSLCE	Primary School Leaving Certificate of Education
SLA	Second Language Acquisition
SLLCs	Self-access Language Learning Centres
SLLS	Social Language Learning Spaces
SQ3R	Survey Question Read Recite Review
SRQ	Sub-research Question
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
TPs	Target Participants
UWC	The University of the Western Cape
WE	World Englishes

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CHAPTER ONE

INTRODUCTION

1.0 A Point of departure

At the outset, I wish to discuss the educational and social concerns that necessitate my study. I hope that such a discussion will act as an awareness-building exercise and a point of departure for the study.

In a system of education driven by a desire to see students pass examinations as proof of learning, English language literacy in general and language skills such as reading and writing in particular have progressively been declining as gratifying educational practices (Sivasubramaniam, 2009a, p. 8). It is disheartening to note that English for Academic Purposes (EAP) courses in our universities are complicit in contributing to this situation in two major ways. Firstly, EAP courses are often conceptualized, developed and taught from the perspective of service to other departments and subject disciplines. As a result, the purpose of EAP is mainly seen as that of initiating undergraduate students transitioning from secondary school into the discourse practices of the academy (Nsanja, 2018). This has resulted in the adoption of a deficit view of all students leading to instructional approaches and practices in which students mostly occupy passive roles for receiving content from course instructors. Furthermore, subsuming all students under one 'deficit' banner has led to ignoring that individual students have their own first languages, personalities, likes, and English language learning histories and experiences, all of which contribute in various ways to success in language learning. Secondly, EAP instruction often becomes a form of training for students to pass the various types of summative assessments as proof of learning in response to institutional requirements. As a result, we as students and course instructors no longer view English language literacy as an educating act in its own merit and fail to appreciate any sense of personal gratification that one can derive from acts of literacy such as reading and writing as we become more obsessed with passing examinations

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than with the processes of learning.

The foregoing discussion alerts us to the following interrelated issues relating to EAP learning which the current study on learner agency and voice would like to amplify: a) a system of teaching and learning which looks upon getting through examinations as its major goal; b) a lack of affordances for meaning making, agency and voice due to instructional practices that de-emphasize emotional engagement, response and reaction in the EAP classroom (Lehtovaara, 2001); c) socialization into academic literacy practices built around the idea of one right approach to reading, writing and language learning in general instead of encouraging multiple meaning making and negotiation, individual response, expressive use of language and tentativeness in thinking, which are manifold more liberating for students' agency and voice in this democratic dispensation (Sivasubramaniam, 2017); d) a prescriptive orientation to testing and assessment that ignores the qualitative aspects of the processes involved in learning language skills such as reading and writing. We are further admonished to watch out for rationalistic-technological tendencies in education practice in general and language teaching and learning in particular which, owing to their origins in scientific approaches, tend to objectify and 'instrumentalize' and eventually depersonalize teaching and learning processes and to view knowledge as general, abstract, quantitatively measured and value-less (Lehtovaara, 2001, p. 145, 146). However, knowledge is personal, real-life, qualitative and value-laden and language teaching, learning and assessment ought to reflect these. The purpose of literacy is not to be deterministic and attempt to restrict teaching and learning processes and practices into mechanical acquisition of language skills built around the view that there is only one right way to reading, writing and language practice. This is illustrated in the following views from Lehtovaara (2001, p. 147):

Our purpose is to avoid telling, through any kind of restrictive definitions,

what our paths are like and where they begin and end. In real life we do not

know all aspects of our paths. *The right path for a thoughtful person is a path*

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of his or her personal choice [original emphasis]. Since the destinations and

the routes of our paths, if they are truly human paths, 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. I hope we have the courage to let our paths of FL [i.e.

foreign language] teaching and learning develop as 'the path of a responding

that examines as it listens'.

Thus, this idea that there is only one right way of reading, writing and language practice around which most EAP courses are planned and taught is not only deterministic and restrictive for fostering multiple meaning making, agency and voice but also alien to how human perception works in the real world where perception of the same phenomenon causes us to react in different ways depending on the meaning that we each attach to the perceived phenomenon (Postman & Weingartner, 1969). That is why, for example, depending on our perception and shaped by our experiences, rain falling from the sky will make some of us run for shelter while others will cherish walking in it and getting soaked.

At a deeper philosophical level, the conceptualization, development and teaching of EAP as a service subject and the attendant deficit metaphor that it invokes about the learner and the process of learning in my view reflect a view of the world in which reality or knowledge is seen as existing outside of us and beyond the realm of our perception and experience. This suggests a separation of the knower from the known or the process of knowing and the known or, as Postman and Weingartner (1969) would characterize it, as a view that as human beings we are separate and distinct from that which is outside of our skin. This leads to a situation in which the act of teaching is seen as different from learning, in which the teacher teaches regardless of whether the student is learning or not. However, in reality, although we get our perceptions from the things that surround us, the truth is that our perceptions come from inside us since it is through our nervous system that we are able to filter through

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whatever needs to be known. This assertion reflects the interconnectedness between our ability to read our world into the word and to read our world from the word (Freire & Macedo, 1987) which the present study considers to be the foundations for EAP pedagogy that is well poised to engendering agency and voice and promote learner empowerment and multiple meaning making.

The aforementioned insights compel me as the researcher to propose a concept of literacy that encourages democratic and liberatory change by proposing for an EAP pedagogy that promotes empowerment and multiple meaning making and engenders voice and agency in students as the mainstays of language instruction. Thus, as a researcher, I affirm my belief in the potential of reading, writing and language learning in general in nurturing our learners' critical consciousness, especially when delivered through a pedagogy that encourages response by purposely ensuring that multiple meaning making, agency and voice assume immediacy and primacy in our EAP classrooms. Nonetheless, I note that current designs and classroom practices in many EAP courses are antithetical to such a pedagogy and an impediment to its deployment. Many EAP courses in universities tend to be conceptualized from the perspectives of service and skills orientation. The effect is that such conceptualization leads to homogenized teaching and learning with teachers expected to teach in a particular way and students to learn in a particular way due to the deficit position that such orientation presupposes in students (Murawska, 2016).

However, we cannot assume homogeneity in all learners, for doing so would be limiting the meaning making potential of individual learners (Postman & Weingartner, 1969). Further to this, with specific reference to the context of the current study, I wish to argue that presupposing uniformity of all EAP learners is flawed since undergraduate students transitioning from secondary school into university in Malawi have different English language learning backgrounds, histories and experiences owing to the type of secondary school where they are coming from. Therefore, the practices resulting from such homogenized views of students offer little or no hope for a pedagogy where multiple meaning making can be promoted and agency and

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voice can be engendered in our students. 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 in the following sections of this chapter and the subsequent chapters of this study. In the next section, I wish to present a statement of the research problem.

1.2 Statement of the research problem

I hasten to state that this study aims to investigate whether the current EAP course at Malawi University of Science and Technology (MUST) can engender agency and voice among first year undergraduate students transitioning into the university from community day secondary schools in Malawi.

At this juncture, I wish to provide some crucial information regarding the current EAP pedagogy at MUST and describe the characteristics of the community day secondary school (CDSS) students who are the focus of this study on agency and voice in the course. The Malawi University of Science and Technology (MUST), which is the site of the study, is a relatively new university built with funding from the government of the People's Republic of China. It was established through an Act of Parliament in 2012 and opened doors to its first batch of students in March 2014. It has as its vision the desire to be a world-class centre of science and technology education, research and entrepreneurship. The university offers both undergraduate and postgraduate programmes, the majority of which belong to the science, technology, engineering and mathematics (STEM) fields. MUST has a Language and Communication Studies (LCOS) Department responsible for offering a compulsory EAP course, Language and Communication Studies, to all transitioning first year undergraduate students in the first semester of each academic year. The aim of the course is to develop students' "language and communication skills necessary for academic life and beyond." For these students to progress to their next level of studies, they are expected to pass all their modules including the one for EAP mentioned above. Being a new university, the EAP curriculum at MUST has not been reviewed although the university has a policy of reviewing its curriculum after a cycle of every five years. Given this, the

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EAP curriculum being implemented at the moment was the one drawn by experts that were assembled from other local higher education institutions in the country on the assumption that they were familiar with issues related to EAP in higher education and therefore better placed to draw a curriculum for the course. There is no known needs assessment relating to EAP that was conducted to act as a basis for drawing the existing curriculum.

Like all public universities in Malawi, MUST draws most of its first-year undergraduate students from a large pool of students who have just completed four years of secondary school education and have passed a local national high stakes examination, the Malawi Schools Certificate of Education (MSCE) examinations. These students come from a wide variety of secondary schools. Within the Malawian secondary school education system, there exist two broad categories of secondary schools, namely; public and private secondary schools (Chimombo, 2010, p. 170; Zeitlyn et al., 2015, p. 110). The former are categorized further into community day secondary schools (CDSSs), national secondary schools, conventional secondary schools, and open day secondary schools while the latter are divided further into 'dwelling house' schools, 'for profit' schools, mission and church owned schools and private or grant aided schools, and international private schools (Zeitlyn et al., 2015, p. 110). It is my view that the existence of the various categories of secondary schools also points to the existence of various teaching and learning cultures which in essence also make the students transitioning into university in Malawi not only multilingual but also multicultural as there exist qualitative variations about teaching and learning in general and English language learning (ELL) in particular depending on the type of secondary school one is transitioning from. As a result, students come into university with different ELL histories, experiences and backgrounds all of which may influence the way in which they enact agency and voice when they come to study at university.

Of particular interest to the present case study are the groups of students that are selected from CDSSs. In general, CDSSs are regarded as poorly resourced in terms of both teachers and teaching and learning resources (Chimombo, 2010, pp. 177, 178;

Kamwendo, 2010, p. 17; Zeitlyn et al.,, 2015, p. 116) and as a result are not a favorable choice for most students and parents/guardians. They do not attract the 'best' students as top performers at Primary School Leaving Certificate of Education (PSLCE) examinations are selected to conventional secondary schools (de Hoop, 2010, p. 2). Despite this state of affairs, CDSSs have the largest numbers of student enrollment with an estimated average pupil to class ratio of 84:1 while that in conventional government secondary schools is estimated at 48:1 (Rose, 2010, p. 163). CDSSs also educate the single largest number of Malawian secondary school students (approximately 43% of the total number of students enrolled in secondary schools each year), although only a handful of its students progress into the country's public universities (Zeitlyn et al., 2015, p. 110). Selection data from MUST confirms the observation by Zeitlyn et al. (2015) as it shows that in the years that the institution has been in existence, it has selected very few students from CDSSs into its programs. For example, in the 2014/15 academic year, only 12 out of 153 first year undergraduate students (7.8%) were from CDSSs. A year later the statistics improved slightly as the university admitted 35 out of 301 students (11.6%) from these schools. The following year, 49 out of 458 students (10.7%) were selected from CDSSs while in the 2017/18 academic year only 37 out of 448 students (8.2%) came from CDSSs.

Although most students arrive at university having completed not less than 10 years of English language instruction and English medium of instruction (EMI) at both primary and secondary school, their language proficiency is still viewed as 'poor' and their language learning experience largely as 'passive' as the secondary school system from which the universities draw the majority of their students is mostly focused on training learners to pass national examinations. The situation could be even worse for students from CDSSs where research has revealed the prevalence of unqualified teachers estimated to be at 83.5%, high rates of teacher absenteeism, scarcity of teaching and learning materials, and the prevalence of didactic teaching where the most dominant teaching methods are drills and lectures (Zeitlyn et al., 2015, p. 111). When these students arrive at MUST, they are aware that EAP is not their major and

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their use of English becomes mostly confined to the classroom. In this way, English mostly acts as a provisional language for almost all learners, which they can use in the classroom when learning EAP and other modules. This has the effect of making the EAP course appear to be less important, one which the students have to pass at first year only and thereafter concentrate on the subjects that are more relevant to their fields of study. However, the EAP course as an integral component of the curriculum at MUST has its own demands about how students should approach study relating to the language skills of listening, speaking, reading and writing and other related aspects such as referencing, which transitioning students often find challenging. The ELL experiences, backgrounds, and histories that these students bring with them from secondary school and the pedagogical requirements and practices that they encounter in the university therefore could impact how these students are positioned and/or position themselves in the course of learning of EAP and in turn affect their agency and voice.

Past examination results for the EAP course offered in the first semester of every first year of each academic year for 2014/15, 2015/16 and 2016/17 reveal that students selected from CDSSs 'struggle' with the Language and Communication Studies (LCOS) module. In these three academic years, 65 students (68%) out of the combined total of 96 students selected from CDSSs in those years barely passed the course, where a bare pass mark ranged from a score of 50% to 64%. While these students are able to get to university from such lowly regarded public secondary schools, the data presented above suggest that this group of students 'struggle' with the EAP course if the institution's criteria for categorizing a student's performance as a pass as stated above is anything to go by.

The preceding observation triggered my curiosity. I began to reflect whether performance by students transitioning from CDSSs suggested that there was something questionable in the way the existing EAP curriculum was framed and taught that made it hard for them to successfully grasp the demands of EAP at MUST. Through this reflection, I realized that one way to understand the reasons for the 'poor'

performance in EAP by these students would be to investigate the current EAP pedagogy at MUST. This could be achieved through embarking on an empirical research study and consulting scholarly work on critical pedagogy (Freire, 1970), ecological affordances (van Lier, 2000, 2004a) and positioning theory (Davies & Harré, 1999) with a focus on how to enhance agency, voice and multiple meaning making in the EAP classroom, thereby empowering students to take control of their own learning experiences with constant guidance from their EAP course lecturers.

The preceding argument provides the rationale for my study. I wish to state that, to the best of my knowledge, since the university opened its doors to students in March 2014, there have been no studies conducted on the EAP course in general, including those framed from the perspectives of critical pedagogy, ecological affordances and positioning. Therefore, my position as an EAP lecturer at MUST motivated me to address this educational and social malaise. By its very nature, EAP requires students to be assertive and self-confident. From my experience, most students transitioning into the university from CDSSs are individuals excited with the prospect to learn new things and new ways of doing in the new environment that is the university. Due to their secondary school learning background, they are endowed with initiative, are capable of working on their own most of the times and filled with a desire to work hard spurred on by a desire to prove that they too can accomplish in spite of their learning background as students coming from schools that are generally regarded as poorly resourced and in many instances located in rural areas. In a way therefore, we could say that these are students who come to university already endowed with agency. However, this sense of agency seems to evaporate once they step into the classroom and begin to study courses such as EAP. It is for this reason that this study aims to investigate whether the EAP course at MUST can engender agency and voice among students transitioning from CDSSs into the university.

I am of the view and belief that for agency and voice to accrue among our learners, EAP instruction should do away with the banking model of education (Freire, 1970). It should instead embrace a critical pedagogy in which students become meaning

makers by providing affordances (van Lier, 2000, 2004a) for meaningful language learning and by positioning all students favorably as co-creators and negotiators of meaning with peers and course lecturers. Having provided my motivation to conduct this study in this section, I propose to state the objectives that my study aims to achieve in the next section.

1.3 Aim and scope of the study

My study aims to investigate whether the EAP course at MUST can engender agency and voice among first year undergraduate students transitioning into the university from CDSSs. Specifically, it aspires to describe the structural and pedagogical affordances relating to EAP learning within the Malawi University of Science and Technology and how they relate to learner agency and voice. It also aims to examine the various ways through which students transitioning from CDSSs into the university manifest agency and voice for English language learning in the various aspects of the EAP course. In addition, the study aims to explore the various factors influencing individual learner agency and voice in the EAP classroom at the university. The study also aspires to examine how EAP lecturers at the university understand language learning agency and voice as revealed by their teaching and assessment practices. It proposes how student agency and voice can be engendered among learners transitioning from CDSSs in the EAP course through pedagogical designs and practices that promote response, multiple meaning making and negotiation.

The rationale for this investigation is the inevitable need to appraise current EAP pedagogy in order to provide a basis for proposing language development in our students through pedagogy that promotes learner empowerment and multiple meaning making and engenders agency and voice. Hence the study notes that there is no need for EAP pedagogy to be couched solely from a service and skills orientation as these have shown a preponderance for reinforcing a deficit view of learners and adopting classroom practices that stifle agency and voice in our students. In upholding this view, the rationale suggests that:

1. EAP to deliberately build in and promote learner empowerment, multiple meaning making and negotiation.

2. EAP needs to move away from closure-focused teaching, learning and assessment.

3. EAP course lecturers need to be aware of the world views and inherent assumptions surrounding various approaches to EAP pedagogy.

4. EAP learning environments need to be enriched with semiotic resources for engaging learners in activities for meaning making, agency and voice.

5. Undergraduate students transitioning from secondary school into university need to first gain confidence in the English language before being fully initiated into the discourse practices of EAP.

6. EAP should open up learning spaces to identify affordances and opportunities for learning beyond the EAP classroom.

7. EAP needs to explore PowerPoint and other related technologies as semiotic technologies beyond their common use as tools for content transmission to students.

The study will argue that by making multiple meaning and negotiation the mainstay of EAP design and instruction, we can move away from design and instructional practices and tendencies that stifle learner empowerment, agency and voice in our English language classrooms to ones where our students occupy powerful positions for meaning making, agency and voice (Seppällä, 2015). The envisaged scheme of investigation will use a qualitative research methodology. Based on this choice, my research will study and describe the dynamics of EAP instruction within MUST in light of the set out aims and objectives and the research questions the study seeks to answer. It is hoped that such a description will lead to emergence of an understanding of the phenomenon from the perspectives of the target student participants, EAP course lecturers and the researcher.

The educational values and belief systems that constitute the phenomenon to be

investigated make it imperative for me to propose the following main research question (MRQ):

MRQ: Can the current EAP course at the Malawi University of Science and Technology engender voice and agency among the first-year undergraduate students transitioning from community day secondary schools?

For ease of conducting my investigation, however, I propose to break up the MRQ further into the following four sub-research questions (SRQs):

SRQ1. What affordances for EAP learning exist at MUST and how do they relate to language learning agency and voice?

SRQ2. How do learners transitioning from community day secondary schools into the university manifest agency and voice when learning various aspects of the EAP course at MUST?

SRQ3. What factors influence agency and voice in EAP among learners transitioning from community day secondary schools into university at MUST?

SRQ4. How do EAP lecturers at MUST understand learner agency and voice as revealed from their teaching and assessment practices in the EAP course?

It is hoped that these SRQs will assist in elucidating the description of the dynamics that relate to issues of learner agency, voice and multiple meaning making in EAP pedagogy within MUST and therefore augment my understanding of the phenomenon under investigation. The proposed research questions require a research design that allows for triangulation through multiple sources of data collection in order to understand the phenomenon under investigation from multiple perspectives. In this respect, these data collection procedures will form the core of the narrative that this research proposes to construct in order to answer the questions it has raised. Therefore, it should be noted that the data collection procedures to be used in the study are not just devised for the sake of collecting data. Rather, they are also meant

to reflect my belief in having multiple sources of meaning construction in both research and EAP pedagogy. My study will therefore use classroom observations, interviews with students and course lecturers, and document analysis.

1.4 Context of the study

The discussion in the preceding sections makes it necessary for me to discuss the context of this study in order to demonstrate why a critical pedagogy for promotion of meaning making, agency and voice among learners is of paramount importance in the EAP course at MUST. The context of the study is the compulsory first semester EAP course offered to students transitioning into university from the various types of secondary schools as described earlier in **Section 1.2**. The course runs for an entire semester for 4 contact hours a week. This study, therefore, attempts to determine the centrality of student agency and voice in the EAP course by a focused examination of the general EAP learning environment within the institution and the pedagogical practices for EAP instruction that unfold in the classroom in order to identify the malaise in EAP instruction at the institution and come up with recommendations on how it can be addressed. As the study is situated in a Malawian context, I find it necessary to discuss some aspects relating to English language learning in Malawi and its implications for EAP research. The following discussion aims to do that.

There exists a somewhat romantic fixation with the English language that straddles across Malawi's history from the colonial times through the times of the one-party dictatorship of Dr. Hastings Kamuzu Banda right up to the current dispensation of political pluralism that was embraced in 1993. This fixation has many times manifested through an uncritical acceptance and glorification of the role of the English language by society in general and the education sector in particular, often leading to the willful denigration of local languages (Kishindo, 1997; Matiki, 2001; 2003; Kamwendo, 2003, 2010) though a recent sociolinguistic survey of public and private universities by Reilly (2019) reported complex attitudes towards English, where both students and lecturers recognized English as a valuable resource but also

displayed positive attitudes towards the use of a multilingual language policy in higher education institutions.

Within the secondary school education system from which students who are the focus of this study are drawn, English language is a dominant subject of study which students have to pass in order to be awarded the Malawi Schools Certificate of Education (MSCE) after four years of schooling. It is also a medium of instruction from as early as the first class of primary school. Because of this rarely interrogated elevated role and other factors such as scarcity of teaching and learning resources and large classes, teaching and learning of English is heavily examination-oriented (Sanga, 2011, p. 7, 108). At university, students spend the first year of their studies, often regarded as a transitional year, studying various A level courses meant to elevate their knowledge to a level that is believed would make it easier for them to study at an institution of higher learning, whose official medium of instruction is also English. This effectively shuts out the use of vernacular languages, though Reilly (2019) reports code-switching as a common but not officially acceptable practice. Within this set up first year students are made to study compulsory EAP courses for at least a full academic year.

Listening to scholars such as Kamwendo (2003) can help trace the origins of EAP courses at the University of Malawi, the first public university of the country from which the other 3 existing public universities, including the site of my study, take some of their cues for curriculum development and pedagogy. It is not difficult to notice how the main motivation for the introduction of these courses gives away the deficit view of learners transitioning from secondary school and a service orientation to EAP teaching.

> At the University of Malawi, many external examiners expressed concern over
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> the falling standards in students' expression in English. The English
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> Department at Chancellor College at the University of Malawi was asked to

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find ways of improving the situation. The department's compulsory first-year

course in literature and language did not seem to improve students' level of

spoken and written English. It was therefore decided that English for

Academic Purposes be taught in a specialist department called Language and

Communication Skills (Kamwendo, 2003, p. 32)

Such a view borders on essentialism and reductionism which largely are characteristic of positivist education. It is also easy to see how such a view could result into a homogeneous view of learners and learning leading to a curriculum of EAP that is not only top-down and likely to promote banking model of education (Freire, 1970) but also one that emphasizes on passing the EAP courses in order to get graded and proceed to the next level without paying due attention to issues of learner agency, voice and multiple meaning making which are important for meaningful lifelong learning. It is important to note that the scenario regarding EAP at the University of Malawi painted by Kamwendo (2003) cited earlier has acted as a model that other universities that came after it have replicated without any rigorous interrogation regarding its appropriateness to their context.

There also exists a worrisome lack of published research adopting a critical pedagogy orientation focusing on EAP in Malawi, which in my view could either reflect a resigned acceptance of the status quo or an unacknowledged pragmatist orientation towards EAP pedagogy that we academicians have adopted without critical scrutiny, leading us into accepting the status quo regarding EAP in our universities and therefore not seeing the need for meaningful debate that could lead to a critical reflection on the status of EAP instruction in our university education system. I came across Kalikokha and Strauss' (2009) study which focused on analyzing first-year undergraduate perceptions of the essay writing process at Chancellor College, a constituent college of the University of Malawi, which is currently in the process of being unbundled into three separate universities. Though the study by the two researchers seemingly

incorporates the notion of student voice by investigating student perceptions of essay writing pedagogy, it is easy to notice from the body of their research report elements of utilitarian, skill-based and academic socialization orientations all of which, as my literature review chapter (**Chapter Two**) will demonstrate, often foreclose issues to do with multiple meaning making and learner agency and voice, which are important elements for a meaningful experiential learning. A relatively recent study is Nsanja's (2018) doctoral research on authorial identity in academic writing by nine undergraduate students at the University of Malawi. Nsanja (2018) found that attempts by the participants to take up authoritative positions in their academic writing tasks were hampered by their lack of knowledge of academic writing traditions and their reverence of secondary discourse, which had the effect of rendering their writing '"voiceless" or mildly assertive' (p.iii). Nsanja lamented what he termed as the "deficit view of literacy" (2018, p. 217) for predicating academic writing instruction on a presumption that there was "a single overarching literacy" that all students transitioning into the university had failed to master and therefore needed to be 'fixed' first by service departments responsible for EAP before such students embarked on '"real" academic work' that took place in their respective disciplines. In this way, Nsanja's (2018) study points to how a homogenized view of EAP students can lead to pedagogies that do not promote multiple meaning making or engender agency and voice in our students. I argue that left in its current form, that unless empirical research begins to ask the right critical questions, the extent to which current EAP pedagogical practices in our universities including the Malawi University of Science and Technology continue to marginalize our learners by denying them voice and agency will be hard to discern and fix. In the next section I discuss the attitudes and beliefs underlying my stance as a researcher.

1.5 Attitude and beliefs underlying the researcher's stance

I recognize that the study's findings may have wider educational and social ramifications relating to EAP pedagogy at MUST and other similar contexts. This necessitates that I discuss my stance as a researcher and its implications for my choice

of epistemology employed in this study. Through such a discussion, I hope to provide a synergy for the investigation and the underpinnings needed to justify the how and why of the methods that I have chosen to employ and their outcomes. I, therefore, in the paragraphs below propose to discuss briefly the epistemology my study has chosen to implement.

The epistemology of this study is meant to challenge the rationalistic and objectivist approach to the world and the one-sided view of human beings that accrue from it. There appears to be a mismatch between what science projects as a rationalistic representation of life and the real, personally meaningful lived life of a human being. This is to suggest that the quantitatively measured, value-free, atemporal and de-contextualized knowledge of science is fundamentally different from the personalized and perspectival knowledge that we as human beings live by in our everyday lives (Sivasubramaniam, 2004). Given that research data in education is usually obtained from human beings within a particular context and period of time, the compulsions to quantify human acts in order to extrapolate generalizations from them as is the practice in a rationalistic epistemology not only reduces human beings to test scores, mean scores, experimental objects (Bailey, 1998) but also ignores the role of context in such research and the important fact that as human beings, we always interpret, negotiate and give meaning, create, define, and rationalize our actions (Babbie & Mouton, 2008). Therefore, this study discards an objectivist epistemology and embraces a subjectivist epistemology. This means that as a researcher, I subscribe to the view of reality as being subjective, subtle and complex since it is shaped by the perceptions of the participants as well as the values and aims of me as researcher. As a researcher, I do not expect knowledge to come out as a product of impersonal procedures designed to support a scientific inquiry at a neutral site. This research, therefore, is an attempt to assign centrality to the local, temporal, and contextual issues specific to the study as a way of resisting ubiquitous, universal and atemporal issues that often typify research with an objectivist outlook.

The discussion in the foregoing paragraph also necessitates that I extend further and

discuss the issue concerning the relationship between the researcher and what is to be investigated as a fundamental position of this study. I reiterate what I alluded to earlier in the opening section of this chapter that an important stance of this study is that knowledge or reality is not something that is external to us or something beyond the realm of our perception and experience (Postman & Weingartner, 1969). A conception of knowledge as being external to our perception or experience implies a separation of the knower from the known or of the researcher from what is being investigated. This study finds such a conception untenable. It does not reflect what happens in reality where our perception of the things that surround us originates from inside of us using our nervous system through which we filter what needs to be known. For suggesting that there must be a separation between the researcher and the investigated, I feel such a view neglects the processes through which knowledge and meaning are constructed in social research as a result of negotiated processes between the researcher and the participants. Therefore, the processes and outcomes of this research should also be understood as reflections of the view of the researcher and the participants as joint constructors of knowledge in which interpretation and reinterpretation are based on the perceptions and narratives of the participants and shaped by the values and aims of the researcher. I wish to close this section by emphasizing that everything that has been discussed in this section of the Introduction chapter is what has shaped the means, methods, materials and meanings used in this study and its outcomes. I wish to signpost further that the issues mentioned in this discussion run through this entire work of research and will continue to surface for further explanation, exploration, and justification incrementally and progressively.

1.6 Significance of study

I wish to state at the outset that generalization is not the primary concern of the current study. However, although the study is primarily concerned with the pedagogical issues in EAP within the specific context of the Malawi University of Science and Technology, the findings of my study are also important in the general context of concern with promotion of learner empowerment and meaning making and engendering of agency

and voice in EAP instruction. Therefore, this study is significant in the following respects:

1.6.1 In the context of the Malawi University of Science and Technology

I believe that the study marks an important benchmark at a time when it appears that there is a lack of focus on instruction that foregrounds experiential and meaningful EAP pedagogy at the university by making multiple meaning making, agency and voice the mainstay of English language instruction. The study's findings are therefore expected to assist EAP practitioners and other educators at the institution to critically reflect on the effect of general institutional and EAP specific policies and practices as well as individual theories and approaches on achieving the desired pedagogy and make the requisite pedagogical changes.

It is important to reiterate that since the establishment of the institution, there have been no critical pedagogy studies conducted with the purpose of ensuring that EAP instruction lives up to the demands of modern democratic dispensation through curriculum that promotes learner empowerment and multiple meaning making and engenders agency and voice. Hence, this study attempts to address such a concern by creating awareness and motivation among EAP educators and students on the importance of adopting EAP pedagogies that promote learner empowerment and multiple meaning making and engender agency and voice in the classroom. The study therefore, is of practical importance to university administrators, EAP educators and students at MUST. It will serve as a point of departure for critical institutional dialogue that will culminate into further research as well as curriculum design and classroom practices meant to improve current EAP pedagogy at the institution.

1.6.2 In the general context of EAP instruction

My study is built on the premise that current EAP pedagogy at MUST needs to be examined within the wider context of EAP pedagogy of critical, experiential and meaningful learning through the promotion of learner empowerment and multiple meaning making and engendering of agency and voice in the classroom. Therefore, it is

hoped that the insights that this study is meant to generate will find resonance among scholars and practitioners in the wider EAP community within or outside Malawi and assist in shaping and informing their instructional and research practices. It is expected that the insights that the study will generate will open up possibilities for further debate between academics, students, theorists, researchers, EAP teachers and English language teachers in general on the different issues pertaining to learner empowerment, multiple meaning making, agency and voice that this study will raise.

1.7 Organization of the chapters of the study

The variety and amount of data that this study is expected to generate and the variety and complexity of the issues that it proposes to address necessitate that I provide the organizational outline of this thesis. Therefore, I would like to state that the study consists of six chapters. I briefly describe the contents and focus of each of the chapters below.

Chapter One serves as an introduction. It discusses a set of educational and social concerns which act a point of departure and an awareness-building exercise for this study. It discusses the research problem, the aims, scope, context, researcher's stance and significance of the study.

Chapter Two presents a literature review and theoretical framework of the study. In order to gain a theoretical understanding of the study, I present a literature review of the issues and insights in critical EAP. I examine the theoretical orientations of critical EAP that are relevant to the study with reference to their affiliable and affinitive aspects that support the researcher's stance, intuitions, beliefs and value systems. I also present a literature review of issues relating to voice and agency in ELL in general but also with specific reference to reading and writing instruction.

Chapter Three addresses the design and methodology of this research. It revisits the context and describes the setting of the study. It also explains and expands the research questions of the study with reference to the researcher's stance and approach to knowledge. Furthermore, it gives the reasons for using an appropriate methodology and

discusses the procedures for data collection. It focuses on the scope the procedures provide for triangulation, that is, recourse for multiple perspectives of evaluation and interpretation.

Chapter Four presents a rationale for analyzing the data and attempts a description and analysis of the data gathered with reference to the research questions posed by the study.

Chapter Five presents a discussion and interpretation of the research findings. It interprets the findings with reference to the research questions the study set out to investigate along with the epistemology of the study.

Chapter Six states the conclusions of the study with reference to the research questions and the findings. It discusses insights generated by the study as well as the pedagogical ramifications of the study in relation to EAP instruction and research. It also discusses the limitations of the study. It further lists implications of the findings for future research and states the researcher's final remarks.
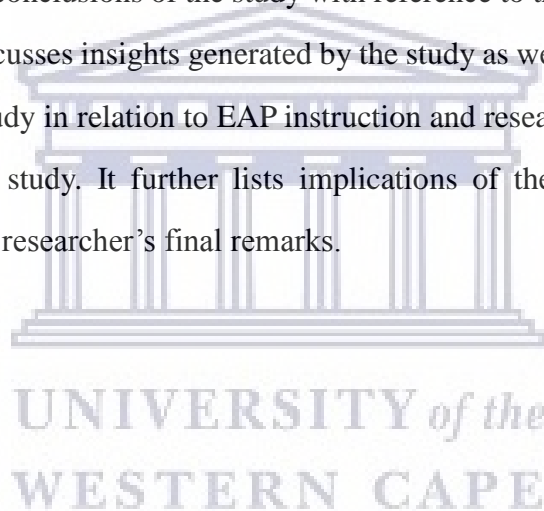
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of my study is to investigate whether the current EAP course at the Malawi University of Science and Technology (MUST) can engender voice and agency among first year undergraduate students transitioning from community day secondary schools (CDSSs).

In this chapter, I draw upon various theoretical perspectives and studies on learner agency to explore, demystify and contest some of the issues relating to learner agency in English for Academic Purposes. I articulate a theory of critical pedagogy along with its disposition whose aim is to investigate the structural and pedagogical tendencies and practices in EAP teaching and learning within the Malawi University of Science and Technology. This I believe is consistent with my declared intention to assist learners selected from CDSSs to gain as well as develop their agency for learning. To achieve this, I review empirical studies conducted in different areas relating to agency, identity and voice in English language learning in general and in EAP, critical pedagogy, affordances and positioning in ESL/EFL contexts. I propose to define concepts such as agency (and its related concept of voice), critical pedagogy, affordances and positioning upon which my study is premised progressively. In line with what Denzin (1978) refers to as 'theory triangulation' (p. 297), I compare different theories in terms of how they theorize learner agency in general and in relation to ESL/EFL learning in particular. I draw extensively from critical pedagogy and critical EAP (Benesch, 2001; Canagarajah, 1999, 2005; Freire, 1970; Giroux, 1983, 1997; Pennycook, 1999, 2004), affordances theory (Aronin, 2017; Aronin & Singleton, 2010; Gibson, 1979, 2015; van Lier 2000, 2004a, 2010, 2011; Liu & Chao, 2018), and positioning theory (Davies & Harré, 1990, 1999; Depperman, 2015; van Langenhove & Harré, 1999). I hasten to state, however,

that this study draws inspiration in general from postmodern and poststructural theories that are not limited to the three theoretical perspectives that I have mentioned above. Without wishing to sound absolute, I believe that this chapter is very vital to my study as it outlines and critiques the major issues around learning agency in ESL/EFL contexts similar to the context of the present study, drawing mainly from the theoretical lenses mentioned above.

2.1 Theoretical framework

My study investigates whether the current EAP course at MUST can engender voice and agency among first year undergraduate students transitioning from CDSSs. I approach this study mainly from a critical pedagogy perspective, although I also draw insights from other theoretical perspectives such as the poststructuralist theory of positioning, and the ecological theory of affordances, in line with the principles of theoretical triangulation in which multiple perspectives are used to analyse the same set of data (Mackey & Gass, 2005, p. 181).

2.1.1   Critical pedagogy

In recent times critical pedagogy has largely been developed from the theorising of scholars such as Paulo Freire and Michel Foucault (Benesch, 2001). In his well acclaimed book *Pedagogy of the Oppressed*, for example, Freire goes to some length to distinguish between what have come to be known as the 'banking' model of education and the 'problem-posing' model of education, with the former used to describe education in which the teacher always acts as the "subject" and the students as patients or "listening objects" (1970, p. 71), and "containers" or "receptacles to be filled by the teacher." Freire vividly elaborates the banking metaphor by describing education conceptualized in this manner as "an act of depositing, in which the students are the depositories and the teacher is the depositor" (1970, p. 72). I hasten to add that such a conceptual metaphor of education has the effect of translating into pedagogical practices that negate the view of students as agentive learners with identities and goals

for learning, who would like to see their learning take on to a particular trajectory. To stretch the metaphor further, we need to see that implied in the deposit is also a withdrawal to be made by the depositor from the depository, which within the context of education could be in the form of tests and examinations, with the likely consequence of making students adopt what Breen (1987, p. 26) has called the "survival orientation" to learning. I also hasten to add that education conceptualized with the banking metaphor in mind could lead to pedagogical practices that are monologic (or anti-dialogic as Freire, 1974 would later put it) in nature and characterized by teacher-fronted classrooms in which, as Freire (1970, p. 73) observes, the teacher dominates everything including actual teaching, thinking, knowing, talking, disciplining, choosing and ensuring that choices are followed, taking action, choosing content, all of which may result in practices that position learners in ways that could have implications on their agency and voice for learning.

On the other hand, Freire views problem-posing education as one in which "knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry of both the teacher and the learner" (1970, p. 72). Thus through the problem-posing view of education, Freire recognizes learners as agentive beings, "as searchers" whose "ontological vocation is humanization" (1970, p. 74), with the ability to engage "in the struggle for their liberation" when they realize that banking education has the effect of keeping them in perpetual servitude. Freire further explains that within this view of education, the students are "no longer docile listeners" but "critical co-investigators in dialogue with the teacher", who, as part of a system of affordances for learning, "presents material to the students for their consideration, and reconsiders her earlier considerations as the students express their own" (1970, p. 81). One of the central tenets of Freire's critical pedagogy is *consciezação* (1970, p. 74). Freire's belief is that the purpose of problem-posing education and critical literacy in particular is to raise critical consciousness in humans as a launch pad for acts of agency and voice and learning trajectories as he would later write:

From that point of departure, the illiterate would begin to effect a change in

his former attitudes, by discovering himself to be a maker of the world of

culture, by discovering that he, as well the literate person, has a creative and

re-creative impulse. He would discover that culture is just as much a clay doll

made by artists who are his peers as it is the work of a great sculptor, a great

painter, a great mystic, or a great philosopher; that culture is the poetry of

lettered poets and also the poetry of his own popular songs – that culture is all

human creation (1974, p. 41).

Critical consciousness raising and its attendant notion of resistance have been theorized further by Freire's contemporaries in education in general and language and literacy education in particular. I wish to draw liberally from the works of Giroux (1983, 1997), Pennycook (1990, 1994a, 1994b, 1999) and Canagarajah (1999, 2005) as I find them relevant to the central concerns of my study.

For Giroux, one of the bases for critical consciousness raising is the critiquing of ideology, whose aim is to demystify and reveal the real nature of "taken-for-granted," "objectified" and "unquestioned" social practices and categories that are often couched in the language of "common sense" (1997, p. 84). In the context of education, such social practices left unchecked lead to a view in which "knowledge appears beyond the reach of critical interrogation" and a tendency where "students are characterized as a unitary body removed from the ideological and material forces that construct their subjectivities, interests and concerns in diverse and multiple ways" (p. 122). Giroux argues that such views of knowledge and students lead to a pedagogy that ignores "student life histories," reduces student voice "to the immediacy of its performance, existing as something to be measured, administered, registered and controlled, and a pedagogy that focuses on "the transmission and inculcation of … 'positive knowledge'" (Giroux, 1997, p. 123, 124). In a more direct reference to language pedagogy, Giroux

also chastises educational discourses dominant in schooling for promoting a functionalist view of language in which language is primarily defined "in terms of its communicative value in developing dialogue and transmitting information" thereby abstracting it from its "political and ideological usage," "from its constitutive role in the struggles of various groups over different meanings, practices, and readings of the world" (1997, p. 131). For Giroux, one of critical pedagogy's steps in raising critical consciousness should be to acknowledge that certain "language practices can actively silence some students" and that "favouring particular forms of discourse can work to disconfirm the traditions, practices, and values of subordinate language groups" (1997, p. 131). I will return to this critique of objective knowledge and functionalist approach to language education when I review critical EAP and also when I propose why there is need for critical pedagogy in EAP at the Malawi University of Science and Technology. However, I hasten to say that in investigating agency and voice my study also attempts to unearth the inherent ideologies informing EAP pedagogy at MUST and the practical implications that these have on learner agency and voice in the classroom.

Beyond critical awareness however, Giroux proposes the notion of resistance that transcends merely "exposing the ideological assumptions and processes" (1983, p. 76) behind schooling as characterized by most theories of reproduction. His view is that critical pedagogy should go further to "posit a form of critique that demonstrates the theoretical and practical importance of counter-hegemonic struggles" (p. 77), arguing that such an approach helps in redefining "the causes and meanings of oppositional behavior" (p. 107) away from the traditional explanations motivated by positivist, structuralist, functionalist and mainstream educational psychology perspectives which also tend to negate human agency. The notion of resistance is useful for my study for it provides the lens through which most acts of learner agency in language pedagogy are observed, understood and interpreted. I will return to this notion later in the discussion.

As dominant themes in critical pedagogy, awareness raising and resistance also run through the works of Pennycook and Canagarajah. Pennycook argues that all critical work needs to go beyond criticism of positivist and instrumentalist orientations to

education in general and language education in particular and "account for students' resistance, human agency and pedagogy of possibility" (1990, p. 308). Elsewhere, Pennycook also argues that critical work must aim "to do more than just describe pessimistically what is wrong and instead suggest possibilities for change" and as well as "how such change might happen" (1999, p. 336). Pennycook considers critical pedagogy as "education grounded in the desire for social change" (1994a, p. 297) whose role is not only to account for why marginalized students "'fail' to 'succeed' in school" but also to "develop ways of teaching that offer greater possibilities" to them so that "they might have a better chance of 'success' in ways traditionally defined by education" and "also in order that these definitions of success, both within and beyond schools, can be changed" (p. 297). Like Giroux therefore, Pennycook considers critical consciousness "the first step in the process of change" (1999, p. 336) and should as an act of resistance begin to critically confront the forms of knowledge "produced and legitimated within schools and society… in an attempt to legitimate other subjugated forms and to produce new forms" (1990, p. 309). This is what should differentiate critical pedagogy from other forms of post-positivist endeavors.

I now briefly turn to Canagarajah's views, especially those that relate to resistance in critical pedagogy, and propose to return to him later for a more detailed coverage. Canagarajah considers the aim of resistance to be that of critiquing "centeredness, binding, uniformity, cohesion, generalization, abstraction, globalism, and determinism in favour of decentering, unboundedness, diversity, splintering, concreteness, specificity, localism and indeterminateness" (1999, p. 28). This conception of resistance by Canagarajah enables agency, subjectivity and voice to thrive, concepts that are at the core of this study. "The heterogeneous and conflictual nature of discourses" generates a plurality of discourses that makes subjectivity not only possible but also "fluid and negotiable" thereby making it possible for one to "enjoy a range of subjectivity positions" from which he or she may form "new identities" and gain "a critical consciousness by resisting dominant discourses" (1999, p. 31). The plurality of available subject positions and the possible new identities and critical consciousness all

further make it possible to gain one's voice that is to be "able to articulate one's interests and aspirations by negotiating a space through the competing discourses." In this way, the subject is conceptualized as one with agency "to resist domination against overdetermined control of social and ideological discourses" (1999, p. 31) that are characteristic of structuralist theories.

I have so far in this subsection attempted to review some of the major concepts in critical pedagogy upon which my study is predicated. I have particularly tried to demonstrate how the notions of critical consciousness and resistance underpin the theory of critical pedagogy as demonstrated by my review of the works by Canagarajah, Freire, Giroux, and Pennycook. I am aware that the above discussion is by no means exhaustive. However, I will be returning to these themes every now and again in the subsequent sections. In the next subsection, I attempt to situate critical pedagogy within English foreign/second language learning.

Critical pedagogy and English Foreign/Second Language learning

In this subsection, I demonstrate how a lack of a critical approach to English Foreign Language/English Second Language (EFL/ESL) pedagogical theory and practice has had a particular effect on, among other issues, how the language learning process (i.e. method) is theorized and practiced, how the language learner in EFL/ESL contexts is conceptualized, and how materials for language learning are developed and used in the classroom. I argue that one of the general consequences of such conceptualization as it relates to English language learners from 'peripheral' (Canagarajah 1999) contexts has been the dominance of EFL/ESL pedagogical theory and practice that largely neglects the identity, voice and agency of the language learner which this study investigates. I also wish to point out how perspectives from critical pedagogy have demystified the English Language Teaching (ELT) enterprise, leading to the engendering of 'new' perspectives that take into account the new geopolitical realities and configurations of the English language, leading to critical perspectives that recognize the agency and identity of the EFL/ESL learner in peripheral contexts such as Malawi.

The lack of a critical orientation in both theory and practice to applied linguistics in general and EFL/ESL in particular has been cited by a number of scholars (e.g. Crookes & Lehner, 1998; Pennycook, 1990; Wallace, 2003). Pennycook (1990, p. 304) observes that Second Language Education (SLE) has for a long time been divorced "from broader issues in educational theory." Crookes and Lehner (1998, p. 320) attribute the slow uptake of critical perspectives in EFL/ESL pedagogical theory and practice to the tendency in universities to place students and their teachers in departments of language or linguistics or as independent units separated from other academic disciplines, which has led to "a technocratic and individualistic orientation to teaching and learning" resulting into a situation where EFL/ESL teachers mostly "see themselves as contributing to general welfare" meant to assist people to communicate with others and also as being professional and efficient. Wallace (2003) also attributes the lack of criticality in English Language Teaching to its preoccupation with "neutrality, not giving offense" (p. 67) that was a product of the Communicative Language Teaching (CLT) movement which conceived the goal of English language teaching and learning as that of "communication with native speakers, in natural everyday environments." But with the ongoing democratization and dehegemonization of English as an international language, the native speaker prescription does not hold any relevance in a sociopolitical sense (Sivasubramaniam, 2018 personal communication).

Other scholars such as Canagarajah (2005) attribute the absence of critical practice in EFL/ESL pedagogy to the dominance of the "pragmatic attitude of equipping students with linguistic and communicative skills that would make them socially functional" (p. 931). From a theoretical perspective, Canagarajah (2005) traces the pragmatist attitude in second language learning to three major influences: the structuralist perspective on language in which language proficiency was viewed as a "rule-governed deployment of abstract value-free grammar"; the behaviorist orientation to learning which "assumed that calculated exposure to linguistic stimuli would facilitate competence among docile students"; and the positivistic tradition to language acquisition research which propagated the view that construction of successful methods of second language

acquisition depended much on "controlled observation of learning in clinically circumscribed settings" (p. 931).

However, Canagarajah (2005, p. 931) is quick to observe that these apparent "apolitical disciplinary principles" were in fact "motivated by geopolitical realities" and only "served to mask the controversial material and ideological ends" of the English language teaching enterprise. Therefore, for many critical pedagogues and other scholars sympathetic to the postcolonial tradition, the neutrality discourse prevalent in ELT theory and practice is a smokescreen. These argue that the bases from which ELT has been premised has to be contested, pointing out how the global spread of the English language needs be understood within the historical-economic context of colonialism and its hegemonic motivations to spread Western culture, thought and language to the disadvantage of the cultures, identities, philosophies and languages of the colonized communities. I acknowledge the existence of grand elaborate theorizations about the aim of critical pedagogy in ELT. However, Akbari (2008) provides an apt description which resonates with what I think should be the starting point for any theory of critical pedagogy that we need to bear in mind in both research and teaching and learning practice: that at the core of critical pedagogy lies the desire to expose "some of the values that underlie the spread and promotion of English" and to question "some of the assumptions based upon which the profession operates" (p. 277). I will return to these values and assumptions later in this subsection and demonstrate how scholars have attempted to reject them robustly and knowledgeably. I also subscribe to the views of Kubota and Miller (2017, p. 4), who argue that criticality in language teaching, learning and research entails, among other things, "problematizing naturalized and normalized assumptions and practices," "questioning power and inequality," "transcending fixed knowledge and seeking visions for change," and "practicing self-reflexivity" during research. I hasten to add that once we wrap our heads around the understanding of what is at the core of critical pedagogy in ELT, it also informs our view of the EFL/ESL learner in relation to their voice and agency for learning, which is what my study attempts to do.

Scholars that have contested the bases on which EFL/ESL has been premised reject the seemingly innocent instrumental ideology that has been used to promote the global spread of English. Some of these scholars include Giroux (1983), Phillipson (1992), Auerbach (1993), Shridhar (1994), Pennycook (1994a, 1998), and Canagarajah (1999, 2007). Giroux, for example, considers any language practices rooted in the instrumental ideology a direct endorsement of the "dominant culture and its existing power relations" (1983, p. 214). He demonstrates how such ideology when unproblematized influences the teaching and learning of reading, writing and other language aspects. For example, reading instruction becomes dominated by "mechanical approaches abstracted from the crucial issues of ideology and power," writing becomes preoccupied with the "mastery of the mechanics of grammatical structures," while language practices in general become "an unproblematic and conservative endorsement of standard English" (1983, p. 212). What I am able to understand from Giroux's argument is that adoption of such ideology could lead to a neglect of the voice and agency of language learners. As Giroux observes, adoption of this ideology in language teaching often leads to a pedagogy that is "top-to-bottom," that "removes the student from any active participation in either the construction of knowledge or in the sharing of power" (p. 214).

Beyond Giroux (1983), it is perhaps Phillipson's (1992) major seminal work that has provided a major thrust for most of the work critical of ELT theory and practice. In this work, Phillipson exposes some of the fallacies behind ELT. One of the fallacies deserves mention in this study because of my understanding that its uncritical acceptance in peripheral contexts like Malawi could have implications for pedagogy as it is likely to result in teaching and learning practices that have little or no regard for voice and agency of the EFL/ESL learner. The monolingual fallacy "holds that the teaching of English as a foreign or second language should be entirely through the medium of English. The only language permitted in the English classroom is English" (Phillipson, 1992, p. 185). In other words, this fallacy totally banishes the EFL/ESL learner's first language from the classroom on the empirically flawed basis that its

presence will interfere with the learning of the English language. Canagarajah (2007) also calls for a rejection of the "comparative fallacy," that is, the practice "to judge language performance using limited and unfair norms" (p. 921), which in EFL/ESL learning manifests in the use of native speakers of English as the standard norm for making pronouncements on the language proficiency of periphery speakers. He contests the assumption that periphery speakers who use their own dialects of English regard the norms of 'native' English speakers from the center "as their frame of reference" or that such speakers are "moving toward someone else's target" (2007, p. 927) as propagated by the notion of interlanguage. Canagarajah (2005) also expresses similar views. I subscribe to the view that such fallacies need to be contested because when accepted uncritically, they only serve to entrench the dominance of 'standard' dialects of English over other peripheral dialects and languages. Once we understand that the ideological purpose of fallacies like these is the reproduction of "center-based institutions, discourses and ideologies in periphery communities" (Canagarajah, 1999, p. 127), such understanding helps us contest dominant second language acquisition (SLA) theory and practice, leading to localized praxis that takes into consideration the identity and agency of EFL/ESL learners in these contexts. Indeed, notions such as negative transfer and interference in Lado's (1957) Contrastive Analysis hypothesis, the tendency in Chomskyan linguistics to regard 'native' speaker competence as the norm which all EFL/ESL learners must strive to acquire, and the characterization of their language learning efforts as interlanguages with potential for fossilization as conceptualized by Selinker (1972) all begin to get a new meaning as attempts to subjugate such learners by characterizing them in ways that deny their identity, voice and agency, and therefore need to be contested robustly.

One of the scholars, who unequivocally contests the monolingual fallacy is Auerbach (1993), and one who argues that such a fallacy "rests on unexamined assumptions, originates in a political agenda of the dominant groups, and serves to reinforce existing power relations" (p. 12). Auerbach further points out that monolingual ESL instruction can be a traumatizing experience for learners in beginning levels and beyond as it

negatively affects their self-esteem, leads to their exclusion from participation in life both inside and outside the classroom, leaving them with a sense of powerlessness, all of which may have long life impact on their perception of success in the language and life in general. Auerbach (1993, p. 19) cites a number of research-based benefits that accrue from allowing judicious use of the learners' first language in the EFL/ESL classroom: that such use has the potential to attract participation from students who were unable to participate due to limited language proficiency; that such use also reduces anxiety among learners, leading to "more rapid progress" in ESL learning; and that it also facilitates instead of slowing down the development of thinking in English. This view is also supported by Akbari (2008) who argues that rather than regard learners' use of their L1 as a malaise, it should be viewed as "a resource to be utilized" for maintenance of class discipline, instruction on certain activities, or for explanation of "delicate grammar points or abstract vocabulary items", observing that there is lack of scientific evidence "to support the total banishment of the learner's L1" (p. 279). More importantly however, I add that such use gives voice and agency to learners that are otherwise marginalized by the monolingual use of English.

What is emerging from the literature that I have surveyed is a new consensus, especially among scholars from the peripheral, which acknowledges that the geopolitical realities and configurations of the English language continue to change rapidly and as such there should equally be a change in the way that EFL/ESL has been conceptualized. These scholars contest that monolingualism is not the aim of EFL/ESL and that monolingual 'native' speaker English norms should no longer be regarded as the yardstick for measuring the proficiency and success of EFL/ESL learners. From the 1980s to the 1990s, these scholars include Shridhar and Shridhar (1986), Kachru (1990, 1994), Pratt (1991), Shridhar (1994), Kubota (1998), and Canagarajah (1999). Shridhar and Shridhar, for example, chastise SLA researchers who "seem to have neglected the fact that the goal of SLA is bilingualism" (1986, p. 5) rather than monolingualism. Kachru (1990) also decries the tendency to assume that all international interaction in the English language always involves a 'native speaker', calling it a "mistaken

assumption … of doubtful sociolinguistic validity" (p. 11), and admonishes fellow applied linguists to beware of becoming "social sideliners" (p. 18) by entertaining such flawed theorizations. Pratt (1991) proposes the view that any communication situation in the academy be regarded as "contact zone" of people with different linguistic repertoires. Such a view rejects the assumption that any communication, whether written or face-to-face, involved homogeneous monolingual or "mono-dialectical" native speakers (Pratt, 1991, p. 38). Perhaps directly addressing EFL/ESL teachers, Pratt rhetorically asks us to reflect on who loses and who wins when we attempt to achieve unity and homogeneity in the classroom by suppressing "unsolicited oppositional discourse, parody, resistance, critique" (1991, p. 39) in the classroom. Shridhar (1994) also denounces dominant SLA theories for stigmatizing L1 use by EFL/ESL learners, calling for a reality check that does not equate difference with deficit but rather accepts and expects learner accents and acknowledges the constructive contributions of L1 transfer in EFL/ESL learning. What is needed, as Shridhar (1994, p. 803) argues, is a new theory "that is true to the ecology of multilingualism," one that views the linguistic repertoire of multilinguals in positive light instead of demonizing it. Contesting the deficit view of multilingual learners as Shridhar (1994) does reminds me of an observation by Orellana and Gutiérrez (2006) that perpetuating "deficit constructions" of non-dominant learners may in effect "keep us from identifying other issues for redress - such as structural and institutional inequalities that create the vulnerability of non-dominant students in schools and society" and consequently "aggravate the disenfranchisement that these groups already experience" (p. 118). Also contesting the monolingual fallacy, Canagarajah (1999) calls for understanding that periphery speakers have a rich array of languages in which English is just an additional code. With such a repertoire, "codes are often mixed in usage – as in code-switching, code-mixing, style mixing, or borrowing" (p. 129). Under such a scenario, Canagarajah observes, local languages play an "active, integrative role." He argues that when learners from these communities with diverse repertoires of language codes learn the English language, their goal is not to become English monolinguals or "to mimic center-based English speakers, but to be functional in the

communicative norms and purposes of their own communities" (Canagarajah, 1999, p. 129). Such circumstances do not necessitate a "substitutionary" or "parallel" model of language learning but an "additive or integrationist" one. Canagarajah (1999) also observes that use of L1 in the ESL classroom plays some positive roles such as in classroom management and in explaining some of the lesson content.

One important concept that Canagarajah (1999) introduces in the debate, and which is important in my study of voice and agency, is that of appropriation. Through appropriation, learners in the periphery ensure that they use the discourse conventions and linguistic rules of the mainstream to communicate while at the same time attempting to "challenge, reform, and expand their rhetoric by bringing in the vernacular discourses" (p. 183). One such example of appropriation by ESL learners, according to Canagarajah (2005), is code-switching, which he contends should not be frowned upon but rather be accepted since it has "more communicative functionality than unmixed English" (p. 941). Elsewhere, Canagarajah calls for ESL writing pedagogy to accept rather than proscribe multilingual learners' "shuttling between languages" (2006) or "translanguaging" (2011), recognizing them as acts of learner agency, voice and identity, manifesting appropriation of discourses and resistance to homogenization of writer identities and dominant rules and conventions for writing. When writing pedagogy adopts such a view, it stops treating any textual difference as an error that needs to be corrected and regarding first language and culture as a problem but as a resource.

The views expressed by these earlier scholars have been echoed and amplified by other scholars who propose that EFL/ESL pedagogy should now move away from the monolingual perspectives that have informed it for a long time and adopt the English Lingua Franca (ELF) perspective (or associated variants of World Englishes/WE or English as an International Language/EIL). Some of the scholars I have referred to in this respect include Björkman (2011), Jenkins et al. (2011), Dewey (2014), Marlina (2014), Selvi (2014), and Rudolph (2018). Observing that most EAP learners predominantly use English in ELF settings to communicate with speakers of other first

language backgrounds, Björkman (2011, p. 79) proposes that EAP should be modified to reflect "modern realities regarding the composition of its learners." Björkman (2011) argues that EAP should validate the pluralism of English by ditching the use of 'native' speakerism as the norm, observing that such a construct is "inappropriate, if the aim of EAP instruction is to help those who use it mostly in EFL settings" (2011, p. 87). Jenkins et al. (2011, p. 301) similarly call for a revisiting of "traditional EFL approaches" to reflect the reality that ELF is superseding native English in academic contexts. For them, ELT "has arrived at an important juncture in its history" where it needs "to open up the possibility of incorporating a multi-norm, multi-method approach…in which linguistic diversity is acknowledged and better understood" (2011, p. 306). For Marlina (2014), increased human mobility across the globe and the shifting role and status of English in some Expanding circle countries has rendered the concentric circles proposed by Kachru (1986) to categorize countries using English no longer applicable. Marlina observes that English has travelled to 'strange shores' where it has been adopted as an additional language to the people's linguistic repertoires, such that it is today used by speakers that are "predominantly bi-/multilingual…fluent in English and other languages" (2014, p. 2). Marlina (2014, p. 7) therefore, outlines the pedagogy of EIL as one that promotes "the significance of teaching English as a heterogeneous language with multiple grammars, vocabularies, accents, and pragmatic discourse conventions" and challenging the native speaker model of teaching English.

From the perspective of language learning agency, this study argues that the focus on 'native' English monolingualism and its implied demonization of EFL/ESL learners' L1 and other English dialects from the periphery as well as other language practices such as code-switching could be seen as attempts to subjugate the identity, subjectivity, voice and agency of the learners, whose impact may live long after they leave the EFL/ESL classroom. On the other hand, it is also a perspective of this study that regardless of the existence of such fallacies, EFL/ESL learners always demonstrate voice and agency by resisting such subjugation and attempt to pluralize, democratize, and appropriate the English language in ways that are meaningful to them. Both

perspectives are informative premises for this study focused on learning agency in EAP at the Malawi University of Science and Technology. In light of this, I wish to evoke here the perspective of Pennycook (2007) that all:

> "language use is centrally an agentive act, an act of reconstruction rather than of reproduction (as an argument that languages have fixed structures that we repeat would suggest) … [W]e can suggest that language use is not so much a repetition of grammatical structure as it is a semiotic restructuring as a claim of particular identity" (p. 110).

Critical pedagogy in English for Academic Purposes

I should point at the outset that most of the theoretical arguments raised in the above subsection on critical pedagogy and EFL/ESL learning are also relevant to the discussion on critical pedagogy in English for Academic Purposes (EAP) which this subsection is meant to discuss. However, in this subsection I review literature on some of the theoretical issues that specifically pertain to EAP as seen from the perspective of critical pedagogy. It is therefore inevitable that I might sound repetitive because I find repetition good for emphasis and coherence especially in an academic undertaking of this nature. I will firstly draw on perspectives on the need for critical pragmatism from Benesch (1993, 2000) and Pennycook (1994a, 1997) and then move on to critical EAP as theorized by Benesch (2001, 2009), Canagarajah (2002a), Yazbeck (2008), Björkman (2011), and Starfield (2013). Although it may not be easy to distinguish critical pragmatism from critical EAP, my understanding is that theorizing from the former provided a ground for the latter to emerge. I also present the theoretical arguments in favour of an alternative view of plagiarism away from the dominant view in EAP, which often criminalizes student textual borrowing, portraying it as stemming out of the desire to deceive rather than as an attempt by transitioning students to establish their identity, voice and agency as EAP learners, more specifically as academic writers. In doing this, I rely on the theoretical and conceptual perspectives of

Scollon (1995), Howard (1995), Pennycook (1996), Chandrasoma et al. (2004), Abasi et al. (2006), Akbari (2008), Moody (2007), and Hutchings (2014).

One of the earliest debates has been on whether EAP should continue to propagate its apparently non-ideological stance, with its focus on assisting students develop their academic competence, as argued by scholars such as Swales (1990) and Allison (1996) for example, or whether indeed EAP should take a stance to confront the ideological realities facing EAP learners and teachers, especially those from periphery contexts, as these are understood to have impact on their identity, voice and agency. Two particularly cited arguments in support of the pragmatist stance are that L2 EAP learners need to first attain proficiency in the English language before they can begin to get ideological and question the status quo and that critical thinking is a "uniquely Western" trait and therefore should not be imposed on students who are non-native speakers of the language (Benesch, 2000, p. 162). There seems to be in this approach little regard for the language identities and "discourses that students bring from their communities" as major concern is in developing their academic competence (Canagarajah, 2002a, p. 32). Scholars have argued that by adopting such a stance, the pragmatist view is in fact adopting the very ideological standpoint which it seems to be rejecting (Benesch, 1993; Pennycook, 1997). Pennycook (1997), for example, labels such pragmatism "vulgar pragmatism" with a potential to reinforce "norms and beliefs and ideologies that maintain inequitable social order and cultural relations" (p. 257). Elsewhere, Pennycook (1994a) also argues that adopting a neutral pragmatist approach to EAP may not be good for students as it fails to develop in them "forms of linguistic, social, and cultural criticism" that would be of great value to them in trying to question and understand "how language works both within and outside educational settings" (p. 16). In other words, by adopting the neutral stance, a pragmatist approach would in fact be denying the students an important skill for life both within and outside the academy. While one cannot fail to notice the hegemonic and patronizing attitude towards periphery ESL learners who are conceptualized as lacking the prerequisite linguistic and cultural capabilities to engage in critical thinking, I also hasten to add that the

pragmatist approach has the potential to make students adopt a survival orientation to EAP which may not augur well for their voice and agency for critical learning.

On the other hand, scholars in defense of the latter advocate that EAP should adopt a critical pragmatist stance. Cherryholmes (1988 cited in Pennycook 1997) distinguished vulgar pragmatism and critical pragmatism and used the latter to describe the attitude of critical self-reflection that individuals or institutions adopt in times of crisis when it is realized that certain ways of doing are no longer tenable and therefore need to change. To the extent that the pragmatist ideology in EAP seemed to favor maintenance of "the status in academia and society" (Pennycook, 1997, p. 256), scholars argue that pragmatic EAP is irrelevant to the needs of EAP students in ESL contexts and therefore must be replaced with critical pragmatism, which according to Benesch (2000) attempts to integrate "target-situation demands [i.e. the need for students to acquire academic competence] and students' right to challenge them" (p. 162). However, Benesch (2000) is quick to point out that "this is not a compromise position" for critically minded EAP, but "a way to broaden the discussion of student needs to consider not only what is but what might" (p. 162). As an example requiring a critical pragmatist approach, Benesch (2000) cites Canagarajah's (1993) research experience in which he observed that the subjects of his research showed ambivalence towards EAP, showing resistance towards the course on the one hand while also wanting to learn certain elements in it. These students who were native speakers of Tamil from rural Sri Lanka felt the need to reject certain elements of their learning which seemed to reinforce their sense of "cultural alienation" but also felt the need to learn grammar in a product-oriented manner in order "to pass the course and fulfill a socio-economic necessity" (Canagarajah, 1993, p. 601). For Benesch (2000, p. 164), teaching or researching in such a situation with a neutral or pragmatist perspective would be "an inadequate response," arguing that what is needed is a "more nuanced and critical" approach that should address the complexes of such cases of ESL learning. While agreeing with the observations by Benesch (2000), I also hasten to add that indeed the EAP classroom can present various challenges to different students. From the

experiences of the subjects in Canagarajah's (1993) ethnographic research, I extrapolate that EAP and English language learning in general can sometimes provide unfavorable subject positions to some ESL learners making them feel disadvantaged, helpless, inferior, and even uneducated, all of which may have an impact on their identity, voice and agency. I find these insights useful in my study as it investigates learner agency in EAP learning by students selected from CDSSs at MUST.

The theorising by Freire and other critical pedagogues reviewed in earlier sections and the theorizing about EAP and critical pragmatism above have provided a base for a critical pedagogy from which critical EAP draws inspiration. One of the notions which critical theorizing needs to incorporate is that of resistance which, according to Pennycook (2001, p. 61), is about "ways in which people are not mere respondents to the dictates of social structure and ideology but rather are social actors who resist sites of oppression." In this way, human beings are recognized as individuals with agency. On the realm of language, this resistance is manifested in postcolonial communities which reject the hegemonic tendencies of colonial languages, such as English. For Canagarajah (1999b cited in Pennycook, 2001, p. 65), the aim of the resistance "is not to *reject* English, but to *reconstitute* it in more inclusive, ethical and democratic terms." This is perhaps why, in her conceptualization of critical EAP, Benesch (2001, p. 48) chastises traditional EAP for being monologic as revealed by the "absence of students' voice" in EAP literature, thereby ignoring students' "reactions to assignments, classes and texts." While cautioning that critical pedagogy does not imply "ignoring the world outside the classroom" or leaving out "content requirements made on students in their courses" (p. 49) in an attempt to humanize teaching and raise the students' self-esteem, Benesch sees critical EAP as that in which students have voice and agency and therefore "see themselves as subjects of their learning" and not "objects of lecture and textbook material." Such students have the ability to "choose how to engage with each other, with course material, and with content faculty" (2001, p. 50). Drawing from Foucault's (1980) theories of power, Benesch sees the dynamics of power and resistance that play out in EAP as important for EAP professionals, helping them to

"imagine alternatives to the one-dimensional conceptualization of EAP as a service…whose job is to prepare students to accept their circumscribed roles as consumers of information and acquiescent workers" (2001, p. 52). In other words, Benesch conceptualizes critical EAP as that which acknowledges the possibility that students can exercise voice and agency which may in some cases take the form of resistance. Similar conceptualization has also been expounded by Yazbeck (2008, p. 38) who questions the assumptions about the learner inherent in EAP which have led practitioners to focus on assimilating learners into dominant structures of the university at the expense of difference and diversity. Yazbeck (2008) proposes a critical EAP pedagogy that does not just gloss over students' differences and diversity but one which in a bid to promote learning agency "privileges difference and diversity as a site for deconstructing dominant discourses and empowering students traditionally marginalized by universities" (p. 38). For Yazbeck, criticality in EAP should involve an analysis of what is meant by difference, who decides what constitutes difference and how the way difference is conceptualized impacts learners' view of themselves, arguing that failure to do so is to run the risk of having "a pedagogy that demands assimilation" (2008, p. 39). Yazbeck (2008) further argues that a critical EAP must do a number of things: it must acknowledge that "alternative voices exist," it must "encourage students to find a way to fuse their own voices with those of the academy" or run the risk of promoting "uncritical and uncreative univocal discourses," and should avoid treating difference as deficiency or run the risk of reducing students "to the status of second class intellectuals destined to remain on the margins of universities" (p. 41). Similar observations are made by Canagarajah (2002a) who observes that some EAP students want to bring the resources from their vernacular to their communication (p. 33). In such a case Canagarajah cautions that the tendency in EAP to treat every "cultural and discursive difference as a problem" or "sign of unproficiency or failure is to underestimate the agency of the students" (2002a, p. 32, 33). I extrapolate that depending on the approach to pedagogy one adopts, it is possible to position students in ways that maybe favourable or unfavourable for their agency and voice to flourish. Björkman (2011) argues that critical EAP in ELF/ESL contexts should take into

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consideration and integrate ELF perspectives to avoid "excluding the very large groups of speakers in higher education settings around the world" (p. 81). Based on research findings, Björkman (2011) argues that the occurrence of "non-standard features" during spoken interaction in EAP classrooms do not seemingly "cause any overt disturbance," observing how learners make use of "a variety of pragmatic strategies…to compensate for the wide range of levels of proficiency" without affecting the content and quality of the message to their listeners (2011, p. 85). Consequently, Björkman (2011) is of the view that one of the criterion for language assessment should be "effective language use" rather than "native-like competence," arguing that the latter is questionable since "it is problematic to define what native-speaker usage is" and also that "native-like production does not guarantee communicativeness in ELF settings" (2011, p. 96). I should point out that the perspectives by Björkman (2011) above relate to pedagogy for spoken interaction. They therefore provide a useful vantage point for observing learner agency in spoken interaction in the EAP classroom for this study. Starfield (2013) also observes that dominant educational discourses position EFL/ESL learners in ways that ignore the discourses that they "they bring with them from their homes or previous literacy practices," arguing that this tendency excludes not only ESL speakers "but also those from lower economic backgrounds or minority groupings" (p. 467). Viewing the identities of multilingual learners as "a complex ongoing process," Starfield (2013) feels that EAP should make efforts to understand that students bring to their learning needs that are "multiple, contradictory and dynamically evolving" which are also linked to their "identities evolving over time" (Starfield, 2013, p. 468). My study recognizes the diversity of student identities and needs and understands that such needs drive their agency for learning in the EAP classroom.

Canagarajah, who I hold as one of the leading scholars in critical pedagogy in EAP, lauds the social turn in the development of second language acquisition theorizing for shifting its focus by beginning to consider learners as complex social individuals. Canagarajah (2004) talks of "new realizations" about the language learner that have come with the advent of the social turn which I consider to be very important for

understanding voice and agency in EAP and language learning. According to Canagarajah (2004, p. 117), the personality of the self is largely shaped by language and discourses that occur in various forms found in society, which in turn make up the "multiple subjectivities" of the individual. The multiple subjectivities do not enjoy equal power and status leading to "differential positionings in socio-economic terms" and then to conflicts within and between individuals. Canagarajah (2004) portrays individual selves as agentive beings who in their attempt to find "coherence and empowerment," often find themselves negotiating the "competing identities and subject positions" (p. 117) ascribed to them through language, discourses and socio-economic positionings. This study demonstrates that the EAP classroom is a society where the language and discourses from which the learner selves derive their multiple subjectivities, the differential positionings ascribed to such subjectivities leading to inequality and intra- and inter-conflict. In this society, the selves comprising of individual learners from CDSSs, who are the focus of this study, are in search of coherence and empowerment by negotiating the competing identities and subject positions thrust upon them by the demands to study EAP couched from the perspective of a service subject. My study therefore is an attempt to find out how these learners manifest voice and agency as they negotiate the competing identities and subject positions while searching for coherence and empowerment that is meaningful to them.

For Canagarajah (1999, p. 30), agency is demonstrated when individuals, challenged by "different subjectivities and ideologies offered by competing discourses," are able to negotiate these and "adopt a subject position favourable to their empowerment." Thus for the EAP classroom in a multilingual context, the individual is conflicted with the subjectivities and ideologies associated with the use of their everyday language(s) of communication on the one hand and on the other hand, those associated with the need to learn the acceptable discourse practices of EAP in order to gain acceptance in the academic world. This study considers both the subject positions that the students adopt and the actions following from it as manifested through classroom discursive practices as manifestations of agency. Canagarajah also views language learners as individuals

with "critical learning practices" (2004, p. 120) as demonstrated from their ability to create "hidden spaces" or "safe houses" where they are free from the watchful eye of the teacher within and outside the language classroom. For Canagarajah (2004, p. 121), these would include asides between students, small group discussions and the email or online discussions for example. In these safe houses, learners often adopt what Canagarajah (1999, p. 137) calls an "underlife language" in the form of translations, code-switches and other forms as they negotiate the conflicting identities associated with being a multilingual speaker on the one hand and a learner of EAP and its associated discourse practices. This study also considers manifestations of such practices in the EAP classroom as manifestations of agency.

For most EFL/ESL undergraduate students transitioning from secondary school into the academy of the university, straddling between the requirements to write in their own voice while avoiding the accusation of plagiarism can be very challenging to their sense of identity, voice and agency. Quite often, the discourse of plagiarism positions such students as criminals, ignoring that some forms of plagiarism could be genuine attempts by students to carve out an identity for themselves, to find a voice of their own within the multiple voices that they encounter from both within and outside the academy. This has led some scholars to submit that the notion of plagiarism be reviewed to incorporate the latter view. Some of these scholars include Scollon (1995), Howard (1995), Pennycook (1996), Chandrasoma et al. (2004), Abasi et al. (2006), Moody (2007), Abasi and Akbari (2008), and Hutchings (2014).

In keeping with the definition of plagiarism as the act of taking and using "the ideas, thoughts, writings, inventions, etc. of another person …as one's own," (Allen, 1990, p. 909), Scollon (1995) explains the "economic/ideological" origins of the concept of plagiarism as arising from Europe during the Enlightenment period (p. 25). According to Scollon, this "ideological system places a high value on individual autonomy, rationality" and the "clarity, brevity, sincerity" (CBS) discourse style. Scollon considers plagiarism "culturally and ideologically complex" so much that it cannot be dealt with using a "simple assertion of legal rights" (1995, p. 26) and urges scholars to

"open up" and discuss plagiarism beyond the "personal or legal" paradigms that are often cited in trying to deal with it.

Howard (1995) also presents the notion of plagiarism as arising out of the economic conditions which arose with the invention of the printing press. This invention made "widespread dissemination of texts" possible. Combined with a surge in literacy of the masses in England and other Western countries which led "to the appearance of the reader," these two factors gave rise "to the possibility of making a living as a writer" (Howard 1995, p. 790) and consequently to the notions of the author as individual and textual purism which helped strengthen views regarding plagiarism. In terms of writing pedagogy, however, Howard traces the notions of individualistic writing and the concomitant notion of plagiarism to the expressivist school with its emphasis on teaching writing as self-discovery and teaching "writers to express themselves in their own authentic language" (1995, p. 794). On the other hand, Howard (1995) is quick to observe that prior to the modern era, writers in the mimetic tradition "did not need to cite" their sources (p. 789) because knowledge was never regarded as a property of the individual. In addition, with the rise of the computer and the associated notion of hypertext, there is now another shift regarding the concept of the author leading Howard to declare that "No longer do we have originators or plagiarists-or giants and pygmies-but the collective, always unfinished text" (1995, p. 791). Furthermore, Howard observes that writers work in "multiple communities", a sense of which gives rise to "complexities of community allegiances" (p. 793) which may manifest in the textual strategies that writers adopt. For Howard (1995), the definitions of student authorship and plagiarism that the academy propagates are attempts to come up with a single definition or what she calls a "unitary representation" (p. 793) of what this constitutes despite the existence of multiple theories of authorship. Howard therefore calls for a more nuanced understanding of plagiarism beyond just criminalization, one that acknowledges that other forms of plagiarism may not be immoral or motivated by the intention to deceive but acts of voice and agency as writer attempt "to establish group membership, to grow, and to define ourselves in new ways" (Howard, 1995, p.

788, citing Hull & Rose, 1989, p. 152).

Pennycook (1996) also views the blanket criminalization of student borrowing as originating from Western writing pedagogy, calling it a "normative" act that "fails to take into account any of the complexities that our students bring in terms of their own relationship to texts and memory," and therefore "pedagogically unsound and intellectually arrogant" (p. 227). Pennycook, like Howard (1995) above, brings in the notion of intertextuality arguing that all language learning involves some sort of "borrowing other's words" and as such "we need to be flexible, not dogmatic, about where we draw our boundaries between acceptable or unacceptable textual borrowings" (p. 227).

Chandrasoma et al. (2004) suggest that the academy should "do away with the notion of plagiarism" and begin to understand textual borrowing as "transgressive and nontransgressive intertextuality" (p. 171). Chandrasoma et al. (2004) observe that obsession with criminalization of students' textual borrowing as plagiarism in the hope that this will help to stop the practice is motivated by the "ideology of pragmatic determinism" (p. 173). Such a tendency, however, ignores the possibility that textual borrowing may in fact be motivated by factors other than "academic dishonesty." Such factors include the rise of the hypertext leading to proliferation of electronic texts where attribution of work to a single author becomes a challenge, thereby making intertextuality a probable common occurrence. Research has also shown that textual borrowing may in fact be more to do with "academic literacy" (2004, p. 174) and should therefore be viewed as an attempt by the students to grow academically rather than be criminalized. They also propose among many other points that student textual borrowing should be viewed from the perspective of identity and resistance, observing that the resources students bring with them and made available to them in the academy could make them resist certain textual practices of the academy.

The identity argument regarding plagiarism in student writing has also been advanced by Abasi et al. (2006). Abasi et al. propose that textual borrowing be regarded as having to do with "authorial identity," observing that acts of "unacceptable" textual borrowing

may stem from the students' "epistemological orientation" and "their authoritative view of source texts" (2006, p. 102). For example, they observe that students come to the act of writing having "their own life histories" which may "create tensions" leading them to sometimes resist "the identities they perceived to be privileged in the course" (p. 110). In addition, other students may be less experienced writers because of their coming from an educational background that did not demand the kind of writing that is expected of them when they join the university, an observation which is true for the group of students that are the focus of the present study. In short, Abasi et al. argue that as agentive beings, students hold "certain assumptions about their role as writers and also about their assumption to texts" which may differ from those of the academy (2006, p. 111) and therefore may take some time to change. Under such circumstances, writing pedagogy should view them as developmental challenges rather than punishable acts of academic fraud.

For Hutchings (2014), there exists a relationship between voice and agency and referencing in the development of authorial identity among adult university learners. She observes that most students entering the university find the "assertive and self-confident" nature of academic writing challenging (2014, p. 312). Hutchings' arguments are based on a study on student referencing, agency and identity in the academic writing of adult EFL learners mostly with "already established social and professional identities" (2014, p. 314) and therefore only needing to establish themselves in the academy. I hasten to add, however, that unlike the participants in Hutchings' study, the CDSSs students in this study are mostly young secondary school graduates with no professional identity, who are in the process of establishing their social and academic identity and therefore may find the demands of studying at university, more so of trying to establish themselves as writers more challenging. Hutchings' study showed that plagiarism could be "a language issue" resulting from lack of adequate vocabulary and "difficulty with putting ideas into their own words" (2014, p. 319). Another related challenge could be the school background from which learners are coming and the "learning and assessment habits" of the school, which may

contrast sharply with the experiences and expectations of learning at the university. In Hutchings' study, the adult learners were used to the use of "single voiced" textbooks in which the authors focused on 'knowledge' presentation "rather than a diversity of views or encouragement for dialogue over what is presented" (2014, p. 320). Hutchings proposes for a reconceptualization of writing as an enjoyable "social activity, more than an object of assessment," with more 'real' readers to give the activity "a real concept of an audience to engage with" beyond the "single 'marker/expert'" who is usually the course lecturer, thereby promoting agency and voice (2014, p. 323).

In this subsection, I have so far reviewed literature on some of the theoretical issues that specifically pertain to EAP as seen from the perspective of critical pedagogy. I have drawn on perspectives on the need for critical pragmatism, discussed critical EAP and attempted to show how critical pragmatism provided a fertile ground from which critical EAP emerged. I have also presented theoretical arguments in favour of an alternative view of plagiarism away from the dominant view in EAP, which tends to criminalize student textual borrowing, portraying it as motivated by the desire for academic dishonesty as manifesting attempts by learners to establish their identity, voice and agency in EAP, more so in academic writing. In the next subsection, I present the ecological theory of affordances.

2.1.2 English Second Language Learning and the ecological theory of affordances

The ecological theory of affordances from which SLA pedagogical theory and practice draws inspiration is mostly the one proposed by James Gibson (1979, 2015). I therefore first of all discuss this theory and show its relevance to the study of voice and agency. I will then discuss its relevance to second language learning, firstly locating it within the broader ecological educational linguistics framework and then narrowing down to the theorizing that directly relates to affordances in second language learning. In doing this, I will largely draw from the work of van Lier (2000, 2004a, 2008, 2010, 2011). I also attempt to demonstrate how the theory of affordances combines well with the critical pedagogy perspective adopted by this study.

The theory of affordances

Although there exist many definitions and interpretations of the notion of affordances, the widely acknowledged definition is attributed to Gibson (1979) (Gaisch, 2014, p. 80). In light of the purpose of this study therefore, I aim to provide a basic understanding of the concept of affordances based on what has been termed as the Gibsonian perspective (van Lier, 2008) and later on show its relevance to the study of voice and agency. Gibson (2015) defines affordances as follows:

> The affordances of the environment are what it offers the animal, what it provides
>
> or furnishes, either for good or ill…I mean by it something that refers to both the
>
> environment and the animal in a way that no existing term does. It means the
>
> complementarity of the animal and the environment (p. 150).

Gibson viewed the environment as having certain characteristics which the animal must perceive as aiding action. Depending on the intentions of the animal, the environment affords all types of support which the animal perceives and attempts to make use of. Gibson further explained that these affordances could be "positive" or "negative" or as he alternatively put it "beneficial" or "injurious" (2015, p. 129). I am inclined to subscribe to the view that the theory of affordances recognizes the agency of the organism, portraying it as being active in the perception of affordances of the environment as well as making use of them for learning and for living. In terms of language learning, this view has recently been endorsed by Huang and Jhuang (2015) and Liu and Chao (2018).

The ecological theory of affordances and second language learning

The theory of affordances is located within the broader ecological approach to language learning (van Lier, 2000, 2004a, 2008, 2010, 2011). Much of the initial theorizing relating to the ecological perspective and the theory of affordances is credited to van Lier, who first outlined one of the goals of the ecological approach to language learning as being that of questioning "some of the basic assumptions that lie behind most of the

rationalist and empiricist theories and practices" (2000, p. 245) that dominate the field of second language learning. I hasten to suggest that in questioning these assumptions, the ecological approach takes a stance similar to that taken by critical pedagogues as I have already discussed and elaborated upon. Elsewhere van Lier (2004a, 2010, 2011) outlined the major characteristics or principles of the ecological approach that he claimed amounted "to a new way of looking at language learning" (2004a, p. 4). I review some of the principles because I take note of their affinitive aspects to the critical pedagogy perspective which has helped me anchor this study. Firstly, van Lier argues that the ecological approach focuses on language "as relations between people and the world" where language learning is viewed as "ways of relating more effectively to people and the world" (2004a, p. 4). Under this principle the notion of affordances is an essential element as it describes the relationship that exists between the language learner and the language learning environment, in which the later "signals an opportunity for or inhibition of action." The ecological perspective also views the language learning context as being at "the heart of the matter" in language learning pedagogy and research. There is also less focus on rules in language learning, the argument being that "language is not governed by rules, but by interrelated organizational forces" (van Lier, 2011, p. 387). The other principle relates to emergence in which language development is viewed as "a process of transformation, growth, and reorganization" rather than "an accumulation of objects" (van Lier, 2011, p. 388). The notion of affordances here also plays an important role, since affordances are considered as always "immediate," arguing that language is always emerging through the agency arising out of the perception of affordances by the learner. Under the principle of quality, the ecological perspective regards "language learning and educational experience" in general as primarily "about quality" rather than quantity arguing that when combined with "intellect and affect" quality results in "higher levels of consciousness" (van Lier, 2011, p. 388). For van Lier, the focus on quality precedes quantity and also reminds us to desist from the tendency to equate learning success "with test scores" (2011, p. 389). van Lier therefore proposes "systemic shifts" to move education "from a dependence on testing…to a more direct appraisal system" that

addresses, documents and promotes the quality of the learning experience (2010, p. 4). Elsewhere, van Lier argues that language learning should focus on identifying "'sowing'" rather than "'reaping'" events (van Lier, 2000, p. 255). In other words, ESL pedagogy and research should move away from its focus on looking for "tangible and countable linguistic objects" as evidence for learning and instead focus on pedagogy and research that will lead to "the emergence of complex language as a result of activity" (2000, p. 255). However, our preoccupation with collecting evidence for language learning has led us to view language learning as 'a reaping or harvesting act'. In doing that, we have not paid any attention to 'the sowing' that precedes reaping. As pointed out by Bronfrenbrenner (1979) our focus has been turned away from person, process, context and time in that our preoccupations have centred on reaping statistical analyses and numerical measures (Wittgenstein, 1980; Bakhurst, 1991).

The other principle relates to value and emphasizes the need for language education to adopt "an overtly ethical and moral stance, embodying visions of self and identity" (van Lier, 2011, p. 389). The instrumentalist approach is eschewed because it "does not really teach language," but "recipes and tricks." There is also interest in "emergent and sustainable learning, rather than in the numerical outcomes of tests" which lead to the categorization of learners into "percentiles" (van Lier, 2011, p. 389). The principle of variation is critical of the tendency to equate second language teaching and learning to the teaching and learning of "a version of L2 that is homogeneous and unchanging" with its focus on native-like competence, arguing that "there is no linguistic support for such an unchanging ideal" (van Lier, 2011, p. 390). Ecological language learning also adopts a critical perspective "oriented towards understanding and actively improving humanity in a sustainable world." From this perspective institutional structures involved in education are examined, arguing for "change and improvement" since it is believed that education should be "transformative" and therefore required "to teach students how to perceive, how to talk about what they perceive, and how to think clearly, in well-articulated argumentative and rhetorical patterns" (p. 389). The ecological perspective also recognizes that language learners represent a "diversity of futures," a

realization of which requires language learning pedagogy and research to adopt "the perspective of multilingualism rather than monolingualism, as the former offers students "both cognitive and socio-economic advantages" over the latter (van Lier, 2011, p. 390). In the ecological perspective, language learning is considered to be "anchored in agency, as all life is" while teaching and pedagogy are regarded as "promoting agency" and "guiding this agency wisely" respectively, believing that practices such as "perceptual learning, initiative taking, engaging in discourse, critical reflection" are important for enabling learner agency (van Lier, 2011, p. 391).

I have so far briefly touched on how affordances are regarded as one of the important principles in the ecological perspective to second language learning. I want to expand this further and demonstrate how the theory of affordances provides an additional perspective for studying learner agency in language learning. Here again I draw extensively from the theorizing by van Lier who expanded the initial theorizing by Gibson (1979) and applied it to second language learning. Building on the original definition by Gibson, van Lier (2000) explained that an affordance is:

> a particular property of the environment that is relevant – for good or for ill – to
>
> an active, perceiving organism in that environment…What becomes an
>
> affordance depends on what the organism does, what it wants, and what is
>
> useful for it (p. 252)

Like Gibson's definition, van Lier's definition above emphasizes that it is the organism that perceives the affordance depending on its relevance. In this way, the perceiving organism is agentive in both the action of perceiving and in taking advantage of the relevance of the affordance to act in a certain direction and achieve certain results. Elsewhere van Lier (2004a) emphasizes the individual nature of the agentive act of the perception, arguing that the perceived affordance "is not 'as it is', but 'as it is to me,'" (p. 91), that is, to the individual. van Lier views the concept of affordances as a very important concept for language learning. Emphasizing the relational view of language,

van Lier introduces the term as an alternative to create the image of an active language learner who does not just passively receive input (van Lier 2000, p. 253; 2004a, p. 92), but rather connects with the language learning environment and picks up "information in the environment on the basis of and guided by …needs and purposes" (van Lier, 2007, p. 53). In terms of language learning, therefore, van Lier argues that "affordances arise out of participation and use" while "learning opportunities arise as a consequence of participation" (2004a, p. 92). In addition, the concept of affordances highlights the importance of activity and interaction both of which are regarded as arising from the complexity of the learning environment which makes up what van Lier (2000, p. 253; 2004a, p. 96) calls "a rich 'semiotic budget,'" from which the language learner derives perception and action depending on his or her needs. van Lier views the role of activity as that of guiding the perception of affordances, leading also to further activity" (2008, p. 61). He further observes that such activity "involves motive, purpose, planning, and emotional engagement" (van Lier 2008, p. 261). However, as observed by Sivasubramaniam (2011a, p. 55), such activity can only facilitate voice and agency if it occurs in an environment with multiple opportunities for individual meaning and knowledge construction.

Within the ecological theory of affordances, there is also recognition of the role of the language teacher in influencing the agency of the second language learner. As observed by van Lier (2007, p. 53), the teacher's role is to make "resources available in the environment" and to guide "the learner's perception and action towards arrays of affordances that can further his goals." Sivasubramaniam (2011a, p. 58) also observes that the pedagogical orientation of the teacher has the potential to lead to either a "socially-aligned" or "closure-focused" second language learner. The former belief results in learning that is "closure-focused" and aimed at producing "determinate", "fixed", "atemporal", "universal", "measurable", "quantifiable" and "justifiable" meanings. On the contrary, teachers who believe in the latter encourage their learners to be active thinkers and constructors of meaning who are willing to "take risks with their learning and to propose meaning and knowledge without any fear of them being

evaluated negatively" (Sivasubramaniam, 2011a, p. 55).

In my view, the potency of the theory of affordances lies in the fact that the role of perceiving the enablements and constraints available in the language learning environment lies in the individual organism that is the learner to the extent that given the same environment, two individuals, depending on their goals for language learning, may perceive the available affordances differently and exercise agency according to their perception and their purposes for language learning. In this theory, the role of the teacher's pedagogical knowledge and practice lies in creating multiple opportunities for the voice and agency of the diversity of learners to flourish. Thus, in my view, the theory provides another perspective from which agency and voice in EAP as the principal focus of this study should be approached.

The ecological theory of affordances makes it possible for learning and pedagogy to be couched in a critical perspective. This has been demonstrated by the principles of the ecological approach to language teaching and learning which I have outlined above and which in my view share common themes with critical pedagogy. Furthermore, critical pedagogues such as Canagarajah (2015, 2016) and Canagarajah and Matsumoto (2017) also adopt the notion of affordances in their studies. Canagarajah (2016, p. 30), for example, places the ecological theory of affordances within the postmodernist period of developments around language pedagogy characterized by the following shifts to mention but a few: from cognitive to social and ecological; from pre-packaged methods to situated pedagogies and language socialization; from homogeneity to variation and inclusive plurality; from knowledge or skills to identities, beliefs, and ideologies. It also theorizes for the possibility of oppositional agency. van Lier (2008, p. 60), for example, observes that if the learner perceives that the learning environment has become "hostile or indifferent" thereby "impeding the formation of healthy new identities" to the extent that the "learning process is impaired" and the learners are "unable to function fully in the new languaculture," they can "withdraw into their native culture, form oppositional cultures ... or rebel and assert themselves in different ways." Finally, the theory also recognizes the importance of voice, which according to van Lier (2008, p. 61) "refers to

authentic ways of speaking (and writing)." Voice is closely connected to the learners' identity development, arguing that learners speak authentically when there is an affordance in the form of "an authentic audience." This authentic audience "not only grants the learner the right to speak, but also listens and responds authentically" (p. 61). van Lier (2008, p. 61) argues that the learner will engage with the "new languaculture" and identify and use opportunities "to couple self and environment in productive ways" if they are able to develop a voice.

I have discussed the theory of affordances and showed its relevance to the study of agency in general. I have also discussed its relevance to second language learning, firstly locating it within the broader ecological educational linguistics framework and then narrowing down to the theorizing that directly relates to affordances in second language learning. More importantly, I have shown how the theory of affordances recognizes learner agency as an important factor in language learning. Lastly, I have attempted to demonstrate how the theory of affordances combines well with the critical pedagogy perspective adopted by this study. In the next subsection I propose to discuss the theory of positioning and attempt to show how it links with the theory of affordances as a perspective for investigating learner agency and voice in EAP.

2.1.3   Positioning theory and second language learning

In this subsection I argue for a theory of positioning as an additional perspective for the study of learner agency and voice in EAP, linking it with issues of ideology which are the concern of critical pedagogy and also linking it with the ecological theory of affordances. I start by situating the theory of positioning within poststructuralism. I argue at the outset that positioning provides this study with a rich angle for the study of how the pedagogic discourse of EAP at the Malawi University of Science and Technology may position learners in ways that could either promote or stifle their voice and agency for learning and also how learners may defy such positioning which in itself is also an act of agency.

The theory of positioning is a poststructuralist theory (Norton, 2013, p. 4; Baxter, 2016,

p. 39). I therefore would like to briefly discuss poststructuralism before I discuss the theory of positioning. I will draw extensively from the discussion of the theory as explained by Norton (2013, p. 3, 4) who also bases her discussion on the theorizing by Weedon (1997) regarding subjectivity. Weedon's theorizing emphasized the importance of language in shaping the relationship between the individual and the social. For Weedon, it is in and through language that social practices are defined and our own understanding of our subjectivity is constructed. Weedon's conceptualization of the terms 'subject' and 'subjectivity' were a departure from the humanist conceptions prevalent in Western philosophy in which the individual was viewed as having "an essential, fixed and coherent core" (Norton, 2013, p. 4). For poststructuralism, however, the individual was depicted as "diverse, contradictory, dynamic, and changing over historical and social space" (Norton, 2013, p. 4). In addition, poststructuralism views subjectivity as discursively constructed and always embedded in the individual's social and historical life. Identity is constituted in and through language. Also, as individuals are involved in the activities of speaking, reading and writing, they are at the same time constructing and negotiating their identity. In my view, it is in this process of organizing and reorganizing one's understanding of who you are that agency and voice are exercised as part of the identity construction process. One of the main principles of poststructuralism, especially feminist poststructuralism, is its rejection of binary modes of thought. Indeed, poststructuralism considers binaries as being "implicated in relations of power and in maintaining the status quo" and that they "rule out multiplicity and differences to create order, social coherence, and predictability around the idea of two opposite hierarchical categories" (Gannon & Davies, 2007, p. 73, 74). In advocating for plurality of modes of thought, perception, discourses and action, therefore, a poststructuralist stance permits the theorization for possibilities of the agency and voice of the subject. Thus agency in poststructuralism is theorized as arising from the subject's awareness of his or her capacity to "question and change" certain "historically specific and socially regulated" modes of knowing through which society attempts to discursively constitute and regulate the self (Gannon & Davies, 2007, p. 82). Citing Foucault (1985, p. 29), Gannon and Davies (2007) urge us all to

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"engage in a project of 'self-reflection, self-knowledge, self-examination…the decipherment of the self by the self…the transformations that one seeks to accomplish with oneself as the object" (p. 94). This is part of my orientation as a researcher for I would like to believe that it is in the examination of the self by the self as one engages in discursive practices with others that one is aware of the positions available to oneself, which may enable or constrain the exercising of agency as discussed in the affordances perspective. It is from this awareness that acts of meaningful agency can emerge.

Positioning Theory was first proposed by Davies and Harré (1990) who observed that as individuals, we emerge "through the processes of social interaction, not as a relatively fixed end product but as one which is constituted and reconstituted through the various discursive practices" (1990, p. 46) in which we are participants. According to Davies and Harré, positioning is not about personal identity but rather about "multiplicity of selves" that emerge out of everyday discursive practices. They theorized that during conversation, individuals can be positioned interactively by what another person says to them or about them or individuals may position themselves reflexively through what they say, arguing that "the words a speaker chooses contain images and metaphors which both assume and invoke the ways of being that the participants take themselves to be involved in" (1990, p. 48). The theory has since been developed further by Harré and his colleagues such as Davies (2000), Harré and van Langenhove (1999), Harré (2012), and Harré and Moghaddam (2003). In his further theorizing, Harré (2012), for example, explained that while positions can be "assigned, ascribed, or appropriated" on the one hand, they can also be "resisted, rejected or repudiated" (p. 196) on the other hand. In this way, the theory recognizes that subjects have agency, a point that is also emphasized by Baxter (2016, p. 41). There are also other relatively recent revisions to the theory by other scholars such as Depperman (2015). Although the initial theorizing has been revised over the years, Kayi-Aydar and Miller (2018, p. 2) observe in their state-of-the-art article that almost all of the studies that employed the theory of positioning "to investigate classroom discourse" which they reviewed based their work on the initial theorizing by Davies and Harré (1990).

Although the initial theorizing of positioning by Davies and Harré (1990) and his contemporaries was in the field of social psychology, scholars in applied linguistics, more specifically in language learning have expanded the theory further and applied it to analyse classroom interaction. These scholars, among others, include Blackledge and Pavlenko (2001), Menard-Warwick (2007), and Kayi-Aydar (2015). Although Davies and Harré saw positioning as largely conversational phenomena, Blackledge and Pavlenko have extended it to include "all discursive practices which may position individuals in particular ways" (2001, p. 249) such as autobiographies or language testing practices. Blackledge and Pavlenko (2001) also argue that agency, among others, is very crucial in positioning, observing that while individuals may choose to position themselves in certain ways and in the process exercise their agency, other people with whom they are involved in the discursive practices may contest this reflexive positioning. Thus according to Blackledge and Pavlenko (2001, p. 250), individuals may constantly find themselves "in tension between self-chosen identities and others' attempts to position them differently." The views by Blackledge and Pavlenko (2001) are very useful in this study as I attempt to examine voice and agency in EAP learning. My own understanding is that the discursive nature of classroom interaction may go beyond conversation and take other forms which may be verbal or non-verbal. This allows me as the researcher to look for other ways through which the students manifest agency including in written assignments. More importantly, however, by positioning themselves in certain ways or by accepting or rejecting others' positioning of them the students portray themselves as agentive beings.

Menard-Warwick (2007, p. 268 citing Wortham (2004) considers positioning a social "event of identification" and observes that in relation to agency, researchers ought to conduct microanalyses of people's classroom language learning instead of relying on interview data so that they can unearth "how such positioning may impede or enhance language socialization" (Menard-Warwick, 2007, p. 270). This view by Menard-Warwick complements Blackledge and Pavlenko (2001) on the need to diversify the sources of data for studying positioning through which agency can be

observed in language learning situations. While my study is not on positioning, I find positioning as explained by its theorists another rich angle from which to investigate acts of learner agency in EAP at the university.

According to Kayi-Aydar (2015), positioning can be a tool of analysis for investigating agency in language learning. She argues that Positioning Theory can be a conceptual as well as methodological "tool of analysis to explore agency" (Kayi-Aydar, 2015, p. 134). Kayi-Aydar further argues that an individual "does not come into the classroom always marginalized or privileged" (2015, p. 136) but is assigned positions and it is on such positioning that "one's agency closely depends" during classroom interaction. Thus, depending on how one is positioned in particular discursive practices and how one accepts or rejects such positioning, an individual may manifest various forms of agency through active participation, silence or resistance. This conceptualization of the interplay between positioning and learner agency enables me to analyse how learners' agentive behaviours manifest and the role that self-positioning and positioning by the teacher and other learners influence learner agentive behaviours in the various classroom activities in the EAP classes that I am investigating.

The importance of investigating learner agency using positioning as one of the theoretical perspectives is underscored when one considers the possibility for teachers as 'powerful' agents in the classroom to position learners in ways that may be "unhelpful or even damaging" for agency and voice and learning in general, which may emanate from among other factors, their "understanding of second language acquisition processes, their attitude toward…newcomer students" and "their buy-in or resistance to community and school discourses about ELLs" (Reeves, 2009, p. 39). In addition, studies undertaken by Talmy (2004) and Abdi (2011), show that learner-learner positioning is a real occurrence in the language classroom and that learners hold certain beliefs or ideologies about language and language learning which influence their self-positioning or their positioning of other learners in ways that may impact their agency and voice. Also, my rationale for the adoption of positioning theory is similar to that highlighted by Anderson (2009) who found the construct of positioning important

in three major ways. I highlight here the last two reasons because I find them particularly relevant to this study: "for developing methodological strategies to examine how students access (or do not access) learning and identity construction resources, and for understanding (and perhaps redirecting) classroom interactions" (p. 292).

I hasten to point out here, therefore, that although the theory of positioning is not a theory of education or learning, it has been employed in educational research to interpret how social and power relations in institutional discourse, in classroom interaction between teachers and learners or among the learners themselves have impact on the latter's agency for learning. Positioning theory has been widely used across different educational disciplines including mathematics education as demonstrated by studies such as Anderson (2009), Wagner and Herbel-Eisenmann (2009), and Herbel-Eisenmann et al. (2015). For example, one of Anderson's (2009) arguments is that positioning can also be an affordance. She observes that a teacher's particular positioning of a learner in the classroom "has the potential to afford or limit modes of participation" (p. 293). Anderson also observes that certain modes of positioning learners can sometimes be unfair, believing that students should "first gain access to resources for speaking and acting" (2009, p. 293) before they are positioned in a particular way. The alternate way of saying this in my understanding is that pedagogy must provide learners with the necessary affordances before positioning them in certain ways, some of which may be negative and have an adverse impact on the learners' trajectory for voice and agency and consequently for language learning. I also hasten to add that positioning in language learning may be an ideological act influenced by the institutions' or teachers' ideological orientation to the English language in general and to English language teaching in particular. This has been demonstrated in a study by McKinney (2017). Her study showed that while teachers may position students in certain ways influenced by their "Anglonormative" (p. 103) perspectives regarding the English language and English language teaching, students also resist such positioning in agentive acts and position themselves by destabilizing "the dominant discourses

through their own heteroglossic discourses about language and language practices" (p. 119). Similarly, de Costa (2011) argues that language ideologies and positioning of learners in certain ways have impact on learner agency and eventually on "learning outcomes" (p. 347). Layton (2014) also observes that language ideologies that reinforce the view "of languages as separate and bounded entities that must remain pure" result into positioning of second language students as "deficient monolingual speakers" (p. 4). I am inclined here to identify with the views of Bernstein (2003) who was writing about the role played by pedagogic discourse in reinforcing or challenging "inequalities in the distribution of power" (p. 10). Bernstein was interested in finding out how ideologies relating to power and control permeate different levels of society and find their way into the subjects, "to position subjects and to create the possibility of change in such positioning" (2003, p. 10). Bernstein broadly concludes that: "class relations generate, distribute, reproduce, and legitimate distinctive forms of communication, which transmit dominant and dominated codes, and that subjects are differentially positioned by these codes in the process of acquiring them." (2003, p. 10)

Bernstein understood positioning "to refer to the establishing of a specific relation to other subjects and to the creating of specific relationships within subjects" (2003, p. 10). Whereas Bernstein talks about class relations, this study is rather concerned with power relations and ideologies in EAP pedagogy and how these have the potential to generate, distribute, reproduce, and legitimate certain forms of communication, knowledge and practice that may position learners in ways that either promote or stifle learner agency and voice.

van Lier (2008, p. 56) theorizing on language learning and identity from an ecological perspective seems to acknowledge that positioning (of the self by oneself and by others) is very much an act of identity construction through which we are always engaged in "a job of matching and reconciling perceptions and beliefs that come from different directions." These "different directions" in my view are the affordances from which we perceive the positions available in the language learning classroom and respond to them agentively by either accepting or rejecting those positions and in so doing enact our

identity. This in my view suggests that there's a connection between ecological learning and positioning.

2.2 Learner agency in English language learning

2.2.1   Defining learner agency

Recent theorizing about agency can be traced back to the rise of postmodernist and poststructuralist views regarding the self that contrasted sharply with modernist conceptions about the same (Ahearn 2001, p. 28; Deters, 2011, p. 17; Block, 2015; Kalaja et al., 2015, p. 14; Vitanova et al., 2015). Postmodernism and poststructuralism questioned "impersonal narratives" that left "no room for tensions, oppositional actions on the part of individuals and collectivities" (Ahearn, 2001, p. 110). Within postmodernism, the self was viewed as "decentralized and unstable" and as "constituted through language" (Vitanova et al., 2015, p. 2). These early postmodern and poststructuralist views are the ones that continue to shape current debates surrounding the construct of agency in general and in relation to specific fields such as anthropology and applied linguistics, more especially second language learning. Owing to this, there are many definitions of agency that have been put forward as also acknowledged by Huang (2009, p. 29) and it is beyond the scope of this study to consider all of them, while at the same time being aware of the intricacies inherent in trying to understand and define such a widely theorized and debated upon subject.

Ahearn, a linguistic anthropologist, defined agency as "the socioculturally mediated capacity to act" (2001, p. 112). In her definition of the construct, she cautions scholars against equating agency with free will and resistance. Ahearn's definition has acted as the point of departure from which scholars in second language learning have expanded and extrapolated (Thorne, 2005; Vitanova, 2005; Hunter & Cooke, 2007; van Lier, 2008; Duff, 2012; Duff & Doherty, 2015; Gkonou, 2015).

Having adopted Ahearn's (2001) definition, Thorne (2005) argues that agency should be conceptualized in a more complex way beyond "a dichotomized task-agency dualism" (p. 400); it is not something that can be found in particular individuals and be

lacking in others. Rather, agency is something that is constructed and renegotiated jointly between an individual, the people around and the larger society, developed by the individual's participation "in specific social practices", and, in relation to language learning, influenced by a person's "histories of language education…and language ideologies in the form of implicit and explicit discourses produced at institutional and nation-state levels." However, Thorne downplays the role of histories and language ideologies in influencing individual agency, arguing that "agency is mutable and may transform in response to ongoing and anticipated activity" (p. 401). Thorne's conceptualization of agency seems to focus on the factors that influence agency which I propose to address in another subsection below.

Vitanova's (2005) understanding is that a definition or conceptualization of agency should combine poststructuralist and Bakhtinian perspectives regarding the individual. The former viewed agency as arising from the subject's movement between discourses, reflection on how such discourses positioned him or her and negotiating, modifying or even resisting them as one experiences their subjectivity. Agency in this case does not arise from attempts to liberate oneself from this discursive positioning but from the subject's "ability to create new opportunities in establishing one's voice" (Vitanova, 2005, p. 152). On the other hand, in the Bakhtinian conception agency revolves around the notion of intertextuality through which we appropriate linguistic forms used by others in a variety of situations and make them our own by populating them "with our own accents" (p. 154; see also Aro, 2015, p. 50). In this view, agency emerges when we appropriate others' voices and contest them, re-accentuate their utterances with new meaning in order to re-interpret ourselves in the second language learning context. It is through this challenging of others' discursive practices that agency manifests. I find this understanding useful to the investigation of learner agency in EAP in my study. I wish to argue that EAP in many of the forms in which it is taught generally exhibits the tendency to position learners transitioning to university in new disadvantaged ways in which they are expected to learn discipline-specific ways of being and languaging, because of the perception that they lack 'appropriate' linguistic resources. Through acts

of agency therefore, learners must use their "discursive practices with others" and their "everyday acts of creativity" (Vitanova, 2005, p. 166) to re-stablish their voices.

For Hunter and Cooke (2007), agency is an individual's "ability to act with initiative and effect in a socially constructed world" (p. 75). Hunter and Cooke are wary that certain conceptualizations of agency may foster, especially among researchers and teachers, notions of learner dependency on their teachers as may seem to be implied in Ahearn's (2001) definition of agency as "socio-culturally mediated capacity to act." They argue that learners would have to "act in numerous mundane and ingenious ways to promote their own learning" for their behaviour to count as agentive, which may include learners acting differently. The key word in this definition is *initiative* as it helps in distinguishing agentive behaviours from instances where the language learner is 'forced' to do certain things without an element of autonomy.

van Lier (2008) proposes three core features of agency building on definitions by other scholars, including Ahearn's (2001). For him, agency involves "initiative or self-regulation", is "interdependent" as it "mediates and is mediated by the sociocultural context", and "includes an awareness of the responsibility for one's own actions" in relation to the environment, including others that may be affected by it. van Lier further expands the notion of initiative in the first core feature as referring to "a learner who makes some effort, however small and seemingly insignificant, to be original, say something new and different, set off in an unpredicted direction" (2008, p. 174). However, within the context of classroom observation, initiative can be empirically captured and tied to agency through the study of learner contributions in the course of classroom interaction while the other two are not easily amenable to observation and interpretation without the researcher risking being construed as overly subjective in his or her approach (van Lier 2008).

Having reviewed a number of definitions, including dictionary definitions, Huang (2009, p. 33) viewed learner agency as entailing "action" and as often suggesting "action that arises from deliberation and choice," arguing that though this may not be a strict definition, it is one that enabled him to closely scrutinize how the language

learners in his study responded "to the constraints and opportunities" in the research context of his investigation and in turn offered him "a useful way to problematize language learning and teaching situations, looking critically at what can actually transpire in these situations" (p. 33). In other words, Huang's definition of learner agency as involving deliberate choice regarding the direction a person would wish his or her language learning to take is a purposefully adopted definition that fits with the aim of his study.

According to Duff (2012, p. 417), agency is a person's "ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal and social transformation." The concept of choice is very important as it implies a conscious decision to do or not to do something. Thus, while most EAP classrooms demand that learners communicate only in English, for example, a learner's decision to abide by this demand or not could be viewed from the perspective of choice. For Pavlenko and Lantolf (2000, p. 170), the issue of choice is more relevant to second language learning than to learning a first language because it requires the learner to take on and perform new identities, a process which they describe as "long", "painful", "inexhaustive", and in some cases "never ending." However, such a choice may sometimes entail active resistance to "certain behaviours, practices, or positionings" (Duff, 2012, p. 417) leading to situations where learners may be negatively characterized as rebellious or as having failed to learn the language. However, Pavlenko and Lantolf (2000, p. 170) caution against the tendency to negatively characterize second language learners as 'rebels' and 'failures' since individuals may sometimes resist becoming part of another language community or may notice that second language is only limited to certain functional uses.

As observed by Thorne (2005), the variations in the way agency is conceptualized by scholars within SLA may result from desire to emphasize certain elements associated with the construct. This point signposts the fact that it is not easy to reach a consensus and come up with a single definition of the construct that is acceptable to all. However, as I have pointed out earlier, most scholars have built their theorizing of agency around

the definition by Ahearn (2001). For this study, the definitions reviewed in this subsection act as a provisional lens from which I attempt to understand and investigate agency in the context of EAP at MUST. However, I realize that these definitions are too many. I therefore narrow down and specifically adopt the definition of agency used by Morita (2004, p. 590) which appears to combine and synchronize with neo-Vygotskyan as well as critical discourse perspectives. The former perspective considers agency as arising out of the individual's engagement with the social world and is reflected in the definition by Lantolf and Pavlenko (2001, p. 148) that "agency is never a 'property' of a particular individual." It is "a relationship that is constantly co-constructed and renegotiated with those around the individual and with the society at large." The latter is reflected in critical approaches as reflected in what have come be known as 'resistance' theories in which, according to Morita (2004, p. 590) "individuals are accorded agency to resist being positioned marginally in dominant discourses and to fashion alternative subject positions that fulfil their goals and purposes." In adopting this definition, however, I do not foreclose the other definitions. After all, definitions are reductive attempts of trying to wrap our heads around issues and concepts, which sometimes may not be very beneficial when attempting to define a construct as widely theorized and debated upon as agency. I therefore adopt this definition as a working definition while at the same time benefiting from the other numerous definitions that I have already presented in this chapter.

2.2.2   Agency and identity

Identity (re)construction is at the heart of language learning. This identity is discursively constructed as the individual takes part in the discourse practices of a particular community and, as a consequence, demonstrates agency by acting in ways that seem to enhance their identity (Norton, 2013, p. 4). In fact, according to Poynton (2000, p. 5 cited in Miller, 2010, p. 466) individuals "speak themselves into being." In this way, adopted or ascribed identity or one that is wished for can influence the individual to be agentive by acting in ways that seem to reinforce it or to reject it if it is deemed unfavourable as one is involved in discursive practices of a particular discourse

community. The imagery in the word 'reinforce' conjures up a picture of an individual whose sense of identity is under threat and therefore exercises agency manifested through linguistic acts or otherwise in order to try to hold on to one's sense of identity. The imagery is also meant to highlight the power dynamics that often characterize second language learning situations, including those in EAP.

Until recently, most studies on language learning agency have considered it in relation to other constructs, including that of identity (Duff, 2012, p. 413; Muramatsu, 2013, p. 45). These studies have attempted to show the link that exists between learners' sense of agency and identity in the discursive practices in which they are involved. Some of these studies include Morita (2004), Miller (2010), Norton and Toohey (2011), and Norton (2013).

In a longitudinal study of English L2 students from Japan in a Canadian university, Morita (2004) investigated the relationship that existed between learner agency, positionality, classroom participation and personal transformation. Her study established that individual students exercised agency in various ways when they perceived that both the teacher and 'native' English-speaking students in the classroom positioned them marginally and negatively as incompetent. In exercising agency, individual students rejected the ascribed identity, preferring to develop "a more positive one" for themselves (Morita, 2004, p. 591).

For Miller (2010, p. 465), agency, just like identity is discursively constructed, unstable, contested at the site of discourse, and emergent through positioning. Miller observes that individuals "cannot achieve agency without subjectivity" arguing that, people will always act in ways that are "relevant or significant" to "a recognized identity position from which they act" (2010, p. 468). In my view, Miller's arguments seem to suggest a 'chicken and egg' situation in which agency and identity may precede or succeed each other. In other words, an individual may make a statement of who they are and then act agentively to substantiate it or an individual may act in certain agentive ways and in the process be constructing an identity for herself or himself.

In a state-of-the-art paper on language, identity, and social change, Norton and Toohey

(2011, p. 414), observe how during classroom discourse certain identity positions given to learners tend to offer them "enhanced sets of possibilities for social interaction and human agency." They cite as examples situations in which multilingual English learners exercised agency in order to reject subject positioning accorded to them by their teachers or negative positioning from other students who were 'native' speakers of the English language. In such circumstances, the learners exercised agency in order to construct a positive identity for themselves. Norton and Toohey's examples here highlight the fact that negative positioning in the English second language classroom is a real possibility that unfortunately comes from both the teacher and fellow learners and also that students will exercise agency when they perceive that they are being positioned in a negative way. Pierce (1995, p. 16) also argued that individuals will often exercise agency in order to resist being positioned in a negative way and may in the process "set up a counter discourse" in order to position themselves "in a powerful rather than marginalized subject position."

From these studies, one theme that emerges is that learner agency plays an important role in the construction of identity in language learning. It is because of this important role that agency plays in determining success in language learning and identity construction that makes it imperative to study the construct of agency among the learners that are the focus of this study.

2.2.3   Agency in second language academic writing and reading

Agency in academic writing

Unlike in other institutions where academic writing is treated as a separate course, the EAP course that is the focus of this investigation also has content on academic writing. In relation to learner agency, therefore, this study investigates how learners are positioned in the course materials for writing instruction and also generally in the discourses surrounding writing instruction that manifest during classroom activities relating to learning to write in a university setting, and the sort of affordances for writing development that are made available to the learners and how these may enhance

or constrain learner agency.

Writing on agency and subjectivity in student writing, Scott (1999) notes that although there exist various definitions of agency, they all share one feature: "their overt rejection of the objectivist view of the individual as the mere puppet or reflection of external forces" (p. 173). When it comes to practice, however, Scott observes, a discrepancy in that the conception of agency as "individual meaning making" as agreed upon by most scholars "is edited out of the very descriptions of academic writing which are intended to contribute to its enhancement" (1999, p. 174). In a more direct reference to academic writing, Scott argues that although the different approaches to academic writing seem to emphasize different aspects, their apparent differences while appearing to have potential for accommodating individual meaning, "tend to be transformed in pedagogic contexts in ways that implicitly exclude…agency" (1999, p. 174). Thus Scott observes, for example, that EAP writing pedagogy's preoccupation with "strategies, moves or techniques" as advocated by scholars such as Swales (1990), Mitchell (1994) and Riddle (1994, 1997) is not fundamentally different from the other approaches that "explicitly emphasize the formal architecture of the academic text" (1999, p. 174). With such approaches, Scott (1999, p. 175) argues that feedback to students writing "becomes primarily a matter of pointing out missing elements in the matching of essay to abstract paradigm," with student writing viewed as "a mode of enculturation" of "apprentice members of a discourse community." In pointing out these shortfalls Scott is not advocating "that student writers should not be introduced to the conventions of academic writing" but that such teaching should be re-conceptualized in ways that do not "foreclose discussion and edit out individual meaning-making."

Although not attempting to define agency, Marshall (2009) highlights how the study of agency in multilingual undergraduate student ESL writing is very important, arguing that first year undergraduate students are in the real sense managing "multiple transitions," some of which require them to exercise "their agencies…in transition" (p. 44). For Marshall, EAP pedagogical practice ought to treat this "transitional nature" of

undergraduate student agencies as "an important factor" (p. 44). Based on his research on a multilingual group of undergraduate ESL students at a university in Canada, Marshall, however, observed how the students' agencies were disregarded by constant positioning of the students as "remedial ESL" students, treating their "diverse and rich range of languages and cultures" as problems that needed fixing rather than assets to be cherished (p. 41). Marshall proposes for an EAP course with graduated steps that starts by "opening up" its spaces to accommodate "the multiple voices of students through multiple forms of literacy" that assist students in dealing with their 'writing-phobia' by asking them to write about "their own lives" and in so doing make them confident that "they can write well and develop agency and voice in text" (2009, p. 54). I hasten to add that the notion of opening up spaces for transitioning students to populate is relevant from critical pedagogy, affordances and positioning perspectives that inform this study since most EAP pedagogy tends to foreclose learner voice and agency through its focus on pragmatism as I have already argued in earlier sections.

In relation to students' academic writing, Hutchings (2014, p. 316) defines agency as "the author's ability to take on a position of their own." It is also "acting with that sense of self or purpose" (p. 315). She observes that in relation to writing and learning, agency is understood in two ways, namely; the writer's ability to manipulate "what is said" (knowledge) while maintaining one's sense of self, and how agency becomes apparent through the writer's "referencing, use of authorities, engagement with readings or viewpoints of others and argument in writing" (p. 316). In other words, a writer will come out as agentive or not depending on how they are able to balance their personal sense of style with the requirements that a piece of academic writing should be properly referenced, and should engage with one's readings, other people's views, and the arguments associated with the topic of writing.

Similar views about agency and voice as involving a delicate balance between the desire to come out as an individual "I" person on the one hand, and the willful intention to be seen to follow the conventions of academic writing reflected in referencing and engagement with other people's view are expressed by Flowerdew and Wang (2015, p.

83). They argue that while considering writer identities as social positions assumed by individuals through rule-guided interactions with their communities, part of their identity is simultaneously formed when the writers "exercise their agency through their individual linguistic choices."

Shapiro et al. (2016) argue that as teachers of academic writing we need to engage in "teaching for agency" by on the one hand recognizing "the resources that linguistically diverse students bring to our writing classrooms" while on the other hand the "students' needs and goals regarding English language development" (p. 31). They urge for a finely balanced pedagogy of academic writing that appreciates both the learners' linguistic diversity leading to "more equitable classroom practices and institutional policies" while also taking into consideration the students' own goals "to continue developing as English language users" (Shapiro et al., 2016, p. 31). According to them, two questions that university academic writing pedagogy should deal with are:

> How can we treat students as developing writers/language users without promoting a deficit view of second language (L2) writers and writing, and without reproducing stigmatizing pedagogies and policies? How do we honor the knowledge and linguistic resources all students bring to our courses and programs, while also promoting their growth as writers and language users? (p. 32)

Shapiro et al. (2016, p. 33) view student writers as agents having "a degree of control over their own acts related to writing and writing development." With such a view, the role of EAP pedagogy is to assist the learners through the creation of "optimal conditions" that can facilitate the students' noticing and utilization of "particular rhetorical and linguistic practices" and also "to program structures that help writers make informed choices about their academic lives." They argue further that writing pedagogy should deliberately create opportunities for students to exercise agency which includes acts such as negotiating, choosing to accept or deny, self-assessing,

planning, questioning, and making decisions.

Another way through which second language writers attempt to demonstrate agency is through resistance. For Liu and Tannacito (2013, p. 369), agency represents one way through which second language learners learning to master L2 writing construct their identity shaped by the desire to belong to imagined communities. However, they observe that the desire to identify with imagined communities leads to agency that could end up portraying the individual writer as inferior, as was demonstrated by two Taiwanese students who demonstrated agency by resisting given writing instructions by their teacher so that they could be "assimilated to an imagined prestigious white academy" (p. 369). While they exercised their agency, they also ended up positioning themselves and their Japanese identity as inferior.

For most L2 undergraduate learners transitioning into university writing, however, the act of balancing between the desire to follow rules of academic writing while trying to maintain their sense of agency and identity is challenging. Hyland (2001, p. 209) observes that some students find the discipline-specific demands that academic writing be impersonal and objective "self-effacing." In addition, Abasi et al. (2006, p. 110) observe that students will often bring "their own life histories to the act of writing" which may affect their sense of agency and voice when writing and put them on a collision course with the demands of their professors. They report of one student who in her bid to demonstrate agency avoided "over-referencing" which had the potential of portraying her as a novice to qualitative research. Similarly, Hutchings (2014, p. 312) observes that students entering the university receive contradictory messages that urge them to adopt their 'own' voice while at the same time warning them that they will be 'hunted down' as criminals for plagiarism. This, she argues, leads to students' loss of voice and agency. Canagarajah (2002a, p. 34) also observes that L2 writers face "serious conflicts in adopting academic discourses uncritically" since they represent hegemonic and repressive values for most multilingual writers. Consequently, multilingual writers often attempt to infuse vernacular features into their writing as one way of exercising agency and voice. Canagarajah (2002a, p. 34) decries the tendency to

characterize the students attempt to exercise voice and agency as a sign of 'unproficiency' or failure. He proposes instead that we should view multilingual students from a "difference-as-resource perspective" (Canagarajah, 2002b, p. 13) in which we acknowledge the identity of multilingual students and the possibility that their multilingual backgrounds will influence their writing. Elsewhere, Canagarajah (2006, p. 602) also cautions against the limiting tendency to imagine English L2 writers as coming to the writing classroom "with homogeneous identities." He argues that individual writers "choose to display identities depending on the diverse contexts in order to achieve their interests." The strength in adopting such a perspective lies in not viewing the students' writing in "negative, unpleasant or conflictual ways" (Canagarajah, 2002b, p. 13) but as a spring board from which the students can launch themselves into mastery of the discourse of academic writing. From my perspective as a researcher and an EAP practitioner, analysing multilingual students' academic writing for agency and asking them to explain their own writing practices could inform the pedagogical practices in EAP in universities in peripheral contexts such as MUST.

Matsuda (2015) also discusses at length the importance of how language learning in general and writing in particular conceptualized from the perspective of social constructivism should be understood. In his comparison of social constructionism and social constructivism, Matsuda (2015, p. 147) argues that unlike the former, the latter is "subjective, individualist and therefore valorises individuality and agency." He further explains that because socio-constructionist perspectives construe individual writers as people who just follow "socially sanctioned conventions" of discourse, they "pay less attention to individual agency" (Matsuda, 2015, p. 14). On the other hand, the socio-constructivist perspective views writers as individuals with agency demonstrated by their ability to appropriate, resist or negotiate established discourse practices. For Matsuda, there is a difference between using established discourse conventions because one is not aware of other available options and actively choosing to use some established conventions of writing while being fully aware of other available options. While the latter is agentive, the former is not. In my view, the explanation by Matsuda

as summarized above is important as it provides a good viewpoint from which pedagogical practice can reveal how learners are conceptualized and positioned in a second or foreign language writing classroom.

Also Tardy (2006) observes that sometimes teacher responses to students' writing show a disregard of the latter's agency, sometimes leading to resistance. Tardy highlights how teachers' feedback to students' written texts often leaves students feeling "pressured to follow teacher directives, even when students do not understand or agree with the feedback" (p. 61). Tardy calls this practice "monologic" or "unidirectional" appropriation in which the teacher's voice "takes over" that of the student so that it is their voice which is heard in the written text rather than the student's, arguing further that this form of appropriation only accounts "for the teacher's agency but not the learner's" (2006, p. 62). Instead, Tardy proposes for the adoption of "a dialogical view of appropriation" as an approach to student writing and assessment, as it "foreground[s] the writer's agency and the contingency of expertise, integrating issues of investment, power, and social alignment" (2006, p. 73). She further adds that this kind of appropriation does not act only on writers "but also serves as a tool for writers, who may even influence those with more power, including their teachers and mentors" (p. 73). In addition, this kind of appropriation recognizes the role that intertextuality plays in text creation since writers will sometimes "create and assert their own identity" by ventriloquizing, re-envoicing, or re-accentuating other people's words (p. 63).

In a study of academic writing at the University of Namibia, Mukoroli (2016) had observed the tendency by teachers to appropriate students' written texts, an act which stifled voice and agency in the students. For Mukoroli (2016, p.196), acts such as asking students to "re-arrange paragraphs, erase ideas or add evidence" make teachers come out as colonizers of "the students' attempt to freely and critically express their voice." He therefore advocates that teachers of academic writing should strive to encourage voice and agency in their students' writing by acting as "a surrogate audience" and as mediators between students and the discourse communities to which they are attempting to belong rather than as "gatekeepers of knowledge."

I conclude from the studies on academic writing reviewed above that the dominant practices in EAP writing pedagogy seem to position students in ways that do not augur well for the further development and promotion of learner agency and voice. On the one hand, these studies show students' attempts to come out as agentive in their writing while on the other hand showing that teachers can either promote or stifle agency and voice in their students' writing. I argue that a pedagogy of academic writing couched from a critical perspective should promote voice and agency through the provision of affordances, some of which may include positioning students favourably for the same.

Agency and voice in reading

The EAP course that is the focus of this investigation also has content on academic reading. In relation to learner agency, therefore, this study investigates how learners are positioned in the course materials for reading instruction and also generally in the discourses surrounding reading instruction that manifest during classroom activities relating to learning to read in a university setting, and the sort of affordances for reading development that are made available to the learners and how these may enhance or constrain learner agency. I argue that when conceptualized from the instrumental and socialization perspectives, reading pedagogy in EAP has potential to reduce learners into readers who focus on the mechanical aspects in order to arrive at the meaning intended by the author in what Luke and Baker (1991, xi) call the "reader-meets-text space". Also, the adoption of these perspectives has a potential to turn reading pedagogy into activity "which looks upon getting through exams as its primary goal," denies "space and initiative for thinking, emotional engagement, response and reaction" during learning, "rewards correct grammar and comprehension instead of individual response, expressive use of language and tentativeness in thinking" and adopts "a normative orientation to testing and assessment which ignores the qualitative aspects of reading processes" as argued by Sivasubramaniam (2009a, p. 9). The cumulative impact of adopting these perspectives, therefore, results in reading pedagogy that may stifle instead of promoting learner agency in reading in EAP and other content subject areas. In the space below I am arguing for the adoption of an alternative approach to the

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conceptualization of reading from a critical perspective. I will, however, begin by reviewing literature relating to some of the perspectives that have guided reading pedagogical theory, research and classroom practice.

Siegel and Fernandez (2000) attribute the apparent paucity of research on reading adopting critical perspectives to the dominance of academic psychology and its attendant theories, which influenced the way reading instruction was done (i.e. method) and how research on reading was conducted. They observe that these theories:

> constructed reading as an autonomous […] psychological process unrelated to
>
> any of the social, political, cultural, and economic patterns that shape schooling,
>
> and thus treated science, schooling, and language unproblematically as neutral,
>
> rational activities unaffected by power and ideology (p. 142).

I will briefly review some of the approaches arising from the psychological view of reading instruction to provide background that I hope will assist in contextualizing my current study within the framework of critical approaches to reading.

In the skills-based approach to reading, texts are viewed as unitary and independent from both the reader and the writer and also as containing fixed and clear-cut meanings that can easily be quantified (Hirvela, 2004). From this perspective, EFL/ESL reading pedagogy is conceptualized as being primarily concerned with the acquisition of grammatical rules and vocabulary which are regarded as the building blocks for production of correct sentences and eventually correct language and meaning (van Lier, 2004a, p. 30). Koda (2005), for example, attests to the importance that this approach attaches to vocabulary acquisition as a conduit for reading comprehension, observing that there is a "widely recognized relationship between vocabulary and reading comprehension" (p. 48). Vocabulary learning and grammatical acquisition are therefore emphasized, with texts for reading often showing pre-selected lists of vocabulary items and grammatical structures that students have to master by committing them to memory. Learners are not involved in text selection as texts are pre-selected by the teacher or the

text writers. For Wilson (2009), the primacy given to the acquisition of vocabulary and grammar in this approach has a potential for suspending the acquisition of academic discourse in EAP to a later stage because of an inherent assumption that meaning making is only possible when students understand grammar and vocabulary. Another important aspect of this approach is its wide acceptance of L1 translation as an important strategy for L2 reading comprehension (Alderson, 2000 cited in Wilson 2009, p. 24). Wilson (2009) also observes the lack of distinct boundaries between teaching and testing resulting from a "heavily exam-oriented" approach to teaching in which reading classes are largely seen as training grounds for exam preparation rather than "reading for any other purpose" (p. 27). Reading is also seen as divorced from writing and there are no deliberate efforts to show the link between the two during instruction. My quick appraisal of the skills-based approach is that it has little recognition of the role of learner agency in language learning as seen from its emphasis on rote learning and positioning of the learner in a passive role to memorize grammatical structures and vocabulary and from the view that meaning resides in the text, that such meaning is a composite of the vocabulary and grammatical structures that make up the written word. By insisting that meaning resides in the text and can be understood through study of vocabulary and grammar, the approach also ignores the intertextual nature of reading and writing. In addition, the approach ignores the fact that learners have different subjectivities and as such they have other purposes for reading other than reading to pass examinations. Although the approach may seem to acknowledge the role of L1 translation which on the surface may be seen as agreeing with critical perspectives on code-meshing or translanguaging (Canagarajah, 2011) and Freire's (1983; 1985) and Freire and Macedo's (1987) view of reading one's world into the word, these aspects are in my view dwarfed by the authoritarian role ascribed to the teacher and the instructional materials. I am, therefore, inclined to agree with the critical evaluation of the skills-based approach by Preece (2010), especially with regard to how it positions EAP learners, which has implications for learning agency in the classroom. Preece faults the skills-based approach for positioning students as a homogeneous group of "consumers of educational products that include training for the knowledge economy"

(2010, p. 31). Preece observes that emphasis on discourses on skills has potential to lead to the adoption of a utilitarian approach in which academic literacy is conceptualized in binary "literacy/illiteracy terms," "divorced from context" and considered as "a means to an end" (p. 32). In this kind of discourse students are likely to be positioned "as competent/incompetent and literate/illiterate in relation to reading and writing" (p. 32). Further, Preece observes, positioning students as deficient makes them focus "on the negative, on what they cannot do," which in my view is unhelpful for learning. Students can also be positioned as "'remedial' learners" whose reading skills need to be fixed. Positioned in this way, students may acquiesce, leading to internalization of "feelings of failure," and "chronic lack of self-esteem" about what they can achieve. They may also resist being positioned as such and instead take on "alternative discursive positions" leading to the adoption of a "'so what' attitude to learning with the idea that it's 'cool' not to know or care about knowing and 'uncool' to try or be seen to be trying" (2010, p. 32). Preece criticizes the discourse of skills for ignoring issues of learner identity and diversity and its apparent insensitivity to "the emotional effects of positioning university students as 'remedial' learners of English," arguing that a "reductive approach" to reading instruction "does little to enable students to improve their ability to make sense of complex language, ideas and arguments" (2010, p. 32). In view of the observations about the skills-based approach I have so far discussed, I would like to postulate that for a university of science and technology such as the one featured in this study, the temptation to approach reading instruction from a skills perspective is very preponderant. However, as we have seen in my discussion above, such perspectives may not be healthy for the promotion of learner agency, which in my view is a crucial aspect in EAP learning, learning at a university, and life-long learning in general.

When the hype around behavioural psychology (where the skills-based approach drew inspiration from) subsided almost 53 years ago (Anderson, 2015, p. 337), there came in its place cognitive psychology from which emerged the cognitive approach to language learning in general and to reading or comprehension in particular, with a particular

emphasis on the role played by schema in processing and assimilating new knowledge encountered in the course of learning. Wilson's (2009) study succinctly summarizes the developments relating to reading instruction that came with the cognitive approach and it is to her that I now turn for a brief review of the major developments that I find to be relevant to my study. Wilson (2009, p. 29) observes that the cognitive approach marked a shift from emphasis on skills to reading strategies. The role of background knowledge in reading comprehension now assumed great importance in EFL/ESL, and both research (e.g. Carrell, 1987; Nunan, 1999; Koda, 2005) and pedagogy emphasized on the need for reading instruction to activate the reader's background knowledge, without which it was believed there would be limited or no comprehension. In actual classroom reading instruction, a distinct stage (the pre-reading phase) was dedicated to teaching students the habit of using their background knowledge to guess the content of the reading task ahead of them by either looking at the title of the reading text, the pictures accompanying it, and its opening and closing paragraphs among other features. Another additional schema, according to Wilson (2009, p. 29), was the "formal schema" which was to do with text structure, which emphasized on the need for instruction to equip students with strategies for recognizing the various text organizational patterns such as the chronological, comparison and contrast, order of importance, sequential among others and how these and other organizational elements could be inferred from the discourse markers used by the author of the reading text to denote a main point, supporting points, contrast, and change of direction, for example. Typical research for learner training on both formal and content schema is reported by Carrell (1987). In her study, Carell came to conclude that both form (rhetorical) and content schema were important in assisting students' understanding of reading. However, she argued that content schema was more important as the results of the study showed that students were more likely to understand a text much more easily when "both form and content are familiar" (p. 476) and experience more challenges if the content is less familiar than the form rather than vice-versa. Wilson (2009, p. 35) further observes that unlike the skills approach which tested students' "'comprehension,' vocabulary identification and grammatical transformation," the cognitive approach focused on testing students'

"ability to identify text structure, pick out main ideas and supporting evidence, fill in blanks in diagrammatic representations of the text, guess the meaning of unknown vocabulary and choose the most effective summary." In short, the cognitive approach viewed reading as "a highly active process" in which equally active learners employed various cognitive strategies in an attempt to understand the meaning of the text by drawing upon linguistic resources regarding form and content from their background knowledge. From a perspective of learner agency, the cognitivist approach may seem to have revolutionized the way EFL/ESL learners were perceived from the passive role of learning vocabulary and grammatical structures by rote to one where, empowered by the cognitive strategies, they would now be able "to read independently in their own areas of study" (Wilson, 2009, p. 36). This to some extent marked a 'devolution of powers' in which teachers "transmitted text processing strategies" to learners who then would "process the texts autonomously" (Wilson, 2009, p. 36). However, despite these advances, the cognitivist approach with its emphasis on text processing strategies was criticized for being "reductive and formulaic" influenced by structuralist perspectives on language in which texts are seen as having a single interpretation and with a pre-determined textual structure from which the reader must extract a single meaning. The approach also treats the teacher and the writer as sole guardians of the meaning with the later tasked with ensuring that learners get the exact intended meaning of the text. This ignores the fact that texts can be interpreted in several ways by different individuals or by the same individual at different times and occasions. I am reminded of the famous quote by Heraclitus (in Ratnaguna & Śraddhãpa, 2016) that "no man ever steps in the same river twice, for it's not the same river and he's not the same man." Indeed, our interpretations of reading texts, our approach to reading them do not remain the same because as readers we also change in light of new knowledge, changing dispositions and purposes and our understandings of the world around us which in essence also changes the text and its meaning. In addition, the cognitivist approach is guilty of homogenizing learners into a single group with similar characteristics by assuming that a particular strategy for reading a given text "will work well for all students," ignoring the fact that learners "may be resistant trying out new strategies"

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and may instead already have or try "to develop their own idiosyncratic ways" for approaching reading tasks (Wilson, 2009, p. 37). Both skill-based and cognitivist approaches to reading could be said to belong to the 'autonomous' view of literacy (Street, 1984) or what Lea and Street (2006, p. 368) call the study skills model, which according to Wallace (2002, p. 102) is a "technicist, skills-based view" which treats literacy as "a universal skill or aptitude." Lea and Street (2006, p. 368) observe that this view considers reading as "an individual and cognitive skill." Wallace (2002) finds such a view of literacy problematic and cautions against its use in conceptualizing academic literacy programs. Like was the case with the British National Literacy Strategy, Wallace (2002) argues that this view of literacy involves:

> the unproblematic teaching of skills, with little contextualization of practice,
> and little acknowledgment in the case of bilingual learners that they may have
> distinctly different literacy experiences, and different language repertoires
> including understandings gained from knowledge of the vernacular or home
> language (p. 103).

It is on the basis of these shortfalls perceived in the skills-based view and the cognitive view of reading that the social view of reading and reading instruction emerged (Freebody et al., 1991, p. 437; Luke, 1997, p. 143; Street, 1997, 2005; Alderson, 2000, p. 24; Wallace, 2003, p. 7; Wilson, 2009, p. 38; Luke & Dooley, 2011, p. 857; Kucer, 2014, p. 229). I will also briefly present the sociocultural perspective, again drawing extensively from Wilson's (2009) summary. The sociocultural view of reading marked a shift from both the skill-based and cognitivist perspectives on a number of aspects, including its view of the text, the author, the reader, and the act of reading. In the sociocultural view, the text is no longer regarded as an autonomous bounded artefact with one meaning and interpretation, such that reading is no longer viewed as a process in which readers suspend their social identities and subjectivities in order to decode the meaning intended by the author but rather one in which the

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reader constructs his or her own meanings, shaped by their identity and subjectivity while also being shaped by the text (Alderson, 2000; Wallace 2003; Street, 2005; Wilson, 2009). In this view of reading, the text is no longer regarded as the sole property of the author but as a social construct. We are reminded of the notion of intertextuality (Bakhtin, 1986 & Kristeva, 1986 cited in Wallace, 2003, p. 10). Bakhtin (1986) viewed all texts as echoing other texts while Kristeva (1986) argued that all texts make reference to other texts within and across genres and therefore need to be read against each other. Reading is therefore an interactive and dialogic activity in which the reader and the writer are in dialogue "mediated by text and context and guided by reader purpose" (Wallace, 2003, p. 21), with the text being viewed as having 'meaning potential' rather than absolute meaning, since meanings emerge as the reader dialogues with the text based on their experience of the world and the language (Wilson, 2009, p. 39). I find further support of the view of the text as having meaning potential rather than absolute meaning in reader response theories which argue against the notion of "one right reading," by de-emphasizing authorial intention while accentuating "the role of the reader in the interpretative process" (Sivasubramaniam, 2017, p.11), and in so doing empowering the reader by according them voice and agency.

From a classroom perspective, the teacher's role in this approach is that of a "mediator between the text producer or author, the text and student" (Wallace, 2003, p. 9). However, the fact that the reader constructs meaning from the text does not imply that every interpretation of it is acceptable as meaning is often determined socially through the speech community members' shared "understandings and experience" (Wilson, 2009, p. 39; see also Gee 1990 & Wallace, 2003) of the text. Wilson (2009, p. 40) further argues that the extent to which readers interpret meaning will vary depending on the type of the text being read, observing for example, that some texts such as instruction manuals are "inherently dogmatic" requiring that they should not be 'misinterpreted' while others like poetry are open to multiple interpretations. Studies investigating EAP modeled on a sociocultural perspective of speech community show

that undergraduate students transitioning from secondary school into university in EFL and ESL contexts feel like outsiders in the discipline as they struggle to understand texts "written for experts in the field where they are mere novices" (Wilson, 2009, p. 42). In such a case, the common pedagogical practice has been to label the literacy practices of transitioning students as problematic instead of making attempts to investigate their origins so that the findings can inform EAP pedagogy. In her study involving black first year undergraduate students at a South African university who were transitioning from secondary school, Thesen (1997) found that some of the students' literacy practices which the university labeled as problematic and therefore did not recognize were reflections of the students' identity from previous experiences in their homes and schools. One of the students, for example, refused to engage with the recommended readings for the course and chose instead to base the arguments of his essay on the discourse of his political organization. In a longitudinal study investigating the learning experiences of a group of ESL transitioning undergraduates studying for their degrees at an English-medium university in Hong Kong, Evans and Morrison (2011) found that students transitioning from Chinese-medium secondary schools experienced many reading-related 'challenges' because of the academic socialization approach adopted by the university's EAP course in which all students were viewed as one homogeneous group of learners joining the academe with common background and purpose. Unlike their counterparts from English-medium secondary schools, students transitioning from Chinese-medium secondary schools are reported in the study as possessing incomplete "'general' academic vocabulary" and finding it difficult to adjust "to the new demands that the university placed on their research and reading skills" (Evans & Morrison, 2011, p. 392–393) as many of them came from reading and writing backgrounds that did not require the use of "a much wider range of academic sources" (p. 393). Preece (2010) observes that although "it is possible for students to find a voice" in EAP courses developed from the socialization perspective, such efforts may be frustrated by requirements to conform to the norms and values of higher education, inadequate attention by lecturers to the various ways in which

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certain academic practices can affect the identities of the learners, and to the ways in which the learners' linguistic repertoires and perspectives about language "could be used as resources for learning" (p. 31). Wilson (2009) also makes similar observation that learners from less privileged backgrounds may find the discourses of the academia too divergent from their Primary discourse making it hard for them to adopt a voice that can enable them to agentively and confidently interact with their readings in EAP and in their course content. I am inclined to agree with Giroux's (1988) observation that critical literacy should also be "critically attentive…to the fears, resistance, and skepticism that students from subordinate groups bring with them to the school setting" (p. 73). Beyond documenting the reading challenges encountered by EAP students, pedagogical practice and research should critically investigate the fears, resistance, and skepticism that students may manifest. While these may be forms of agency and ways through which students attempt to have a voice, investigating them from a critical pedagogy perspective could be helpful in making pedagogical practice more meaningful to our students. I therefore argue for EAP reading instruction that incorporates critical perspectives beyond the skill-based, cognitivist and sociocultural orientations that seem to dominate EAP pedagogy in EFL/ESL contexts such as the one I am focusing on in my study. This becomes even more critical for a university of science and technology in which every day discursive practices relating to pedagogy are likely to be permeated by the ideology of scientific neutrality and objectivism to the extent of blinding us from seeing the adoption of a critical perspective in curriculum development and instruction as a worthwhile endeavor.

In keeping with my value-laden beliefs in the critical pedagogy, positioning and ecological affordances perspectives informing this study, I argue therefore for EAP reading instruction that embraces critical literacy and should thus avoid viewing learners as one homogeneous group of deficient readers that are lacking in skills and strategies for reading. I argue for reading instruction that avoids reinforcing in learners the view that reading is "the uncritical, factual extraction of information from texts"

(Lin, 1999, p. 294) but instead provides affordances for critical reading to emerge and take root in the learners. I propose for reading instruction that empowers students by giving them voice and agency by discarding positivist and rationalist approaches to reading such as the notion that there can only be one right reading (Sivasubramaniam, 2017). Such an approach to reading "invites and empowers students to view the positions offered by texts as both contestable and resistible" (Locke & Cleary, 2011, p. 136) allowing them to question the author's claims to truth thereby creating "room for emergence of voices, positions, angles on events that might otherwise have been silenced" (Locke & Cleary, 2011, p. 136) if a different approach was taken or emphasized as the dominant approach to reading. I also argue for reading instruction that deliberately attempts to help learners transitioning from secondary school "shift their typical role of meaning-consumers to meaning-makers" (Locke & Cleary, 2011, p. 136). Response to reading must therefore allow for students' voice to emerge, must allow students to adopt a voice of their own in ways that are meaningful to them thereby promoting agency. Reading instruction must also allow for critiquing "of fixed meanings, and the generation of new and different kinds of texts, identities, and voices" (Luke, 1997, p. 147). In doing this, reading instruction eschews monologic reading with its emphasis on fixed meanings and interpretations, for it is not only repressive but also unreflective of the real world which informs and is informed by our reading of the word (Freire, 1983; 1985; Freire and Macedo, 1987). To do this we all firstly need to understand that texts play an important role in shaping society since, as observed by Freebody (2017, p. 95; see also Freebody, 2008), texts help to shape social practices which in turn "build and sustain social relations." Once we understand this, our approaches to reading instruction will deliberately promote practices that recognize and position our learners as meaning contenders and provide affordances that can lead to the emergence of critical reading in them.

Some of the practical research-based ways through which this can be achieved have been outlined by scholars such as Locke and Cleary (2011), Naiditch (2010), Behrman (2006) and Morgan and Ramanathan (2005). Locke and Cleary (2011, p. 136), for

example, propose that students be exposed to "a range of texts dealing with a similar subject or topic" to which I hasten to add that texts dealing with the same topic from different perspectives and viewpoints be included. Naiditch (2010) urges for deliberate efforts by teachers aimed at "transforming students into active readers" (p. 99). This can be achieved through elevating learners "to the level of cowriters of a text by empowering them to dialogue with a text" thereby encouraging them to enter into dialogue with the text instead of acting as passive recipients of information. For learners transitioning from a background where they "have been taught to believe that their contribution or knowledge is not valued in the classroom or that they read to get information only" (Naiditch, 2010, p. 99), teachers need to develop horizontal relationships with their students. Such relationships can engender when "teachers position themselves as equal members of the classroom community as opposed to authority figures" and in turn make students "feel more at ease when sharing their personal histories" (Naiditch, 2010, p. 100). Behrman (2006) also encourages that reading instruction should encourage students to among other things: read supplementary texts other than focusing on traditional classroom texts which may be "deficient in helping students focus on social issues" (p. 492); read multiple texts with the purpose of introducing students to the subjectivity and situated nature of authorship eventually helping them to understand that texts do not contain absolute truths; engage in resistant reading requiring students to approach "a text from different identities based on race, ethnicity, class, gender, language, sexuality and religion" (p. 493); produce countertexts or counternarratives in which learners are encouraged to create a text "that presents a topic from a non-mainstream perspective" and in so doing "validate thoughts, observations, and feelings of students and other underrepresented groups" (p. 494) and also give them a voice. Morgan and Ramanathan (2005, p. 157) propose for reading practices in which there is juxtaposition of texts "in ways that "question and subvert received disciplinary knowledge" since, in their words, "EAP classes are not subservient to the functional language needs of more prestigious disciplines of the university." They also propose for the "use of multimodal, semiotic strategies," arguing that an approach that views reading as "an active process of sign-making and not just

information-retrieval supports both creative and oppositional meaning making" entails using multimodal semiotic sources of information "not just for variety…but also in the expectation that each type of text will engage identities and the imagination in provocative ways unmet through other textual resources" (p. 158).

2.2.4   Manifestations of agency in second language learning

I would like submit at the outset that the essence of investigating manifestations of agency, including that of resistance is not to gloss over the fact that students can exercise agency in multifarious forms, but that such a discovery should inform and assist in improving practice in the teaching and learning of EAP. I also wish to state that in attempting to review the forms of agency, it is not my intention to provide a typology for studying its manifestations in the language classroom, for to do so would be going into the territory of reductionism, which any study of the qualitative orientation I have undertaken should always guard against and reject knowledgeably.

Canagarajah is one of the scholars who has written widely on resistance by English second/foreign language students as a form of agency. For example, Canagarajah (1999, p. 91) documents how Tamil students of English as a second language scribbled glosses in their reading textbooks as a form of "'resistant reading'" to demonstrate "an oppositional attitude" towards the reading course they were attending. Elsewhere, I have already reported how the students that Canagarajah observed created "pedagogical safe houses" within and outside the classroom to exercise their oppositional agency through the "underlife" manifested in different ways, one of which was through code-switching or what Canagarajah (2016, p. 444) calls code meshing. However, Canagarajah (1999) urges for a distinction between student resistance and opposition, so as to avoid romanticizing student opposition since some of the strategies that students adopt do not lead to "a process of self-discovery and exploration," which are important indicators of agentive learning, but rather "convenient routes for correct and easy answers" (p. 97, 99). His advice comes after observing that the Tamil students in his research displayed some ambivalence, demonstrating resistance towards

dominant ideologies in the EFL classroom on the one hand and accommodation towards the same on the other. It is important to note, however, that Canagarajah is not dismissive in documenting the ambivalent behavior by the students. Rather he attempts to understand it by observing that such contradictory forms of agency reflect the conflicts that students learning English as a second language face between desire to maintain "cultural integrity" and "socio-economic mobility" (1993, p. 601, 621). Earlier, Giroux (1983, p. 110) had sounded similar caution pointing out that "resistance [should] not be allowed to become a category indiscriminately hung over every expression of 'oppositional behavior.'" Elsewhere, Giroux (1988, p. 71) also advises that a critical pedagogy of literacy and voice must pay attention and take note of ambivalence in student experience and voice in order to determine how to interrogate and analyze such experience in terms of both its strengths and weaknesses. Giroux (1997, p. 143) further advises teachers, and I believe researchers too, "to understand that students inhabit multilayered subjectivities" which quite often "promote contradictory and diverse voices" leading to "different" and/or "oppositional readings" of classroom materials.

In her qualitative multiple case study that explored the academic discourse socialization experiences of L2 English learners in a Canadian university, Morita (2004, pp. 591, 592) observed that students manifested various forms of agency including the following: seeking membership and participating more actively through strategies such as speaking in the early stages of a class discussion or introducing a new perspective; seeking support from instructors by approaching them on one-on-one outside the classroom; participating more actively in some classroom activities while avoiding participation in some; and by resisting through complete withdrawal from class discussions, rejecting or avoiding speaking when assigned a negative role by the instructor and English 'native' speakers in the classroom. Similar results are highlighted by Norton and Toohey's (2011) review of the study by Duff (2012). For example, they report how some L2 English students exercised their agency by avoiding interaction through silence thereby protecting themselves from humiliation. Others

resisted subordinate positioning by their teachers by protesting verbally or by investing their energy in the written activities of the classroom (Norton & Toohey, 2011, p. 421). With regard to silence or other forms of non-participation as forms of resistance, however, literature review, especially from studies among Asian EFL/ESL students, urges for caution before attributing them to either agency or even essentializing them as markers of learner deficit or incompetence or using them as cultural or social stereotypes for describing certain groups of learners (Kumaravadivelu, 2003; Kubota, 2004; Ellwood & Nakane, 2009; Hao, 2011; Skinnari, 2014).

According to Muramatsu (2013, p. 51), learner agency reported in most L2 socialization literature shows students manifesting agency through resistance and non-participation. The former consists of refusal to accept or adopt "a social role or identity constructed by a dominant language community" and refusal to conform "to the normative practices of a target language community." Resistance was also manifested through other radical means, including disruptive or undesirable behaviours or silence. As a form of agency, non-participation can manifest through stopping to attend a course or certain topics within the course as a reaction to being negatively positioned by the teacher or as a result of dissatisfaction with certain elements of the course.

Hunter and Cooke, observe that agency may also manifest in the learner's initiative to go "beyond the classroom" (2007, p. 81) through self-initiative to use and learn "from the vast range of resources outside the constraints of a class and a room." van Lier (2008), also takes up the notion of initiative, arguing that "a language learner who makes some effort, however small and seemingly insignificant, to be original, say something new and different, set off in an unpredicted direction" (p. 374) demonstrates agency and that this can be observed and analyzed in interactional data collected from the classroom. The notion of learner initiative as a form of agency has also been taken up by Waring (2011, p. 202) who argues that language learners "can manifest this agency by taking initiatives: for example, in raising questions or providing comments" during classroom activities. However, Waring's research-based observations show that

agentive learner initiative "is not a straightforward concept," (Waring, 2011, p. 214), which calls for caution when labeling apparent manifestations of initiative as indications of agency. For Waring, agentive initiative arises when learners, among other things, step in on behalf of another, respond "when no responses are called for," when they use an opportunity arising in the classroom "to do more than what is expected or the unexpected" and when "they display great sophistication in making their voices heard within the constraints of the classroom" (2011, p. 215).

Duff (2012, p. 417) talks of agency as occurring through people willingly imagining, taking up and performing new role or identities or deliberately taking concrete actions in the process of pursuing one's goals. Agency also took the form of resistance. The former has also been called "complicit" while the later are also called "oppositional" (Vitanova et al., 2015, p. 4). Most recently, Huang (2018) also examined the occurrence of learner resistance and the reasons behind it among Chinese learners enrolled in an undergraduate business English-taught program in Taiwan. The results showed that the learners manifested agency by openly challenging and resisting certain aspects of the program which they perceived as not meeting their expectations such as "a non-challenging and non-relevant curriculum design, non-interactive pedagogy, and a non-honors program" (p. 46).

In most of the studies I have reviewed so far, oppositional agency seems to be the most dominant form. However, Ahearn (2001, p. 115) cautions against equating agency with resistance, arguing that "[o]ppositional agency is only one of many forms of agency." Yi-Ching Lee (2011, p. 14) also cautions that agency should not be reduced to the resistance or oppositional type only since, in his words, oppositional agency "is just one form of agency" because individuals can also "choose to act and conform to the dominant discourses". Besides, Yi-Ching Lee (2011, p. 16) also argues that there might be differences in the way a researcher interprets observed forms of agency and how the individual who is manifesting them perceives them. The observations by Yi-Ching Lee are illuminating to me as a researcher as they highlight the need to rely on triangulated methods of data collection and systematic data analysis in order to avoid the trap of

reading too much or too little into one's research data. However, it is also important to remember that complicit agency can only count as agency if it occurs in a context where learners have other available options for action at their disposal from which they voluntarily choose a particular way of acting. In the absence of such options, such conformity should, therefore, in my view not count as agency. While being open to manifestations of all forms of learner agency, in this study I also take particular interest in resistance as a form of oppositional agency following Huang's (2009) observation that this type of agency "can afford us to problematize the teaching situations and to critically examine the power relations in the second/foreign language classroom as well as learners' choices and rights" (p. 32).

2.2.5   Affordances and language learning agency

One of the debates that has dominated sociocultural and critical research on identity, especially relating to agency has surrounded the role that social structure plays in influencing learner agency in learning in general and language learning in particular (Giroux, 1997; Pennycook, 2001; Canagarajah, 2005; Ashwin, 2009; Gao, 2010; Block, 2013, 2015; Howarth, 2013; Bouchard, 2017). From a critical pedagogy perspective with its emphasis on problem posing rather than banking education leading to conceptualization of learners as agentive and active subjects, we must indeed continue to interrogate, through both research and classroom practice, the exact nature of the interaction between learner agency and ecological affordances, including those relating to structure, in engendering and promoting meaningful and emancipatory learning experiences for our EAP learners.

Earlier on, Giroux (1997) bemoaned how both traditional and radical education perspectives were seemingly caught up in what he calls "a theoretical straightjacket" that seemed to confine human agency by theorizing it as being at the mercy of "dominant classes and the institutions they control" (p. 71). Giroux argues that such theorization is "the root of the failure to develop a more critical theory of schooling," and therefore urges for "a reformulation of this dualism between agency and structure" which he sees as necessary for a critical interrogation whose ultimate aim is to make

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schooling "meaningful," "critical" and "emancipatory."

Pennycook (2001, p. 120) too has argued that one of the challenges in theorizing about identity and agency in second language learning is:

> how to find a way to theorize human agency within the structures of power and
>
> ways in which we may think, act, and behave that on the one hand acknowledge
>
> our locations within social, cultural, economic, ideological and discursive
>
> frameworks but on the other hand allow us at least some possibility of freedom
>
> of action and change.

Pennycook called for theorizing that had neither "too much structure in it," was "deterministic" and therefore allowed "for too little agency and resistance" nor one that had "too much agency," allowed for a simplistic opposition, and therefore "too autonomous" (2001, p. 120).

Canagarajah also acknowledges the agency versus structure debate as one of the central concerns of critical pedagogy in ESL. Although observing the tendency by institutions to "condition students to think and behave in conformity to the status quo" (2005, p. 942), Canagarajah urges critical practitioners to be open to the view that structure and agency can interact in a manner that does not foreclose "the possibility for human agents to resist social institutions."

Similarly, Gao (2010) advocates for a balanced view with regard to the role of agency vis-à-vis structure in language learning. One of Gao's concerns is that ignoring structure in research on learner agency can result in the adoption of research methods that only rely on learner self-reports and therefore provide no "opportunities to explore the interplay of agency and contextual conditions underlying strategy use" in language learning (2010, p. 43). Gao therefore calls on researchers and scholars to adopt a perspective that recognizes that the language learning choices that learners make are constrained, but that at the end of the day it is still the learner who owns the choice. For

him, adopting such a position enables researchers "to interpret research participants' experiential narratives [such as in the form of interviews] very carefully and examine how these narratives relate to the contextual realities that give rise to them" (Gao, 2010, p. 49).

Block (2015, p. 23) is more direct and observes that research on language learning identity and agency framed from poststructuralist perspectives has been "over-agentive" by according the individual learner too much power and ability in deciding the trajectories that their language learning experience should take, often at the expense of social structure and context in which the learning is taking place. He therefore bemoans this tendency "to grant much more weight to agency than to structure" (Block, 2013, p. 131) and advocates for theorizing and research that acknowledges the influence of structure on agency while avoiding the 'deterministic' undertones that are implied in some of the theorizing about agency.

Elsewhere, Pennycook (1994a, p. 318) cautions that critical educators who make student subjectivity the centre of their practice and claim to understand and investigate "students' cultural positions, histories, and lived experiences…need to trade carefully." He adds further by saying:

> On the one hand, we need to ask to what extent we are able to listen and understand our students in order to take up their concerns and positions; on the other hand, we need to ask to what extent our pedagogy is meaningful so that in its very practice it does not become a new form of cultural imposition…As critical educators, we need to learn to hear our students, to be 'listening intellectuals', for if a critical pedagogy of English is concerned with helping students find, develop and create voices in English, a teacher needs to know both how to understand those voices and how to make them pedagogically accessible" (Pennycook, 1994a, p. 318, 319).

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Though Pennycook seems to be speaking to teachers, his message is, in my view, for researchers as well. At the heart of Pennycook's message is a call to researchers on learner identity to take care and not overextend their understanding of the data from their research. This augurs well with the concerns for the need to recognize the role of structure in learning agency. In my view, while it is important to recognize the role of structure in learner agency, at the end of the day it is the learner who exercises the agency. Indeed, while the language learning context or structure may have opportunities and constraints, it is from the perspective of the learner that we can appreciate the affordances perceived and utilized or not utilized by the learner, in the process of which learning agency is manifested. Thus, while the university may have made EAP compulsory for every first year undergraduate student as is the case in my study, individual learners will have their own goals, even at varied times as they are studying the course and according to the discursive practices involved, which will make them perceive affordances for learning, leading to their sense of agency. I share this view with Aro (2015, p. 49) who argues that "[i]t is the individual who chooses to act (or not to act), who experiences the actions and their consequences, and who then makes further choices to act, based on his or her experiences."

Bouchard (2017, p. 93) also argues that:

> a focus on agency is crucial in social research also because the forces of
>
> structure, culture, and agency are mediated at this level, through reflexivity or
>
> the ability of human beings to deliberate on the issues affecting their lives and
>
> situate themselves in the social world through their internal conversation.

Some of the concerns raised by scholars such as Pennycook (1994a) and Block (2013) above can in my view be addressed by adopting triangulation through which data is collected using various techniques instead of only relying on data from learner narratives of their learning experiences.

My literature review also revealed that issues of agency versus structure are not unique

to English language learning as they also feature in other subject disciplines, including science. One study that I find interesting is reported by Olitsky (2006), who narrates the experiences of Aileen, a frustrated eighth grade African-American student at a district school, who was being forced to enrol in science and Maths although she and some of her colleagues were interested in studying art. Olistky (2006) observes that although Aileen "seems to have the characteristics of a student that should be able to easily develop a science-related identity" (p. 746) having demonstrated interest in animals and biology and attended a top school that emphasized on excellence, her identity struggle in relation to science is a typical example of how "aspects of the school and/or classroom structures can obstruct rather than facilitate" learner identities by forcing them to conform to dominant views peddled in everyday discourses as absolute truths and prerequisites for success. Olistky argues that when such discourses prevail in the school and in the classroom they ascribe to learners subject positions that are "problematic, as they constrain agency by limiting students' visions of their own possibilities" (2006, p. 747) and in the process exacerbating some of the race- and class-related disadvantages faced by students, to the extent that those students who do not see their interests reflected may develop a sense of apathy and alienation. Although Olistky's study is from the field of science, I am tempted to extrapolate from it the dangers of too much emphasis on structure in pedagogy for EAP or any other discipline. I am inclined to see emphasis on structure as presumptuous in that it often assumes homogeneous learner aspirations and in so doing has potential to trample upon learner subjectivities, agency, voice and identity. EAP learners transitioning from secondary school into the academy of the university are at a delicate stage in their journey of life and need affordances that can help them develop their sense of voice and agency to launch their trajectories for critical learning rather than stifle them.

On a more practical level, however, it is perhaps Flowerdew and Miller (2008) Sivasubramaniam (2009a), and Canagarajah (2015) who seem to understand the impact that English as a foreign/second language teachers who are part of the structural and pedagogical establishment of their institutions in multilingual contexts may have on the

voice and agency of their students. Flowerdew and Miller (2008) examined the issue of social structure and individual agency in language learning through the life histories of three young engineering graduates in Hong Kong. Based on the findings of their study, Flowerdew and Miller (2008), while acknowledging the role of structure in language learning, emphasize the need for local pedagogical initiatives that "tilt the balance in favour of agency" through a deliberate creation of more opportunities for "creative discursive agency" (p. 202) to flourish among students. This can accrue, they argue, when pedagogy moves away from the traditional teacher-centred approach to adopt a student-centred approach that on the one hand acknowledges that students possess the ability to take responsibility for their own learning and on the other provides them the requisite skills needed to empower them to take control of their own learning. In relation to the teaching and assessment of reading in higher education, Sivasubramaniam (2009a, p. 26) observes that teachers often implement "policy decisions about subject matter and classroom management made by their institutions," a role which by default makes them "curriculum clerks", akin to what Gramsci (cited in Cooper, 1994, p. 104) refers to as "traditional intellectuals." Similarly, Canagarajah (2015, p. 127) observes that by virtue of their membership to institutions, teachers are vested with institutional power, a role that may sometimes cause them to act as representatives of their institutions' "dominant educational discourses." While Canagarajah rightly observes that such a role has the potential of causing intra-personal conflict with the individual teacher's multilingual identity, I hasten to add that in relation to language learning, such a role has the potential to stifle voice and agency for multilingual students in the EAP classroom. Sivasubramaniam (2009b, p. 56) also calls for teachers to discard this "teacher-as-curriculum-clerk" metaphor in favour of the metaphor of the teacher as explorer, arguing that adoption of such a metaphor has the potential of transforming the teachers' pedagogical and assessment practices into "explorers of knowledge and facilitators of constructive social change." I hasten to add that when teachers adopt this view of themselves, they will adopt teaching and assessment practices that will encourage voice and agency as learners will be given various options from which individuals can launch their language learning trajectories,

resulting in the meaningful, critical and emancipatory learning that Giroux (1997) cited earlier talks of.

2.2.6   Factors influencing learner agency in EAP

Implied in the many definitions of agency within the context of language learning is recognition of the fact that agency is enabled and constrained by certain factors. This sense is, for example, inherent in the definition by Ahearn (2001) above which recognizes that individual agency is mediated by sociocultural factors. Similarly, van Lier (2008, p. 171) says that agency is "mediated by social, interactional, cultural, institutional and other contextual factors." Miller (2010, p. 466) also talks of "mediating enablements and constraints" that may influence how learners manifest their agency, which may vary depending on context. In this subsection, therefore, and without wishing to sound reductive and even predictive, I review literature with the purpose of showing that the presence of certain factors, or affordances so to speak, is helpful for the development of learner agency which is an important factor for critical learning, with full awareness that "agency in itself is dynamic" (Pavlenko, 2002, p. 298). My understanding here is enhanced by my reading of Canagarajah (2015) concerning the role of affordances in the language learning classroom, both of whom do not conceptualize learning in dualistic terms as simply resulting from an input-output relationship but from a complex interplay between learner needs, teacher ingenuity and classroom affordances. Elsewhere, Canagarajah (2016, p. 15) argued that the dawn of the ecological perspective signified a change in the view of learning: that learning was no longer "limited to the prepackaged syllabus, textbooks, or institutional agendas teachers bring with them" but resulted from meaningful and I add agentive learner engagement with various teaching and learning resources, "transforming them as affordances for their learning."

For Thorne (2005, p. 397) it is not only the learner's language learning histories and the prevailing ideologies about particular languages in the 'society' of the learner which may influence his or her agency, but also that the learner's capacity to act will vary as a

response to a particular activity in which the learner is a participant or is anticipating to participate in. Thorne also argues that agency will be enabled and constrained by, among other factors, material and semiotic tools such as language and literacies, pedagogical frameworks, and conceptions of learning and relevant communities. The first two points seem to be relevant in the study of agency in the EAP classroom. For example, the language practices in the classroom and the English literacy levels expected of learners vis-à-vis their multilingual identity and their level of English literacy as learners transitioning from secondary school can impact their agency for learning EAP in certain ways. So too will the classroom pedagogical practices as well as the teachers' and learners' conceptions of what should be learned and how the learning should take place.

In a study investigating agency among non-native English language learners (ELLs) enrolled in an ESL bridge program at a state university in the Northeast, USA, Wassell et al. (2010) also established that certain teacher practices such as use of classroom space, teaching a watered down curriculum, teaching redundant lessons, replacing instruction with TV or other entertainment, limiting students' access to peer assistance, or English-only classroom policies had influence on the agency of the learners. However, from a critical perspective it can be argued that the study lacked a critical edge to investigate how exactly learner agency interacted with the institutional structures at the university to better the learners' conditions for learning.

Guerrettaz and Johnston's (2013) study shows how materials used for language instruction can also influence learner agency. Their study used the concept of classroom ecology to explore the interrelationship among materials and other crucial elements in an advanced ESL grammar class offered in the Intensive English Program of an American university. In particular, their study wanted to examine the ways in which the textbook - Azar's (2002) *Understanding and using English grammar* - constituted the de facto curriculum of the course, and how it provided structure for the majority of the classroom interaction. While observing that some of the learner activities in the text book tended to limit the affordances for interaction and language learning in the

classroom, agency arose "when the affordances offered by the materials provided learners with opportunities to relate them to their own lives and experiences, or allowed them to bring their specific language learning concerns to the table" (Guerrettaz & Johnston, 2013, p. 788) even when these were not specified in the structure of the textbook. This seemed to defy the transmission and banking model of education and learning that is usually built in as the 'natural default' assumption for most instructional materials and activities for language learning. From an affordances perspective, Guerrettaz and Johnston (2013) argue that though textbook writers may design that their textbook should be used in a particular way, the findings from their study showed that the textbook provided to the learners "affordances that were not intended or perhaps even imagined by the designer" (p. 789). I hasten to suggest that from a positioning perspective, however, the textbook may have positioned the learners differently as uncritical, passive recipients of input, which they rejected when they brought their own concerns contrary to what the textbook had specified and what the teacher probably expected from them, an act of which portrays them as agentive learners. I also believe that the observations by Guerrettaz and Johnston could be true for activities relating to other learning aspects in the EAP classroom. In other words, though teachers may design classroom activities with expectation that learners will respond to such activity in a particular way, learners will respond to such activity guided by their needs and concerns, bringing in the notion of criticality, voice and agency. Studies by scholars such as Yoon (2007), Thoms (2014), and Huang and Jhuang (2015) also attest to this verifiably.

Canagarajah's (2015) study also showed that the pedagogical approach a teacher adopts can influence learners' agency, making them to perceive and utilize affordances for language learning. In a study meant to explore ways of enhancing voice in multilingual students' writing, Canagarajah (2015, p. 125) argues that since he could not safely predict the type of texts and activities that would be most beneficial for his students' writing development, he found adopting "a less directive dialogical pedagogy" an appropriate thing to do as it enabled his "students to engage with the ecological

resources in the classroom to develop their texts and voices in their preferred trajectories." Reporting about one focal learner in the study named Kyoko, Canagarajah is able to conclude that his adoption of this particular approach enabled her "agentively to develop a more informed, layered, and hybrid voice" (2015, p. 135).

What we see in this subsection is that agency accrues when the interaction between the learners and the various factors is a dialogic one.

Summary of chapter

I have in the above subsections reviewed literature with the aim of situating my study within the perspectives of critical pedagogy, ecological affordances and positioning theory. In doing so, I have demonstrated progressively how EAP pedagogy that is focused on the development of learner agency, voice and identity can be meaningful to learners in EFL/ESL contexts such as the context of the present study by adopting a critical orientation combined with theoretical and practical insights from ecological theory of affordances and positioning theory. I have also reviewed relevant literature related to the topic of my investigation. I have explored the definition of agency in relation to language learning. I have considered the issue of affordances for EAP learning in higher education institutions in multilingual contexts. I have also presented the various factors that influence individual learning agency in EAP. I would like to conclude this section by echoing the words of Berthoff (1990) who advises on the importance of reflection and urges us to continually examine our own thinking, perspectives, and interpretations in order to arrive at a better understanding of issues. According to Berthoff1990, p. 363) there is nothing "more important than looking and looking again at the role of an awareness of awareness, of thinking about thinking, of interpreting our interpretations" (p. 363).

Although Berhoff is talking about the importance of self-reflection within the field of literary theory, I find her comments relevant to this research and more specifically to this section of my study. My view is that a literature review is a work in progress. As a researcher, I keep on reflecting on my work and where necessary revise or update my

understanding in light of further or new readings that I keep coming across with as I advance with the study. I also view this literature review as a journey of self-discovery, in other words "an awareness building endeavour" through which I keep looking back at my initial understanding of issues surrounding my topic of study, revise my knowledge bearings where necessary while at the same time continue to advance my knowledge. My literature review and my entire study is, therefore, not motivated by any claim to absolutism in the understanding that I have displayed but by a desire to keep learning and discovering new knowledge, new ways of doing, and where necessary learning to unlearn (Halberstam, 2012). In the next chapter, I propose to present the methodology as a continuum of the key issues that I have raised and elucidated on in this chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

In this chapter, I aim to establish the philosophical and methodological foundations for my research study as well as outline the research design and methodology that I employed to conduct the study. I open the chapter by restating the research questions, which I have foregrounded in my Introduction chapter. This is followed by a presentation of my research position in the study. Having outlined my research position, I then devote the rest of the chapter to presenting the research design of the study, which includes a discussion of the research methods that I employed, the research site and the participants. I will also describe the study sample and the participants' selection procedures followed by a description of the research instruments, methods of data collection and analysis, and the ethical guidelines for the study. I now proceed to restate the research questions of the study.

3.1 Statement of the research question

The study premises that structural factors and pedagogical practices in EAP at the Malawi University of Science and Technology contribute to a lack of meaningful and critical learning experiences for ESL learners transitioning from community day secondary schools to enable them to exercise forms of agency that are helpful for their learning in the EAP course. Therefore, this study aims at investigating how the English for Academic Purposes (EAP) course at the Malawi University of Science and Technology (MUST) promotes learner agency among first year students selected from community day secondary schools (CDSSs). Kramsch (2001) called for an English language learning pedagogy that not only aimed at helping students "become acceptable and listened to users of English by adopting the culturally sanctioned genres, styles, and rhetorical conventions of the English speaking world" but also assisted them on "how to gain a profit of distinction by using English in ways that are unique to their

multilingual and multicultural sensibilities" (p. 16). It is in light of this that I would like to restate my main research question (MRQ), having already done so in my Introduction chapter (**Chapter One**) above: **Can the current EAP course at the Malawi University of Science and Technology engender voice and agency among the first year undergraduate students transitioning from community day secondary schools?** This demands that I propose the following sub-research questions (SRQs) in my study, which I believe will help me address the key issues underlying my MRQ:

SRQ1:   What structural and pedagogical affordances for EAP learning exist at MUST and how do they relate to language learning agency and voice?

SRQ2:   How do learners transitioning from community day secondary schools into the university manifest agency and voice when learning various aspects of the EAP course at MUST?

SRQ3:   What factors influence agency and voice in EAP among learners transitioning from community day secondary schools into university at MUST?

SRQ4:   How do EAP lecturers at MUST understand learner agency and voice as revealed from their teaching and assessment practices in the EAP course?

The first SRQ aimed at understanding the nature of the opportunities and constraints for EAP learning and the ways in which these related to agency and voice among learners transitioning from community day secondary schools into the university in view of problem-posing education and critical learning.

The second SRQ sought to examine the various ways through which learners transitioning from community day secondary schools into university manifested agency and voice in the course of learning various aspects of the EAP course at MUST.

The third SRQ aimed at 'observing' the various factors that seemed to influence learning agency and voice among the EAP learners transitioning from community day secondary schools into the university and the extent to which they seemed to promote problem-posing education and critical learning.

The fourth and last SRQ sought to examine how course lecturers of EAP at MUST seem to understand learning agency and voice through their teaching and assessment practices. I hoped that by observing such practices I would get an idea on the extent of the lecturers' awareness of the fact that the learners in their classes came from different ELL backgrounds, necessitating the provision of a wide range of language learning opportunities (affordances) for their agency to flourish within the perspectives of problem-posing education and critical learning.

3.2 My research position

Hatch (2002, p. 38) argues that any qualitative study design ought to pay attention to two types of theory: methodological theory and substantive theory. I have already outlined my substantive theory in my presentation of my theoretical framework in the literature review chapter wherein I have also attempted to describe and explain learner agency, which is the subject of this study. Having done that I now wish to briefly outline the methodological theory that has guided me throughout the study. However, I first of all, wish to highlight that the observation by Hatch (2002) cited above implies that there needs to be a clear connection between a study's substantive and methodological theories as these are expected to follow naturally from a researcher's worldview or paradigm. Similar emphasis has been made by Polkinghorne (1983, p. 4), Guba and Lincoln (1994, p. 109), and Creswell (2007, p. 42) among others. More recently and in direct reference to qualitative inquiry and language learning, this position has been echoed by Mirhosseini (2017, p. 5) who argues that a " research position that defies variables and experimental control and relies on life-like, contextual, holistic, interpretive, subjective, and socially-situated exploration and knowledge building, naturally needs to view language and learning from the same epistemological perspective."

Hatch (2002) further argues that paradigm declaration is an important element in the methodological theory of any given qualitative study as it achieves two major things. Firstly, it is what he calls "the formal expression of the researcher's answers to the

ontological and epistemological questions," which assist him or her to closely examine his or her "assumptions about how the world is or is not ordered and how we can come to know about it" (p. 39). These assumptions also feed into the design as they assist the researcher to "establish a foundation" (Hatch, 2002, p. 39) upon which to build their study. Maxwell (2013) also argues that making explicit the paradigm your study is built on "helps you to explain and justify your design decisions" (p. 65). In addition to these, I am also inclined to believe that declaring the paradigm guiding my study can assist in promoting my accountability as a researcher to my audience, with capacity to enhance the internal validity and transferability as well as translatability of the study: three crucial elements of a qualitative study like the one I have conducted. Hence my declaration that for my research on learner agency and voice among first year undergraduate students from community day secondary schools studying English for Academic Purposes at the Malawi University of Science and Technology, I embrace a constructivist stance. According to Denzin and Lincoln (2018, p. 57) a "constructivist paradigm assumes a relativist ontology (there are multiple realities), a subjectivist epistemology (knower and respondent co-create understandings), and a naturalistic (in the natural world) set of methodological procedures (see also Denzin &Lincoln, 2005, p. 24).

This is also attested to by several other authors including Hatch (2002, pp. 15, 16), Merriam (2009, p. 11), Mertens (2010, pp. 16-20), and Merriam and Tisdell (2015, p. 9). I therefore would like to re-affirm that I embrace a relativist ontology, which according to Guba (1990) views realities as existing "in the form of multiple mental constructions, socially and experientially based, local and specific, dependent for their form and content on the persons who hold them" (p. 27). Epistemologically, I espouse the subjectivist view of inquiry in which "the enquirer and the inquired into are fused into a single (monistic) entity" (Guba, 1990, p. 27), where the findings of an inquiry are regarded as created in the process of interaction between the researcher and the participants through the use of relevant methods. In keeping with this, I also adopt an "internalist position" in which "the investigator and the investigated cannot be

separated" but are rather engaged in the construction of truth through "social agreement" achieved by interaction rather than by appeal to some "external reality" (Sivasubramaniam, 2009, pp. 53-54). In doing so, I fully embrace Polanyi's (1962) assertion that:

> as human beings, we must inevitably see the universe from a center lying within
>
> ourselves and speak about it in terms of human language shaped by the
>
> exigencies of human intercourse. Any attempts rigorously to eliminate our
>
> human perspective from our picture of the world must lead to absurdity (p. 2).

Methodologically, although the investigation of learner agency and voice could be approached from a range of approaches, I find the naturalistic (qualitative) approach to be best suited as it allows me to explore in greater depth students' and teachers' understanding of their roles in the EAP classroom and the implications this has on learner agency and voice in light of the theoretical underpinnings that I have discussed in Chapter Two, all of which call for what Sivasubramaniam (2009, p. 59) refers to as "alternate epistemology in language teaching research." I argue after Mabry (2008) who observes that the study of social reality (created by people, complex, dynamic and context-dependent) requires "the development of a highly nuanced approach" that goes "beyond countable aspects and trends" (p. 215). Indeed, I argue that language teaching and learning are as much social acts. They are created by teachers and learners who hold subjective but also complex and dynamic notions and beliefs about how teaching and learning should proceed, beliefs of which may translate into practice that may impact on voice and agency in the language classroom. Hence the need for a naturalistic approach.

In keeping with my constructivist orientation, therefore, I have already articulated three theoretical underpinnings for my study: a theory of critical pedagogy, a theory of affordances, and positioning theory, all of which have shown affinity to the rejection of

positivist and rational approaches to ESL/EFL pedagogy and inquiry, as I have demonstrated in my literature review chapter. From an ontological perspective, using these three theoretical lenses is also my own way of attempting to acknowledge the existence of multiple realities, which need to be understood from a variety of frameworks and, as we will see later in this chapter, through the use of various methodological procedures without fear that such an endeavour would produce conflicting findings, but rather whose major aim is to explore the phenomena under study within the present context, while hoping that such an exploration will lead to nuanced findings that will point to new ways of conceptualizing our EAP pedagogy in ways that will be helpful for the development and nurturing of learner agency and voice in light of problem-posing education and critical learning.

However, I also wish to stretch my subjectivist orientation further and acknowledge that, as an interpretive paradigm, a constructivistically oriented study needs to move beyond merely understanding the way things are and adopt a critical perspective in order to clarify, explain and eliminate distorted understandings of phenomena so as to overcome social problems and issues (Carr & Kemmis, 2004, p. 137) unearthed in the course of the research. A similar position is adopted by Kincheloe (2005) who in his treatise on critical constructivism argues for pedagogy and research that eschews the view of knowledge as "a substance that can be deposited like money in a bank and taken out when time for its use arrives" (pp. 3-4). Elsewhere, Kincheloe et al. (2018, p. 429) advocate for researchers to go beyond "description, interpretation or reanimation" of reality and instead consider their research "as a first step" towards emancipatory forms of pedagogy. Beyond investigating learner and teacher perceptions about and learner acts of agency and voice, therefore, we must never lose sight of the fact that studies on voice and agency, especially in peripheral ESL/EFL contexts are about empowering our students to take charge of their own learning and become knowledge creators rather than passive recipients of stale knowledge, which is mostly monologic rather than dialogic. Therefore, research relating to learner agency and voice in the EAP classroom needs to move beyond merely examining perceptions and make

recommendations about eliminating elements of structure and practice that research findings reveal to be stifling voice and agency among our learners. This is a position that I take especially in the conclusion and recommendations chapter **(Chapter Six)** of my study.

3.3 Research Design: Qualitative case study

According to Creswell and Poth (2018) research design refers to "the entire process of conducting research ranging from conceptualizing a problem to drafting research questions, and on to data collection methods, analysis, interpretation and report writing" (p. 33, citing Bogdan & Taylor, 1975). Elsewhere, Creswell refers to research design as "the plan or proposal to conduct research" involving "an intersection of philosophy, strategies of inquiry and specific methods" (2009, p. 5). For Yin (2010) a research design is a logical rather than logistical blueprint which links together "the research questions, the data to be collected, and the strategies for analyzing data - so that a study's findings will address the intended research questions" (pp. 75-76). While not disputing the portrayal of research design as a process whose aim is to ensure a fit among various elements of a research study and its questions, Maxwell (2013), however, dismisses "typological" and "sequential" models of design as not being "a good fit for qualitative research" (p. 15). He accuses the former of portraying design as "a menu of standard types" from which I as the researcher have to pick my choice and the latter of presenting design "as a prescribed series of stages or tasks in planning or conducting a study" (p. 15). Instead, Maxwell (2013) proposes a view of qualitative design as flexible and reflexive in which any component may be "reconsidered or modified during the study" to respond to emerging issues and changes in the process of research.

According to Creswell (2014, p. 37), the choice of a research approach is determined by the nature of the research problem or issue being studied, the researcher's personal experiences, his or her audience, his or her assumptions about research, the design as well the research methods to be employed. For Flick (2009), the choice of a qualitative

approach to research largely depends on the nature of the main research question of the study. Mackey and Gass (2005, pp. 162-163) outline a number of characteristics of qualitative research from which I extrapolate that a qualitative approach to research becomes a natural choice when the researcher:

a) Aims at providing careful and rich descriptions of the phenomenon that is being studied instead of quantification of data through measurements, frequencies, scores and ratings.

b) Aims to study individuals and events in natural settings in order to present a natural holistic picture of the phenomena being studied, without resorting to the use of laboratories or artificial environments in order to control contextual factors.

c) Works more intensively with fewer participants rather than with a large group of randomly selected participants.

d) Aims to interpret phenomena in terms of the meanings that participants attach to them.

This is the orientation to research that I embrace and it is at this juncture that I would like to state that the present empirical study is predicated on a qualitative case study research design to investigate the current English for Academic Purposes course taught at the Malawi University of Science and Technology. The qualitative case study design allows me to investigate whether the EAP course at MUST can promote voice and agency among first year undergraduate students selected from community day secondary schools. I now proceed to discuss the case study design.

3.3.1 Case study design

I have already indicated in the previous section that the present study follows a qualitative case study design, whose use in the domain of education, including the field of applied linguistics has been gaining ground over the years (Bassey, 1999; Mackey & Gass, 2005; van Lier, 2005; Duff, 2008; Hood, 2009; Duff, 2014).

The case study design has itself been a subject of wide-ranging debates and definitions over the years, which in my view also points to the subjectivist nature with which various scholars view and approach it. Schwandt and Gates (2018) observe that there is variability in both definition of and orientation towards case study. In their paper, they cite about nine different definitions of case study from different authors. They actually call attempts to reach agreement on what is truly called a case study "a fool's errand" (p. 604) except for the fact that there is agreement that as a methodology, case study has something to do with "in-depth" investigation of a phenomenon, which they argue, however, could also be said to be true of other qualitative approaches. Similarly, Hesse-Biber (2017) observes that lack of consistent use of the term "case" across literature has meant that there is no agreed upon definition for it. However, she adopts Simons' (2009) definition of case study as an in-depth exploration of the complexity and uniqueness of a particular project, policy, institution, program or system in a real-life context. Such an exploration is research-based, uses different methods, and is evidence-led, with its primary purpose being to generate an in-depth understanding of whatever phenomenon is being studied. Hood (2009) and Adelman et al. (1976) further attest to the complexities of attempting to define case study with the former calling such an endeavor "elusive" (Hood, 2009, p. 69) and the latter referring to it as "slippery" (Adelman et al. 1976, p. 140). Despite the variations observed by these and other scholars, however, Duff (2008, pp. 22 - 23) points out that most definitions underscore the "bounded" singular nature of the case, the importance of context, the availability of multiple sources of information or perspectives, and the in-depth nature of analysis, with boundedness or singularity, in-depth study, multiple perspectives or triangulation, particularity, contextualization and interpretation as the key recurring principles featured in most definitions. It is in light of the view expressed by Duff (2008) above that I find the definitions by Simons (2009 cited in Hesse-Biber, 2017 above), Creswell (2007), Baxter and Jack (2008), Hood (2009), and Yin (2018) relevant to this study, especially to this chapter. Though these definitions have minor variations, they are mostly reminiscent and supportive of the observation made by Duff (2008). Creswell (2007, p. 73), for example, calls case study research "a qualitative approach in which

the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time". The investigator in this approach engages in "detailed, in-depth data collection" using multiple sources of information. For Baxter and Jack (2008, p. 544), a qualitative case study is "an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources." According to them, the use of multiple sources of data ensures that the issue or phenomenon is explored through "a variety of lenses," allowing for "multiple facets of the phenomenon to be revealed and understood." According to Hood (2009), a case study studies a bounded system comprising an individual, institution or entity and the site context in which the action occurs. For Hood (2009), since the boundaries may sometimes not be clear, the researcher is the one who determines the boundaries depending on the scope of his or her interests. In addition, the researcher also selects methods and tools for the study which he or she deems as being "appropriate for the case" (p. 69). Yin (2018) calls his definition of case study "two-fold": as a research method on the one hand and as possessing a scope and features that make it a case study on the other. As a method, Yin (2018) says a case study is an empirical method for an in-depth investigation of a contemporary phenomenon within its real-world context, especially when the boundaries between the phenomenon and the context may not be evident. In terms of scope and features, Yin (2018) observes that a case study benefits from prior development of theoretical propositions that guide its design, data collection and analysis and relies on multiple sources of evidence with data needing to converge in a triangulating fashion. As I have pointed out, these definitions fit in with Duff's (2008) observation already alluded to above. However, I would like to highlight that some of the definitions stated above (e.g. Baxter and Jack, 2008; Yin 2018) focus more on the process and purpose of case study research while leaving the role of the investigator to be an implied one. On the other hand, the definitions by Creswell (2007) and Hood (2009) are explicit in spelling out the role of the investigator, pointing to a widely held view in qualitative research of the role of the researcher as the main research instrument (Angrosino, 2007a, p. 11).

I now would like to justify why I find the case study approach appropriate for this study as it investigates how the EAP course at the Malawi University of Science of Technology promotes voice and agency among first year undergraduate students transitioning from community day schools. According to Baxter and Jack (2008, p. 545 citing Yin 2003), a case study is an appropriate approach to use when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behavior of the study's participants; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. In addition to the first two grounds cited by Baxter and Jack (2008) above, Yin (2018, pp. 2 – 3) also adds that a case study design is appropriate when: (a) your focus as a researcher is on some contemporary (as opposed to historical) phenomenon; or (b) your questions require an extensive and in-depth description of some social phenomena. Hesse-Biber (2017) also adds that adopting a case study approach becomes appropriate if you aim to understand the view of those within the case "in a meaningful, nuanced way" (p. 292). She also argues that the case study approach becomes appropriate if your aim as a researcher is to develop a "vicarious experience" for the reader, to give them a sense of 'being there,' achieved through the use of thick descriptions of the phenomenon under investigation and its context. Hesse-Biber (2017, p. 287) further argues that because it is carried out with "social justice purposes in mind," and "enables holistic understanding" of the phenomenon under study achieved through its investigation from many angles and with the attention paid to many of its dimensions. This, she argues, makes it possible for case study "to avoid the kind of essentialist and context free analyses that have historically been harmful to disempowered groups." It is on the basis of these reasons that I find the case study approach appropriate to this study as I investigate how the EAP course at MUST promotes agency among first year undergraduate students. Indeed language and language learning related issues such as voice and agency are complex that they can best be understood through in-depth research afforded by the case study design. In addition, I find the case study design to be in line with my subjectivist epistemology as it emphasizes the study of a phenomenon within its real-world context and favours the

collection of data in natural settings. The importance of studying phenomena in its natural contexts rather than in contrived environments is often highlighted by scholars as one of the major strengths of the case study approach. Rowley (2002), for example, calls this "an important strength" (p. 18) that offers a "valuable way of looking at the world around us" without necessarily having to replicate the phenomenon under study in laboratory or experimental setting in order to understand it. Similarly, Cohen et al. (2007) explain that a case study:

> provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories and principles…Case studies can penetrate situations in ways that are not always susceptible to numerical analysis…Further, contexts are unique and dynamic, hence case studies investigate and report the complex, dynamic and unfolding interactions of events, human relationships and other factors in a unique instance (p. 253).

Besides, Cohen et al. (2007, p. 256) also argue that case studies are what they call a "'step to action'", beginning in "world of action" and contributing to it, with possibility that insights gathered from case investigation will be "directly interpreted and put to use; for staff or individual self-development, for within-institutional feedback; for formative evaluation; and in educational policy-making." This and several other advantages of case study research were first mentioned by Adelman et al. (1976, pp. 148-149). In light of this, I found it necessary to employ the case study approach to investigate agency in EAP learning at MUST through an in-depth study involving classroom observations, interviews with students and lecturers of EAP, focus groups, and analysis of documents to gain a deep and insightful understanding on how the EAP course at the university promoted voice and agency among the undergraduate students that are the focus of the study. I also hope that findings from the study can contribute to the improvement of EAP teaching and learning at the university in more meaningful

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ways that promote voice and agency in our students.

At this juncture, I acknowledge the various apprehensions often cited about the use of the case study approach that have been highlighted widely in scholarly literature, for example, by Bassey (1999), Donmoyer (2000), Lincoln and Guba (2000), Schofield (2000), Stake (2000), Mackey and Gass (2005), Mabry (2008), Flyvbjerg (2006, 2011), Duff (2008, 2014), and Yin (2018). I take specific note that Flyvbjerg (2006, p. 220) and Yin (2018), for instance, who refer to these apprehensions as "conventional wisdom" and "traditional concerns" respectively, phrases that in my view could be pointing to positivist worldviews and quantitative approaches from which these concerns probably originate. Flyvbjerg (2006, p. 221) and Flyvbjerg (2011, p. 302) aptly summarizes these concerns into five general "misunderstandings" as follows: a) the misunderstanding that general theoretical knowledge is more valuable than concrete case knowledge; b) the misunderstanding that one cannot generalize on the basis of an individual case and therefore, that the case study cannot contribute to scientific development; c) the misunderstanding that the case study is most useful for generating hypotheses; that is, in the first stage of a total research process, while other methods are more suitable for hypotheses testing and theory building; d) the misunderstanding that the case study contains a bias toward verification, that is, a tendency to confirm the researcher's preconceived notions; and e) the misunderstanding that it is often difficult to summarize and develop general propositions and theories on the basis of specific case studies. These concerns can largely be grouped into three broad issues; a) whether case study research is research in its own right or whether it is should act as an initial step leading to other approaches to inquiry; b) the whether we can generalize from the findings of qualitative case study inquiry; and c) the issue of perceived researcher bias in case study research. Most of these concerns have been addressed by various scholars most of whom I have alluded to earlier in this chapter and I have also addressed them in appropriate sections in this chapter and will do the same in other chapters of the thesis. However, let me briefly argue that these concerns to a certain degree reveal the paternalistic extent with which positivist oriented scholarship has over the years

patronized other approaches to inquiry even to a level of considering alternative approaches as less legitimate or subservient forms of research. I also would like to affirm that generalization, especially statistical generalization, is not the mainstay of my research. This is to suggest that, I subscribe to alternative conceptualizations of generalization proposed by scholars such as Lincoln and Guba (2000), Schofield (2000), and Yin (2018). Lincoln and Guba (2000) and Schofield (2000), for example, would rather view generalization in terms of fittingness, that is, the level to which the situation under study fits with other situations to which any other person might be interested in applying a given study's concepts and conclusions. To achieve this, the researcher uses thick descriptions to provide information that will enable others to make "an informed judgment" (Schofield, 2000, p. 93) about the level of fittingness that they perceive. With regard to the issue of researcher bias or subjectivity, I would like to affirm that subjectivity in any research is inevitable for even those who claim to be more 'scientific' in their approach to research employ a certain amount of subjectivity. I am reminded here of what Polkinghorne (1983, p. 242) said concerning the nature of knowledge:

> The requirement that the statement [i.e. a knowledge statement] must meet the criterion of certainty is too stringent…those who attempt to adhere to it cannot meet this requirement themselves, because the ground of pure observation, untainted by theoretical assumptions is unobtainable and because deductive links to the theoretical concepts are diluted by the contextual variability of conceptual definitions.

Polanyi (1962, p. v) also argues that every person engaged in the "act of knowing" makes "a passionate contribution" towards what is being known and that this passionate (which I understand to mean subjective) contribution should not be mistaken for an imperfection but as "a vital component of his knowledge." I also affirm in line with my subjectivist orientation that as researcher, my story cannot say everything to everyone all the time as argued by Denzin and Lincoln (1998, p. 349 cited in Sivasubramaniam, 2009).

3.4 The Research setting

In this section, I describe the site where I conducted this research. I conducted the present study at the Malawi University of Science and Technology, situated in a tea-growing district called Thyolo in southern Malawi, situated approximately 40 kilometers east of Blantyre, Malawi's main commercial city. At the time I conducted the study, the university had a total student population of 1800 although the university's strategic plan for 2017-2022 shows it has capacity to enroll up to 5000 students. I provide a detailed description of the research site below.

3.4.1   Physical description of the research site

The Malawi University of Science and Technology, currently a single site campus, is located in a relatively rural setting in between two popular trading centers in the tea-growing district of southern Malawi called Thyolo: Nansadi Trading Centre on the north and Goliyati Trading Centre on the south. With a total building area of 46, 000 square meters, it occupies a total plot area of 215, 000 square meters on a piece of land donated by former state president, late Bingu wa Mutharika, who is generally credited to have single-handedly mooted the idea of the university and overseeing that its construction commences while he was still in power. It is accessible by road from Blantyre and Limbe Town by both public and private transport. On approach to the university from a far, you cannot help but notice how the university clearly stands out as a unique piece of modern Chinese architecture in this vastly rural area.

On the T-junction from the main road into the road to the university, a large billboard welcomes you in English and informs you that the university is 0.5 kilometers away. As you take the newly bitumenized road to the university campus, you pass through a couple of small shops and makeshift food stalls lining both sides of the road. It is usually a quiet road in the morning but teeming with students who avoid the university cafeteria and venture out to look for cheaper and more cost effective food alternatives at lunch hour and during suppertime. There are two large security gates for entry and exit. A black painted wall of about 5 meters in width with the name of the university

inscribed on it in large gold letters separates the two gates which are always manned by outsourced security personnel. On entry, you immediately notice that the whole university campus is paved with smooth interlocking cement blocks, and has beautifully designed quadrangles and gardens planted with grass, flowers and trees in between blocks of the buildings that make up this university. These are well kept and help to maintain a lush green setting that blends with the rest of the university's physical structures to create a picture of beauty and magnificence. You also notice that all of the university's buildings have a similar pattern on the exterior: a blue rooftop and walls that are dominantly brown (from the special bricks used in construction) with some sections that are painted in white, all of which still look relatively new. The interior walls of most of the buildings are painted in white except for a number of offices, the library auditorium and some boardrooms whose walls are covered with faux leather wall tiles and have their floors carpeted.

The university's administration block is strategically positioned about 100 meters from the entrance and is the most likely 'port' of call for anyone visiting the campus for the first time. This double-headed T-shape four-floor block houses offices for the central administration, the registry and academic staff. It has four large boardrooms and two smaller ones that are used for meetings and another executive boardroom used for high-level meetings mostly by members of the university's executive management. It also houses the common room, cafeteria and fitness center for all members of staff.

The main university auditorium lies about 100 meters south of the administration block and boasts of a 3000 persons seating capacity hall. It is largely used for general staff as well as student meetings. It is also the venue for orientation of new students and is the likely venue for the university's first graduation ceremony expected to be conducted later in 2019. The facility is also rented out for private use during weekends and when the university is in recess. Next to the main auditorium is a block housing the university's science and engineering labs and workshops on the east and a block of temporary student residences popularly known as "the camp" among the students further east and outside the university's perimeter fence. Also outside the university

perimeter fence and west of "the camp" is a mini stadium complete with a soccer ground, a perimeter track for field and track events, a VIP stand, spectator terraces, changing rooms, and courts for basketball, volleyball and netball. These facilities are open for use by students and staff for sporting events which sometimes involve visiting teams. The university also has a block that houses what is to become the university teaching hospital when it becomes fully operational. At the time of my data collection, the facility offered basic clinical services and had a clinical officer, a matron, and two nurses employed on full-time basis.

The teaching area is located about 50 meters behind and to the west of the administration block separated by a rectangular pavement which also borders the university's main quadrangle behind and to the north of the administration block. The teaching area is a line of four blocks, each having three floors. The first block was converted into laboratories for basic sciences. The rest of the blocks are where teaching and learning activities mainly take place and comprise of 56 classrooms, six of which have a seating capacity of 120 students while the rest can sit 60 students. All classrooms are fitted with white boards for use during teaching and learning, and movable furniture for use by lecturers and students. They are also fitted with ceiling fans that become handy when temperatures get high especially during summer. Some of the classes are fitted with overhead projectors and projector screens for use during teaching and learning. However, lecturers also bring LCD projectors from their departments for use during teaching and learning. Each of the four blocks is adjoined by a smaller building with a similar number of floors such that it is possible to move from the first, second, or third floor of any block to a similar floor on the other blocks without having to descend to the ground floor. The ground floor of these adjoining smaller buildings has two cash withdrawal machines belonging two of the local Malawian banks that also provide banking services to students. There is also a tuck shop mostly used by students and some offices used by some of the cleaners responsible for ensuring that the teaching area is clean all the time to enable teaching and learning to take place. One of the larger classrooms on the ground floor of the fourth block was at the time of data collection

temporarily being used as a students' fitness center, fully fitted with equipment. Apart from their daily use for teaching and learning activities, some of the classes are also used for midweek and weekend religious activities by students of different denominations.

Further afield to the north of the administration block after the main quadrangle is the students' cafeteria. The cafeteria is a single block of three floors where some of the students buy their meals. It is usually leased out to private catering firms on yearly contractual basis with one of the conditions being that the firm should agree to provide reasonably priced meals to students. The students' main halls of residences are adjacent to the cafeteria, separated by a pavement. These are eight in total and house the largest number of students compared to 'the camp' outside the university's perimeter fence.

Like most other buildings on campus, the library block is a three-floor block facing the teaching area and to the east of the administration block. It is furnished with Cantilibra shelves, reading carrels, and computer tables and desks, and houses three computer laboratories: one for undergraduates, the second for postgraduate students and the third for geographical information systems. These computer laboratories can accommodate up to 150 students at a time. It also has a 300 seating capacity modern auditorium largely used for important meetings, conferences, and other events that involve delegates from outside the university. This is also where offices for staff working in the library and the ICT department of the university are located. At the time of my data collection the MUST library had a print book collection of 1,494 titles, comprising 8,000 volumes in addition to 417 titles of eBooks. The latter are for Biomedical Engineering, Chemical Engineering, Mechanical Engineering, and Metallurgical Engineering.

In terms of physical structures therefore, one would say that the Malawi University of Science and Technology is a young university, with most structures still maintaining their glow having been in existence for close to six years. It provides beautiful scenery and has often attracted visitors from near and far who come to appreciate its beauty and

to learn more about its programs. It is also a growing university and could at the moment be said to be the only public university in the country that has entirely been established on newly constructed structures. Its structures are unique for a public university and it is easy to notice the Chinese influence in its architecture having been built with funds from a Chinese government loan grant. It is outstanding. It has changed the landscape of the area and it has a dwarfing presence to the surrounding area, which is mostly rural in its outlook and agrarian in its way of life.

3.4.2 Historical background of MUST

The Malawi University of Science and Technology (MUST) was established as the fourth public university in 2012 through an Act of Parliament with a mandate to promote the development, adaptation, transfer and application of science, technology and innovation (STI) for macro- and micro-economic development of Malawi. It was built with a loan from Exim Bank of the People's Republic of China through the Chinese Government. The construction of most of its physical infrastructure was completed in April 2013 and it was officially handed over to the Malawi Government by the contractor in December 2013. However, its operations began in August the same year by a team of three members of staff who were seconded by Government from the University of Malawi, the oldest public university in the country, which was itself in the process of being unbundled into three separate universities at the time of my data collection.

The university started with three undergraduate programs in biomedical engineering, chemical engineering, and metallurgy and materials engineering and admitted its first cohort of 129 first year undergraduate students into these programs who reported for classes on 30 March 2014. The number of undergraduate students and programs has grown steadily over the years such that at the time of my data collection exercise there were over 500 students enrolled in first year alone across 20 different programs. Like the other three older public universities that were there at the time of my data collection, MUST drew most of its students for its undergraduate programs from secondary

schools across the country. Unlike most other universities however, MUST has lowered English language requirements for its applicants to at least a general pass of 7 points at O level (equivalent of a D) in the Malawi Schools Certificate Examination or its equivalent from other examination bodies.

When the university opened its doors to students in 2014, there was only one academic department and one faculty with five fully employed lecturers. This number also keeps growing steadily such that there were four fully functional faculties (or schools as they are locally known at the university), eleven academic departments, and close to 200 members of academic staff at the start of data collection in October 2018. The fours schools are: a) the Malawi Institute of Technology, which was the first faculty to be operational when the university opened in 2014 and is responsible for offerings programs and courses in engineering, computer science and technology, and applied sciences and mathematics. When the university opened, all academic members of staff regardless of their area of specialization (including those responsible for teaching EAP courses) were made to belong to this school; b) Ndata School of Climate and Earth Sciences, which was the second to be operational and is responsible for offering programs and courses in climate and earth sciences and water and energy resources management; the Bingu School of Culture and Heritage, which was the third to be operational and was at the time of research responsible for offering programs and courses in sports science, indigenous knowledge systems, and African Musicology. This is the only school at this university that offers courses related to the arts and humanities. Even without it being said explicitly, there is a certain feeling around the university that this school is an outlier with either something unique or nothing much to offer to a university clearly designated as a university of science and technology, sometimes to the extent that courses and programs offered by this school have to be bent in order to show the scientific and innovation element in them to fit the science and technology tag. It is commonplace to hear reports of other students studying the more 'scientific' courses and programs teasing and mocking their colleagues enrolled in the programs under this school. The Language and Communication Studies Department

responsible for offering EAP courses to undergraduate students across all the four schools is under this school. At the time of data collection, the department did not offer any programs of its own; and d) the Academy of Medical Sciences, which was the fourth to be operational and offered courses and programs in immunology, medical imaging, medical microbiology, and biological and clinical sciences.

MUST is therefore a relatively young university physically as well as historically and has, because of its age, drawn most of its employees especially in management and academics from other already established universities and institutions. In its strategic plan for 2017-2022, the university acknowledges this young age as its strength and the existence of other universities and research institutions as an opportunity from which it could tap expertise. However, these two factors could also be the university's Achilles heel in as far as pedagogy of courses such as EAP are conceptualized and practiced at both macro and micro levels of the university's academic set up, sometimes with implications for learner voice and agency.

3.4.3   Choice of the research site

I selected the Malawi University of Science and Technology because of its uniqueness, particularly as a new university with a specific focus on science and technology. The requirement for applicants for its programs to have a minimum general pass in English language at the Malawi Schools Certificate Examinations (MSCE) as explained in Section 3.4.3 above could signal a general outlook of the university towards the role of the language in learning at the institution. This could have implications on how the teaching and learning of English in the EAP course is conceptualized and practiced with further implications for voice and agency among learners, which cannot be understood unless they are investigated through research. Besides, the university selects students with different pre-university English language learning experiences largely depending on the nature of the secondary school where they are originating. This includes students selected from community day secondary schools who are the focus of this study. Their presence at this university could help in understanding their

language learning experiences from the perspectives of voice and agency bearing in mind that they originate from schools that are generally lowly ranked, with findings that could inform pedagogy conceptualization and practice at the university. I therefore hoped that this context would provide me with data that would enable me to answer the research questions that I had set out to investigate (Hatch, 2002, p. 44).

According to Angrosino (2007b, p. 8), one of the principles to guide site selection in a qualitative study is that the chosen site should enable the researcher to study the issue "in a reasonably clear fashion." In addition, Angrosino (2007b) further advises qualitative researchers to choose a site in which their research "will not be seen as a burden on the local population" (p. 9). Similarly, Hatch (2002) cites feasibility, accessibility, and familiarity as some of the factors that should influence the choice of research site in qualitative research. Of the four public universities present in Malawi at the time of this research, the Malawi University of Science and Technology has so far been known to have the most stable and uninterrupted academic calendar in the years it has been in existence, having been only interrupted once in 2016 because of a water problem that was solved within two weeks. This is unlike the other public universities in the country that have often been plagued by student protests and labour disputes between university council and employees that have often led to prolonged academic calendars. I therefore took this factor into consideration when choosing this site bearing in mind the advice from Angrosino (2007b) as cited above.

At this stage I would like to acknowledge awareness of some scholars who advise researchers against studying their own contexts or contexts familiar to them. One such scholar is Hatch (2002). Hatch lists three main arguments for his stance: a) that it is too difficult for researchers studying their own contexts (or contexts familiar to them) "to balance the sometimes-conflicting roles of researcher and educator" when situations arise requiring enactment of both roles in the same setting; b) that it is difficult for educators to suspend their "insider perspective" and begin to see issues "with the eyes of a researcher"; and c) that participants in the study will find it too difficult to respond to the "researcher as researcher" and instead respond to him or her "as teacher,

colleague or boss" (2002, p. 47). While these concerns could be genuine, the situations envisaged by Hatch (2002) did not arise in my case. Firstly, at no point in my data collection exercise did a situation arise requiring me to suspend my role as a researcher and adopt the role of a lecturer or even mix the two. My status as a member of staff who was on study leave for the entire period of my PhD studies meant that I could not engage in roles that would conflict with my research role, such as teaching and/or assessing students. Some of my 'bosses' informally expressed desire that I should assist with teaching when we interacted but were convinced when I explained to them that the nature of my study design did not allow for such a scenario, which they understood and I was never bothered about it again. Secondly, I can attest that studying the context that I was familiar with because of my status as a lecturer at the same institution I was conducting research did not to a larger extent affect my role as a researcher or give me any undue advantage and influence over the participants. When I visited the research site in October 2018 to negotiate access and begin preparations for data collection, I had been away from the university for close to two years. During the period I had been away, a lot of developments had taken place considering the fact that this was a young university that had a lot of growing to do in order to establish itself and be recognized locally and internationally. New members of staff had been recruited and there were many new faces I could hardly recognize or claim to know personally. In the Language and Communication Studies Department which offered the EAP course that was the focus of my study, a new Head of Department had been recruited with whom I had never had previous interaction at professional or personal levels. This is the person I had to negotiate with at departmental level to gain access to the participants and the classes I intended to observe. Although I knew three of the lecturers who would also become my participants in the study, having worked with them before I left for my PhD studies, as parties we both knew our responsibilities and respected each other's boundaries within the context of the research. I did not in any way consider my familiarity with them as an advantage to take unethical shortcuts to obtain the data that I was looking for and was quick to correct any perceptions that seemed to portray me as some sort of supervisor or boss. With regard to the students from community day

secondary schools that I recruited as participants, we were unfamiliar with one another since they had just joined the university for the first time at the same time my research was also starting. We had never had any previous interaction and my status as a lecturer at the same university was not an obvious one to them because I was not involved in teaching any of their classes during the entire period of my data collection. My 'insider' status was therefore much more diluted and did not have undue influence that I was aware of.

3.4.4   Accessing the research site

After obtaining ethical clearance for my research project from the Humanities and Social Science Research Ethics Committee of the University of Western Cape (see **Appendix A**), I proceeded, with permission from my research supervisor, to write to the Secretary of Education at the Ministry of Education, Science and Technology (MoEST) in Malawi which is the responsible authority for all public universities in the country to request for permission to conduct research at the Malawi University of Science and Technology having attached my ethical clearance from the University of the Western Cape (UWC). In a letter dated 10th August, 2018 the Secretary for Education at MoEST informed me that my request for permission to conduct research at MUST had been granted and I could now proceed with my study (see **Appendix A**). Armed with my ethical clearance from UWC and my permission from MoEST, I then proceeded further to write the University Registrar for MUST that I be granted permission to conduct research at the institution, attaching the documentation from UWC and MoEST. In the letter to University Registrar for MUST, I also requested that I be allocated a room that I could be using for my operations during my data collection. The Registrar granted me permission through a memo dated 4 September 2018 and instructed the Estates Manager for the University to arrange that I be given the room that I had requested (see **Appendix A** for the response from University Registrar for MUST). I then followed up with the Estates Manager and was allocated separate office space on the eastern arm of the ground floor for my use. From here, I went to meet the Deputy University Registrar to request that I be given a slot during the first year

orientation program to meet all first year students and explain my research to them. I also proceeded to meet in person the Head of Department for Language and Communication Studies (LCOS) to explain my research to her and to request that I be given an opportunity to explain the same to the lecturers in the Department. Both the Deputy University Registrar and the Head of LCOS Department agreed that they would provide me with the opportunity I requested for. On the morning of 25 October 2018 from 10:00 am, I had the opportunity to meet all the first year students in the university main auditorium for 30 minutes in which I made a PowerPoint presentation to describe my research and to brief them about the ethical guidelines of my research with special emphasis on informed consent, non-coercive and voluntary participation, confidentiality and anonymity of participants which I will describe in a later section in this chapter. I also briefed them about the methods that I would be employing in my data collection. After entertaining a few questions from them, I encouraged those I would be approaching to participate in the study to volunteer to do so, while emphasizing that participation or non-participation in the study would not have any negative consequences on them, whether psychological, social or physical. During the briefing as well through out the entire period of data collection I took extra care not to disclose that I had selected the target participants because of their secondary school background as former CDSS students. Through my experience, I somehow felt inwardly that such a revelation would make the participants easy targets of ridicule from their fellow students who came from 'better' schools and in turn affect their participation in the study. I only revealed this to the last focus group at the end of the interview when one of the participants asked how and why I had selected them. In the afternoon of the same date, I was also invited to make a brief presentation about my research to academic members of staff during a school meeting for the Bingu School of Culture and Heritage, including those that were responsible for teaching the EAP course. After the presentation, I entertained a few questions and then encouraged the prospective participants to volunteer to participate in the research. I received overwhelming response from all of them as they indicated willingness to participate in the study. I then indicated that I would be approaching each one of them individually to

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ask for their consent for participation in the study. My fieldwork ran from October 2018 to February 2019, covering an entire semester in which the targeted EAP course was taught, during which I conducted classroom observations, individual interviews with students and lecturers, focus group discussions, and document analysis. I provide further details in the relevant sections below.

3.4.5 Research participants

Research participants for this study were lecturers for the first semester EAP course at the university and male and female first year undergraduate students who at the time of the research were enrolled to study this compulsory course.

EAP course lecturers

At the time of the data collection exercise, the university had six full-time course lecturers for the EAP course that was the focus of the study. Four of these course lecturers were however, the ones that were available on the ground and actively involved in teaching the course. They were therefore responsible for planning and teaching the course to all the first year undergraduate students across the 20 academic programs that the university was offering in the 2018/19 academic year as well as assessing the students' performance in the course. All the four lecturers were Malawian natives whose first language was not English. Out of these four, three were males and one was a female. Three of the lecturers had been with the university for more than two years while one had been at the university for less than a year. All the four lecturers had at minimum a master's degree (in either applied linguistics or pure linguistics), which was the threshold qualification for employment as a lecturer at the university.

Students enrolled in the EAP course

The research participants were first year male and female undergraduate students from various schools at the Malawi University of Science and Technology. In the first semester of the 2018/19 academic year, approximately 526 first year students registered for the EAP course called Language and Communication Studies. This was the highest number of students enrolled in the short history of the university and of the course.

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Most of these students used English as a second or third language in secondary schools across Malawi and various local languages in the country depending on the region where they come from. The EAP course is a compulsory module; hence it is required for all students to attend all classes and pass the module at the end semester to be cleared to progress to the next academic year. It is important to note that by the time these students arrived at university, they had studied a general English course at secondary school, which they had to pass in order to qualify for a place at university in addition to passing other subjects related to the content of the programs that they were enrolled in. Unlike the postgraduate students reported in the study by Hutchings (2014), most of these students, owing to their age, were still in the process of establishing their social identities and had no professional identities. Like the students in Hutchings, however, they too "had little in the way of academic identities." This in my view calls for carefully thought out pedagogy that should promote voice and agency among learners. As revealed in my problem statement in Chapter One, my study focused on a subgroup of students coming from community day secondary schools because of the nature of their secondary schooling experience and the evidence of performance in EAP for a majority of previous students with a similar schooling background over the past 3 years, which made them as an interesting case for study. I used the university first year selection list for the 2018/19 academic year which I requested from the office of the university registrar to identify names of students selected from community day secondary schools (CDSSs) and the programmes they had been selected to study. After going through the selection list, I identified names of 50 students that were selected from CDSSs into various programmes, roughly representing 10 per cent of the total first year undergraduate student population.

3.4.6   Selection of study participants

In this section, I embrace the views expressed by Polkinghorne (2005), who argues against the use of the term "sampling" to refer to the technique for selecting participants in qualitative research. In his view, the term has quantitative connotations, with implications that those chosen are a sample whose purpose for selection is to enable the

findings to be generalized to a population. Instead, he advocates for the use of the term selection as it "closely describes the method of choosing qualitative data" (p. 139). Polkinghorne (2005) further observes that since the focus of qualitative inquiry is on describing, understanding, and clarifying human experience, participants and documents are selected "because they can provide substantial contributions to filling out the structure and character of the experience under investigation" rather than because they satisfy "the representative requirement of statistical inference" (p. 139). This is the principle that guided my approach to the selection of participants in this study. Specific to qualitative case study research, this approach has also been advocated by Flyvbjerg (2006, p. 230) who calls for what he termed "information-oriented selection" with the purpose of maximizing the usefulness of information from smaller samples and single cases. Miles et al. (2014) refer to such selection as conceptually driven sampling. Patton (2014) also talks of "selecting information-rich cases", "those from which one can learn a great deal about issues of central importance to the purpose of the inquiry" (p. 401). My study therefore employed purposeful selection of participants as it attempted to understand agency in EAP learning among first year undergraduate students selected from community day secondary schools at the Malawi University of Science and Technology.

Purposeful sampling

Purposeful sampling is the same as purposive sampling (Patton, 2014, p. 402). However, in choosing to specifically call my participant selection technique purposeful I am influenced by Patton (2014, p. 403) who gives three main reasons for such a preference: a) that the term purposeful is more "user-friendly" and less "jargon-ish"; b) that owing to its quantitative origins, the term purposive signalled "an attempt to get a statistically representative sample in order to generalize"; and c) that when compared with other terms such as non-probability sampling used by most quantitative oriented scholars to describe purposeful or purposive sampling, the term purposeful is more appropriate as it defines qualitative sampling by "what it is (strategically purposeful)" than by "what it is not (nonprobability)."

My purposeful selection of data sources therefore involved choosing people, events, or documents from which I as the researcher hoped to significantly learn about the experience or phenomenon under investigation (Merriam, 2009, p. 12; Polkinghorne, 2005, p. 140). Purposeful selection therefore enabled me to collect accounts relating to voice and agency from the different perspectives observed and offered by the participants within the context of the study. It enabled me as the researcher to compare and contrast the perspectives and to notice essential aspects that seemed to appear across the sources and to recognize the variations in the way the EAP lecturers and target student participants viewed and experienced voice and agency. Furthermore, the purposeful selection of participants employed in the study contributed to a kind of triangulation that went beyond the need to verify a particular account or perspective to allow me move beyond a singular view regarding agency and voice in the EAP course that I was investigating (Polkinghorne, 2005, p. 140).

Since I conducted the study with the four EAP lecturers and a smaller group of 51 purposefully selected students from community day secondary schools out of a total of about 526 first year undergraduate students and employed various methods and instruments for the collection of data, I briefly explain the particular selection methods in relation to each instrument.

Selection of classes for EAP lesson observations

I purposefully selected to observe EAP lessons only in the classes that had students from community day secondary schools as these would allow me to observe the various manifestations of agency among the target students and how the lecturers' classroom practice ensured that voice and agency flourished through creation and provision of situations that acted as affordances for critical learning. Using information gathered from the university master teaching and learning timetable and teaching allocation for the EAP lecturers, I created my own observation schedule that allowed me to observe EAP lessons involving target students from 10 out of the 20 programs offered in first year. I observed from the timetable and the teaching allocation that the 20 programs

were combined into 10 classes (2 programs per class) for EAP on the basis of some similarity between them. For example, one class combined students in water quality management with those studying disaster risk management while another was made up of those studying manufacturing engineering and textile engineering. There were EAP classes throughout the week from Monday through Friday involving all the four lecturers in the department. The standard duration for each class indicated on the timetable was 2 hours per session, with each class meeting twice per week (or 4 hours). I made sure that I had 2 classes to observe on each of the five days. As much as possible I made sure that I observed all the 4 hours allocated to each group in the week, except in situations where the lecturer had decided to cancel the class or to have a make-up class outside the normal timetable. Apart from this, I also took several practical issues into consideration when selecting which classes to observe: a) I selected the combination that had the target students from community day secondary schools. 3 of the programs making up 2 of the group combinations did not have any of the target students. I therefore decided not to target these for observation. However, the concentration of the target students in the remaining classes was not a major determining factor; b) I made sure that I observed lessons in classes handled by all the four EAP lecturers to allow myself have a broader base of data that would enable me appreciate how classroom practice ensured learner voice and agency among the individual lecturers; c) since I was also video recording the lessons, I made sure that I designed the observation schedule in such a way that I allowed myself time to recharge the batteries for the two cameras in between the observation sessions. In **Table 1** below I provide a summary of my weekly observation schedule.

Table 1

Weekly EAP lesson observation schedule

DAY	TIME	Group	No of Target Participants	Venue	Responsible Lecturer
Monday	08:00-10:00	U	3+5	A2	U

	13:00-1500	Q	1+1	B6	V
Tuesday	10:00-12:00	W	1+5	B9	W
	14:00-16:00	V	10+3	C6	V
Wednesday	10:00-12:00	X	1+3	B8	X
	13:00-15:00	U	3+5	A2	U
Thursday	10:00-12:00	Q	1+1	B6	V
	13:00-15:00	V	10+3	C6	V
Friday	10:00-12:00	X	1+3	B8	X
	15:00-17:00	W	1+5	B9	W

Table 1 presented above summarizes how I proceeded with the EAP lesson observations and shows that the classes that I observed had a total of 33 target student participants selected from community day secondary schools. Out of the 33 students only 3 were female while the rest were male. I have used the + sign to indicate that the groups/pair combined students from two programs that had been combined to make up each class. I have coded the class groups and the lecturers to preserve the anonymity of the participants. I have used a similar code for the lecturer and the class. However, for Lecturer V I observed two different classes he was teaching coded as Q and V. Although each lecturer had more than one class which also contained the target student participants, it was not possible for me to observe every class because of limitations such as timetable clashes. It was also not possible for me to continuously observe all the classes scheduled for each day (i.e. from 08:00 – 17:00) without experiencing fatigue which would have affected my judgment during the observations.

Selection of students for individual Interviews

I purposefully selected 33 students from community day secondary school for individual interviews from the classes that I was observing. This enabled me to have an in-depth understanding of how they manifested agency and how they thought the

classroom experience in the EAP lessons provided them with opportunity for voice and agency. After the general initial contact I made with all the students during their orientation as explained in **section 3.4.4** above where I explained the purpose of my study and the methods that I would use in collecting data to the general population, I also made specific contact with the target students. At the start of the lesson observations, I made contact with the target students in each class by asking them to remain behind briefly at the end the class where I explained to them (as a group or as a pair) the purpose of the interviews and further indicated to them that I would be contacting each one of them to formally ask for their consent and then proceed to interview them if they accept. At these meetings, I also asked the target student participants to give me their contact details (emails and phone numbers), which I then used to make personal contact with each student participant. When I made personal contact with individual students, a total of 22 out of the 33 target student participants from the classes that I was observing volunteered to come for the interviews. I present a summary of this information in **Table 2** below where I also provide a breakdown of the students that I actually interviewed in each class. Out of these 22 students, I used a simple random to select 3 participants to use for piloting the interview guide. The data from these pilot students has been excluded from the analysis.

Table 2

Summary of student participants interviewed

Group	No. of Target Participants	No. of participants interviewed
U	3+5	2+5
Q	1+1	1+1
W	1+5	1+2
V	10+3	5+2
X	1+3	0+3
TOTAL	**33**	**22**

Selection of lecturers for interviews

Initially I had planned to select only 2 lecturers to interview whose lessons I would also observe because I anticipated that there would be challenges with the timetable. However, I changed my mind and decided to interview all the four lecturers whose lessons I also observed, one of whom (W) acted as a pilot and whose data is excluded in the analysis. The decision to combine programs into classes made it possible for me to observe lessons in classes by each of the four lecturers. It therefore made sense to me that I should interview all the lecturers having also observed their lessons.

Selection of participants for student focus group interviews

According to Barbour (2007, p. 56), purposive sampling in focus groups allows that data be interrogated purposefully for purposes of systematic comparison. Barbour (2007) further advises that when organizing focus groups, deliberate decisions should be made to ensure that the members are homogeneous in terms of background but not attitude. Guided by this principle, I decided to conduct focus group interviews with 17 target students from the programs that I did not have the opportunity to observe because of constraints arising from the timetable as I have already explained earlier in this chapter. My bases for choosing these students as participants were: a) they all had a background experience as students selected from community day secondary schools; b) they were all studying EAP; c) they belonged to classes I did not have the opportunity to observe. They were therefore a homogeneous group in terms of these three aspects, but whose individual attitudes, experiences and views about EAP learning I was not able to tell. With the 17 prospective participants I had anticipated to conduct 3 focus groups with them. I first made contact with each participant individually through email and phone and with their permission created 3 groups on the WhatsApp social media platform where I continued to discuss with them the purpose of the focus groups and also to reach a consensus on what would be the appropriate time to have them. Although all the potential participants had confirmed their participation, only 8 student

participants actually showed up and took part in the focus groups. 5 students from one group showed up on the first day and 3 students showed up on the second day. Although other scholars may have reservations about the smaller numbers of participants in each of the groups, I found encouragement in what Barbour (2007, p. 60) says that "it is perfectly possible" to conduct a focus group interview with three or four participants.

Selection of materials for documents analysis

Miller and Alvarado (2005) observe that much of qualitative research using documents as sources of data does not regard such sources as representative but as "unique testaments to events or phenomena" (p. 350). As such, they advise researchers to "purposively select the most information-rich and appropriate sources" (p. 350) in accordance with their research goals. My data collection followed this advice and purposively collected documents that I hoped could shed more light on issues relating to affordances for EAP learning both in and outside the classroom, which could have implications for voice and agency. Coffey (2014) distinguishes between unsolicited documents (i.e. those that are 'found' in the process of research) and solicited ones (those produced explicitly for the research at hand). My data collection was about the former. Since these documents were not solicited by me but emerged from the site of research, I had no control over any aspects of their production. I therefore had no specific number of documents to anticipate. I made decisions regarding the appropriateness of a particular document to my research questions at the time when I 'met' the document during the course of the data collection. However, I came up with my own framework for categorizing the documents that I would collect as: a) administrative documents, such as emails/communications regarding the academic calendar, teaching and assessment; b) instructional documents such as course outlines, PowerPoint slides used by the lecturers for teaching and learning, hand-outs and printouts used by lecturers for teaching and learning; and c) assessment documents, such as question papers for mid-semester and end of semester examinations, and feedback given on students' written work.

3.5 Research methodology

Research methodology refers to a general approach to studying a research topic or problem. It is about the specific choices we make about what to study, how to study it (i.e. methods), and how to analyse the data in the course of planning and executing a study (Silverman & Marvasti, 2008, p. 134). I have already indicated earlier in **Section 3.3** that the current study employed a qualitative approach to data collection. I briefly review some of the main methodological features of qualitative research, as they are the ones that informed this study. In a qualitative approach to research, the researcher collects data from the natural setting where the participants experience the issue under investigation with a focus on in-depth understanding of the meanings that the participants hold about the issue (Creswell & Poth, 2018, p. 101; Merriam & Tisdell, 2015, p. 15; Merriam, 2009, p. 14; Mackey & Gass, 2005, p. 163) using multiple methods to achieve triangulation in order to promote the quality of the research work (Duff, 2008, p. 30; Flick, 2007, p. 44). In this approach, the researcher is the key instrument (Merriam & Tisdell, 2015, p. 16; Stake, 2010, p. 36) who designs instruments with open ended questions and uses them to collect data through the examination of documents, observation of behaviour and interviewing of participants (Creswell & Poth, 2018, p. 99). I will briefly explain the notion of triangulation and how it applies to this study before proceeding to discuss the methods and research instruments that the study employed to collect data.

3.5.1   Triangulation

Bogdan and Biklen (1998) observe that the concept and practice of triangulation was borrowed into social research to convey the idea that a researcher needs more than one source of information to establish a fact. Beyond verification of facts however, triangulation picked up other meanings when it was adopted into qualitative research. Notably, Bogdan and Biklen (1998) explain that triangulation now came to mean that multiple sources of data were better because they led to "a fuller understanding of the phenomena" (p. 104) one is studying. My view of triangulation leans more towards this latter view as it fits well with the methodological features of qualitative research that I

have briefly discussed in **Section 3.5** above and the aims of the current study as it investigates agency in EAP learning among first year undergraduate students at the Malawi University of Science and Technology. Polkinghorne (2005) extends the argument saying that beyond the use of multiple methods of collecting data, the very use of multiple participants is "a kind of triangulation on the experience, locating its core meaning by approaching it through different accounts" (p. 140). For Polkinghorne (2005), therefore, the purpose of triangulation is not to verify a particular account; it is not about "the distribution of the experience in the population". It has more to do with allowing the researcher "to move beyond a single view of experience". Willis (2007), building on Bogden & Biklen (1998), proposes alternatives to triangulation which may serve the same purpose of building the confidence of the audience, such as member checking and extended researcher experience in the research site. Stake (2010, p. 123) also explains that researchers use triangulation to "get the meaning straight", "be more confident that the evidence is good", and do member checking. Beyond that however, he argues that triangulation can act as "a form of differentiation" which makes the researcher more confident about the need "to examine differences to see important multiple meanings" (Stake, 2010, p. 124). With this in mind, I propose that I now proceed to discuss the different data collection methods that I employed in study, starting with EAP lesson observations.

3.5.2 EAP lesson observations

Observation is a prominent method in qualitative research. In relation to qualitative research, Adler and Adler (1994) referred to it as "the fundamental base of all research". Angrosino (2007a, p. 54) defines observation as the act of noting a phenomenon, often with instruments and recording it for scientific purposes. Elsewhere, Angrosino also observes that qualitative researchers use observation as a process for studying people interacting in their natural settings in order to identify "patterns, concepts, trends or categories" in the people's behaviours and words and put them in proper context in view of given research aims (2007b, pp. 2 & 3). According to Creswell (2014, p. 190), the researcher during qualitative observation uses an observation protocol to record, in
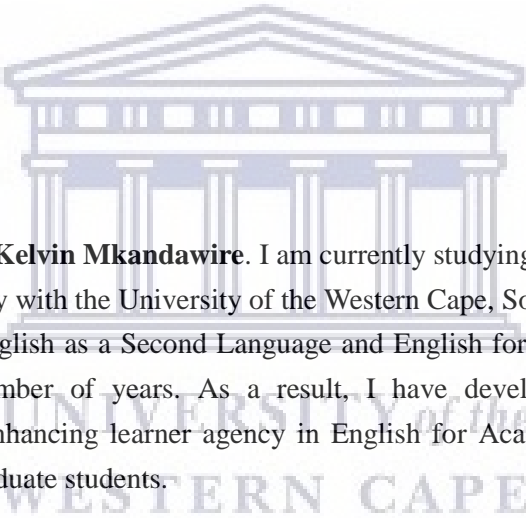
a structured or semi-structured way, the activities at the research site. During the process of observation, the researcher may also engage in various roles ranging from non-participant to complete participant. In the present study, I largely adopted the observer-as-participant role (Angrosino, 2007b, p. 20) though at times I assisted some of the lecturers in setting up their PowerPoint lesson projection equipment, but without actually getting involved in actual teaching. Bogdan and Biklen (2007, p. 92) advise researchers to determine the "correct amount of participation" and how they actually want to participate in relation to the particulars of their study. In my case, moderating my participation as explained above was one of my own attempts to gain acceptance, especially among the student participants so that they do not see me as a complete stranger who is there to observe them.

Before the start of the EAP lesson observations, I learned how to use a tape recorder and a digital camera for recording videos. With prior permission from relevant offices, I practiced recording small events on the university campus on both the tape recorder and digital camera, which I would then attempt to transcribe such that I had gained considerable basic skills by the time I started the actual lesson observations.

Although my research targeted students who were transitioning from community day schools, the classes I planned to observe also had students from other types of secondary schools. Prior to the commencement of the actual observations, therefore, I sought consent from all the students in the target classes regardless of whether they were my target participants or not. During the first week of teaching and learning (i.e. week beginning 29 October 2018), which the lecturers had communicated to me was not ideal for starting the observations because they themselves needed time to get familiar with the new students, I took time to meet the target classes separately to explain for the second time the purpose of my research. I distributed information sheets for lesson observations and participant consent forms for the same for all the students present. I also used the same information sheet and consent forms with the EAP lecturers. I present the information sheet and consent form for the lecture observations in **Table 3** below.

Table 3

Participants' Information sheet and consent form for EAP lecture observation

Information Sheet for EAP Lesson Observation   **No.**   ☐

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

Tel. 021-959 2449/2442

Fax 021-959 3358

Dear Sir/Madam,

My name is **Kondwani Kelvin Mkandawire**. I am currently studying towards a PhD degree in Language and Literacy with the University of the Western Cape, South Africa. In addition, I have been teaching English as a Second Language and English for Academic Purposes at tertiary level for a number of years. As a result, I have developed keen interest in investigating ways of enhancing learner agency in English for Academic Purposes (EAP) courses among undergraduate students.

I kindly invite participants of this study to familiarize themselves with the contents of this information sheet, and to freely ask questions or anything that may need clarification. Lecturers and students of EAP will participate in the study where their lessons will also be observed. I will not disturb the normal progress of class activities. My role as the researcher will strictly be to observe the lessons and I will not participate in the lesson in any other way.

Participation in this study is voluntary and as a participant you are free to withdraw from the study without any obligations or negative consequences. The information collected from the participants will be treated with confidentiality and anonymity. The information will strictly be used for the completion of this study thesis. In the final report of findings, no information will be traced back to the individual participants or the Malawi University of Science and Technology.

The study will not cause any physical harm, and it will not cause any social, mental or emotional harm to participants or to any other member of the university community. There is

also some positive washback in the process since participants will be involved in the language learning agency discourse where they are likely to learn something about themselves and their potential to exercise individual agency in learning English for Academic Purposes.

Research Title*: An Investigation of Language Learning Agency in English for Academic Purposes (EAP): The Case of the Malawi University of Science and Technology*

The research objectives of this study are to:

1. Describe the structural and pedagogical affordances relating to EAP learning within the Malawi University of Science and Technology and how they relate to learner agency and voice.
2. Examine the various ways through which individual learners manifest agency and voice for English language learning in the various aspects of the EAP course at the university.
3. Explore the factors influencing individual learner agency and voice in the EAP classroom at the university.
4. Examine how EAP lecturers at the university understand language learning agency and voice as revealed by their teaching and assessment practices.

I am hoping that this study will contribute to the improvement of the quality of learning and teaching and assessment practices in the English for Academic Purposes course and that it will strengthen my professional practice as a language educator.

Your voluntary participation in this study will be highly appreciated.

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature: _R. Sivakumar_

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

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Participant Consent Form – Lesson Observation   **No.** ☐

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

Tel. 021-959 2449/2442

Fax 021-959 3358

I, the undersigned, confirm that I have accurately read the information sheet, and understood what is expected of me as a participant in this study.

I also confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been pressured into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligations or any negative consequences on my part.

Participant's full name: _____

Gender: _____

Age: _____

Date: _____

Programme: _____

Participant's signature: _____

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za
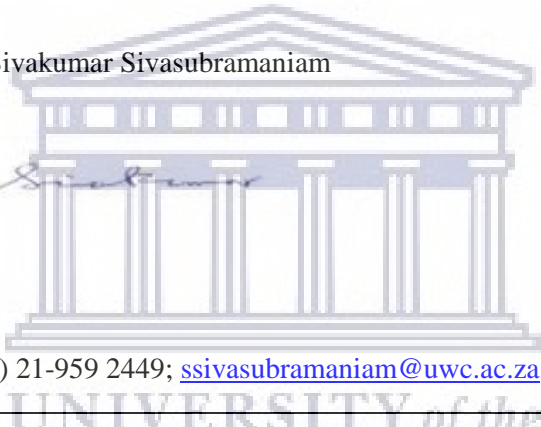
To ensure that I know if any student had decided to withhold consent, I gave sequential code numbers to the consent forms. Together with the students, I then went through the information sheet which contained details about the study, my obligations as the researcher and their rights to anonymity and to give or deny consent without fear of any reprisals, among others. I would then give students opportunity to ask questions and attempt to answer them if they arose before proceeding to ask them to sign the consent forms and return them to me. A total of 224 consent forms for lesson observations that I had distributed were signed and returned to me without any that were missing. I repeated an almost similar procedure with the lecturers whom I met individually at their own free time.

Having obtained the students and lecturers' consent, I then started observing classes in

the second week of the semester. To gather information that would help me understand the pedagogical affordances for EAP learning available in the classroom and how these related to learning agency, the ways in which learners who were the focus of the study manifested agency when learning the various aspects of the EAP course, the various factors that seemed to influence their agency, and how the lecturers' teaching and assessment practices seemed to reveal their understanding of learner agency, I made observations of EAP lessons for the entire semester with four different lecturers across five different classes made up of students from ten different academic programs as I have stated in **3.4.6** above. With guidance from my research questions and insights from my literature review I developed a semi-structured lesson observation protocol that I used for observing EAP lessons across all the classes in the semester. I present the observation protocol in **Table 4** below.

Table 4

Semi-structured observation protocol for EAP lessons

Learning Agency in English for Academic Purposes
Lesson Observation Protocol
Lecturer Code:
Date: **Group:**   **Time & Duration:**
Topic:
Criteria
Resources for EAP learning and observed target learner responses to them:
Activities for EAP learning and observed target learner participation:

Available language resources and how they are exploited for EAP learning:
Observed assessment tasks and feedback on the topic in relation to learner agency:
Lecturer approach to teaching and learning versus learner agency:
Forms of positioning observed in relation to the topic:
General classroom atmosphere and other general observations relevant to EAP learning:

Using the lesson observation schedule in **Table 3.1** I observed two two-hour long each
EAP lessons for two different programs each day, ensuring that I have a break in
between to enable me have time to reflect on the first session and also to recharge the
batteries for the cameras that I was using to record the sessions. Because of the sensitive
nature of examinations, I did not observe the exam sessions as I did with the lessons.
However, I had one informal observation for a mid-semester examination session for
the course on 18 December 2018 and recorded the observations in my diary later after

getting out of the venue for the examinations.

As my study aimed at investigating how the EAP course at the Malawi University of Science and Technology promotes learner agency among first year undergraduate students coming from community day secondary schools, the lesson observations helped me to understand the teaching curriculum, the EAP learning resources and resources from other languages available in the classroom and how these were exploited to learning, voice and agency for learners, the actual EAP learning activities, assessment tasks and forms of feedback available for learners and how these related to agency and voice of the learners. The observations also allowed me to appreciate the lecturers' teaching practices and the forms of positioning available in the classroom and how these reflected on learner voice and agency.

During the lesson observations and with permission from both the lecturers and student participants, I made video and audio recordings of the classroom proceedings to capture the nature of the classroom interactions and to avoid missing relevant details. At the same time, I also made notes in the lesson observation protocol sheets which I usually printed in advance and kept a research diary in which I recorded my general impressions about the classroom proceedings and other observations about issues such as general student attendance, time management and my informal interactions with both lecturers and student participants. I will present some excerpts from the recording transcripts in **Chapter Four** in which I propose to present and analyze the collected data. I opened separate hard copy files for keeping the recorded observation protocols for each lecturer and observed lesson. Immediately after a lesson observation I also made sure that I transferred the video and audio recordings into two personal external drives that I had purchased for purposes of the research. In the external drives, I would open a folder for each lecturer using the lecturer code as the folder name. Within the folder, I opened a subfolder for video recordings and audio recordings. Inside these subfolders, I opened further subfolders in which I would then store the video or audio recording for lessons on a particular date, using the date and lesson title for the day as the folder's name. I would then begin to review these at my own free time and compare

with the entries I had made on the lesson observation protocol.

I planned my presence in the classroom following the formal master timetable released by the university and ensured that I adhered to it to avoid disrupting the natural procedure of teaching and learning. Where a lecturer indicated to me that they would not be available for a particular class due to other commitments, whether official or personal, I did not insist that they should organize a make up class for me as this would also have created clashes in my observation schedule. In addition, since I had already obtained prior consent from both the student and lecturer participants, my presence did not disrupt the teaching and learning environment. Most of the times, I also made sure that I arrived earlier before the start of the class to set up my observation equipment and find a place where I could sit and make my observations without disrupting the natural flow of the class. In line with Bogdan and Biklen's (2007) assertions regarding the "observer effect" (p. 38) and its influence on the behavior of those being observed, I acknowledge the possibility that my presence in the classroom and more especially with the use of the recording equipment may have had an influence on the behavior of the participants, particularly the students. According to Bogdan and Biklen (2007), this is a natural occurrence in all forms of inquiry. However, I took deliberate steps to minimize this at the beginning of the observations by encouraging them to behave as naturally as they could because I was not recording in order to report their behavior to someone or to find fault or incriminate them. I also believed that since my observations were for the entire semester, the students may have got used to my presence in their classrooms and gotten over their initial worries about being observed. Although observations are potent tools for observing physical, human, interactional, and course or program settings as well as recording verbal and non-verbal behavior (Cohen et al., p. 397), they cannot capture participants' feelings, thoughts, intentions or beliefs (Kvale & Brinkmann, 2009). There are also concerns about observations relating to selectivity and interpretation of what is being observed (Cohen et al., 2007, p. 412). In order to address these concerns, I employed other methods of data collection. In **Section 3.5.3** below, I propose to discuss semi-structured interviews.

3.5.3 Semi-structured interviews

An interview is a data gathering technique in which the researcher skillfully assists a participant to come up with an in-depth account regarding the experience or phenomenon under study (Polkinghorne, 2005, p. 142). Kvale (2007) calls a research interview a form of professional interaction with a careful questioning and listening approach whose purpose is to obtain thoroughly tested knowledge. Kvale (2007) further views the qualitative research interview as "a construction site for knowledge" (p. 7). This view by Kvale resonates with the constructivist view of knowledge as constructed through interaction rather than discovered. Elsewhere Kvale (1996) refers to a qualitative research interview as an attempt by the researcher "to understand the world from the subject's point of view, to unfold the meaning of people's experiences, to uncover their lived world prior to scientific explanation" (p. 1). Although scholars discuss different types of qualitative interviews (see for example Cohen et al., pp. 352-356), the present study used semi-structured interviews to collect data from participants.

The semi-structured interview in qualitative research has been described as an interview whose purpose is to obtain descriptions of the life word of the interviewee in order to interpret the meaning of the described phenomena (Kvale, 2007; Kvale & Brinkmannn, 2009). In his analysis of this definition, Brinkmannn (2013) isolates four key concepts and elaborates on them: a) purpose: that the researchers aim to produce knowledge drives the interview process; b) descriptions: that the goal is to obtain the interviewee's descriptions of how they experience the world rather than reflections, speculations or theorizations. In this respect, good interview questions invite participants to describe their experience and avoid asking them to abstract or reflect; c) life world: that researchers most often decide to use interviews in order to elicit descriptions of the life world from the interviewees; and d) interpretation: that although researchers are generally interested in understanding how the interviewees describe their experience about given phenomena, it is also imperative for them to engage in interpretation of the same experiences.

The semi-structured interview owes its name to the fact that it is neither closed or open, structured or unstructured (Kvale, 2007, p. 11). This characteristic combined with the desire to obtain participants' descriptions of their experience of given phenomena provide the researcher with opportunity to probe and follow-up on participant responses (Nunan, 1992, p. 140; Brinkmannn, 2013). This is achieved through the use of a semi-structured interview guide or protocol used for asking questions and recording answers during the interview (Creswell, 2014, 2018).

According to Dörnyei (2007, p. 136), the semi-structured interview is the most preferred type in qualitative applied linguistics research because it on the one hand allows the researcher to guide and direct the process with possibility for following up on interviewee responses and requesting for further elaboration on the issues being investigated. Further, Richards (2009, p. 187) also explains that the wide use of interviews in applied linguistics research is because they can provide an in-depth understanding of people's experiences, beliefs, perceptions and motivations when properly conducted. Therefore, in this study I made use of semi-structured interviews to collect data in one-on-one interactions with the four EAP lecturers, twenty-one individual student participants from the classes that I had observed and eight participants in focus group discussions with the two groups of student participants from the classes that I did not have the opportunity to observe. I propose to describe the procedures that I followed below, starting with piloting of the semi-structured interview guides.

Piloting the semi-structured interview guides

Nunan (1992, p. 151) recommends that interview questions be piloted with a small sample of participants before being used in order to give the researcher opportunity to discover if the questions are yielding required data and to eliminate questions that seem to be ambiguous or confusing to the participants.

Before the actual interviews, I therefore undertook efforts to pilot the semi-structured interview protocols for interviews with lecturers and students in order to familiarize

myself with the instruments, prepare myself on how to behave appropriately during the actual interviews, see if the questions were clear or if they needed to be changed, and see if the questions were yielding answers that were in line with the aims of the study. I piloted the interview guide with lecturer W a week before conducting the actual interviews with the remaining lecturers after which I sat down with him and asked him to provide me with feedback. Lecturer W who was familiar with my research from my interaction with him in the classroom observations felt it was not necessary to modify the questions. Using simple random sampling, I selected 3 student participants out of the 22 who had given their consent and volunteered to take part in the interviews to pilot the interview guide for individual student participant interviews. This piloting revealed to me that I needed to modify the phrasing in some of the questions where I noted that the students kept asking me for clarifications or repetition. It also helped me to anticipate responses that needed further probing. I did not pilot the interview guide for focus groups because only two groups were convened. However, since the focus groups were the last to be conducted and had most of their items similar to those in the individual interviews, I used the feedback gained from piloting the interview guide for individual student interviews to modify the interview guide for focus groups. The data gathered from the piloting exercise does not feature in the chapters for data presentation and analysis below. I kept all the audio recordings for the interviews in electronic files in external drives that I had purchased for purposes of the research, appropriately labeling such files for ease of access during analysis. I propose now proceed to report on how I conducted the three interview types below, starting with interviews with individual students.

Interviews with individual EAP students

I conducted individual face-to-face interviews with the twenty-one student participants from community day secondary schools using a semi-structured interview guide that contained a list of well-developed questions derived from the MRQ and SRQs posed in **Chapter One.** In **Table 5** below, I present the interview guide containing the questions that I used to conduct the interviews with the student participants.

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Table 5

Guide for interviews with individual students

Welcoming the participant to the interview
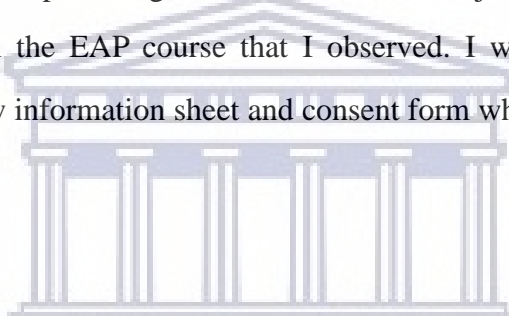
1. What is your belief regarding purpose of EAP in your academic life?

2. How did this belief influence your participation during EAP lectures?

3. How would you describe the sort of preparation that you undertook in readiness for EAP lectures?

4. Describe your participation in the EAP course in general.

5. Describe EAP learning resources available to you in the course and how you found them useful for your own learning.

6. What language resources were available in the EAP course and how did you use them for your own learning?

7. Describe the learning activities in the EAP course and how they provided you with opportunity for independent language practice.

8. Describe how assessment tasks and procedures in the course provided you with opportunity for independent language practice.

9. How did the prospect of assessment influence your approach to learning in the EAP course?

10. Describe any relationship that you noted between the EAP course and what you are studying in other content areas here at MUST.

11. How did this noticing influence your participation during EAP lectures?

12. Describe other opportunities for English language learning available to you outside the course and how you found them helpful for EAP learning?

13. How are you managing your transition from being a secondary school learner of English language to a university learner of EAP?

14. What should the LCOS Department at MUST do to make your learning of EAP a better experience?

15. Do you have any questions or comments?

Thank you for your participation

As can be seen from Table 5 presented above, the questions developed from more general to specific questions about the actual learning experiences in the EAP course. I generally regarded Question 1 as an ice-breaker (Brinkmannn, 2013; Richards, 2009; Kvale, 2007; Nunan, 1992) and Questions 13-15 as winding down of the interview. The rest constituted the core of the interview. I conducted the interviews with 22 (2 female and 20 male) of the target student participants from the community day secondary schools over a period of 9 days, making sure that I reach agreement with each participant to come for the interview at their own free time to avoid interrupting their own learning and to avoid appearing to be forcing them to do the interviews with me. I generally began the interview by thanking the participant for agreeing to be interviewed while at the same time emphasizing that the interview was just a discussion of their learning experiences in the EAP course that I observed. I would then give to the participant the interview information sheet and consent form whose full texts I present in **Table 6** below.

Table 6

Information sheet and consent form for interviews with individual students

Information Sheet for Individual Student Interviews   **No.**
Faculty of Education
Private Bag X17
Bellville 7535
SOUTH AFRICA
Tel. 021-959 2449/2442
Fax 021-959 3358
Dear Sir/Madam
My name is **Kondwani Kelvin Mkandawire**. I am currently studying towards a PhD degree

in Language and Literacy with the University of the Western Cape, South Africa. In addition, I have been teaching English as a Second Language and English for Academic Purposes at tertiary level for a number of years. As a result, I have developed keen interest in investigating ways of enhancing learner agency in English for Academic Purposes (EAP) courses among undergraduate students.

I kindly invite participants of this study to familiarize themselves with the contents of this information sheet, and to freely ask questions or anything that may need clarification. Students in the EAP course will participate in this interview which will last for about an hour.

Participation in this study is voluntary and you are free to withdraw from the study without any obligations or fear of any negative consequences. I will treat the information collected from participants with utmost confidentiality and anonymity. I will use the information that I will collect strictly for the completion of this study thesis. In the final report of study findings, information will not be traced back to the individual participants or the Malawi University of Science and Technology.

The study will not cause any physical harm. Neither will it cause any social, mental or emotional harm to participants or to any other member of the university community. There is also some positive washback in the process since participants will be involved in the language learning agency discourse where they are likely to learn something about themselves and their potential to exercise agency in the learning of English for Academic Purposes.

Research Title*: An Investigation of Language Learning Agency in English for Academic Purposes (EAP): The Case of the Malawi University of Science and Technology*

The research objectives of this study are to:

1. Describe the structural and pedagogical affordances relating to EAP learning within the Malawi University of Science and Technology and how they relate to learner agency and voice.
2. Examine the various ways through which individual learners manifest agency and voice for English language learning in the various aspects of the EAP course at the university.
3. Explore the factors influencing individual learner agency and voice in the EAP classroom at the university.
4. Examine how EAP lecturers at the university understand language learning agency and voice as revealed by their teaching and assessment practices.

I am hoping that this study will contribute to the improvement the quality of learning and

teaching and assessment practices in the English for Academic Purposes course and that it will strengthen my professional practice as a language educator.

Your voluntary participation in this study will be highly appreciated.

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

Participant Consent Form – Individual student interviews   **No.**

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

Tel. 021-959 2449/2442

Fax 021-959 3358

I, the undersigned, confirm that I have accurately read the information sheet, and understood what is expected of me as a participant in this study.

I also confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been coerced into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligation or any negative consequences.

Participant's full name: _____

Gender: _____

Age: _____

Programme: _____

Signature of participant: _____

Date: _____

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

Together with the participant, we would go through the content of the information sheet, after which I would ask the participant if they had any questions before inviting them to sign the consent form if they wanted to proceed with the interview. I would then inform the participant that I will be taking down notes of their interview responses but would also record the interaction to capture all the information and for reference during transcription and analysis. I would then inform the participant that we were now starting the interview and advise them to feel free to ask for repetitions or clarifications wherever they did not understand me clearly. For all the participants, I took the following steps: a) I conducted the interviews in a relatively friendly, comfortably-furnished, well-lit, free-from-noise, and small-sized boardroom instead of using the office that had been assigned to me. This was a deliberate attempt to make the venue neutral and therefore help to reduce to a certain extent the power dynamics associated with interview interactions between the seemingly more powerful researcher and less powerful participant, who in this case also happened to be a student; b) Before the start of the interview, I shared with the participants a printed guide containing the topics of the interview without the potential probes and encouraged them to go through them briefly so that they are familiar with the issues that we would be discussing in the interview; c) Out of my meager research budget, I made provisions to buy enough bottled water for the participants and invited them to feel free to drink it either during the course of the interview or take it with them at the end; d) During the actual interview, I tried as much as possible to avoid interrupting the participant responses and waited until they finished speaking before asking probing questions. However, these steps were more targeted at the students because I reckoned I needed to make them feel at ease and reduce the threatening effect that interview settings are sometimes known to have, knowing that these were young men and women who were possibly doing an interview for the first time. I also took almost similar steps during focus group interviews with the participants from the other classes that I did not observe. I now propose to discuss how I conducted interviews with EAP course lecturers.

Interviews with the EAP course lecturers

I conducted the interviews with the three lecturers on three separate dates which were chosen by each individual lecturer when I contacted them, again making sure that I did not interfere with their teaching or personal schedules. I used the interview guide presented in **Table 7** below.

Table 7

Guide for interviews with EAP course lecturers

Welcoming the participant to the interview
1. What is your belief regarding the purpose of EAP to the students' academic life and life beyond university?
2. How did you translate this belief into pedagogical practice when teaching your students?
3. Based on your experiences in the EAP classroom, what is your view regarding the competence of your students as users of English language?
4. What is your belief regarding the need for your students to produce correct English?
5. How this belief inform your practice when teaching and assessing your students in the EAP course.
6. Describe your approaches for instruction in the EAP course and explain how you think they promoted learning among your learners.
7. Describe the activities for EAP learning and practice you made available to your students and how they promoted learning.
8. What resources for EAP learning were available to your students and how did they promote learning?
9. Explain how your approach to teaching and assessment of students in the EAP course is influenced by the following:
a) Need to follow and complete the stipulated EAP syllabus
b) Need to have your students assessed and graded
c) Need to provide your students with opportunity to practice a variety of skills

d) Recognition that your students are individuals with varied language needs and opportunities for English language use

e) The status of EAP as a service course

f) Need to assist students transition from secondary school to university while being aware that as individuals they have different English language learning backgrounds and experiences.

g) Any other factors not listed here.

10. Describe the forms of assessment were available in the course and how they promoted learning among your students.

11. Describe the forms of assessment feedback that you provided to your learners in the course and how promoted learning.

12. Do you have any questions or comments?

Thank you for your participation

I generally followed the same steps I took when conducting the interviews with individual students: I began by thanking the participant for agreeing to be interviewed while at the same time emphasizing that the interview was just a discussion of their teaching experiences in the EAP course that I observed. I would then give to the participant the interview information sheet and consent form whose full texts I present in **Table 8** below.

Table 8

Information sheet and consent form for interviews with EAP course lecturers

Information Sheet for Lecturer Interview

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

Dear Sir/Madam

My name is **Kondwani Kelvin Mkandawire**. I am currently studying towards a PhD degree in Language and Literacy with the University of the Western Cape, South Africa. In addition, I have been teaching English as a Second Language and English for Academic Purposes at tertiary level for a number of years. As a result, I have developed keen interest in investigating ways of enhancing learner agency in English for Academic Purposes (EAP) courses among undergraduate students.

I kindly invite participants of this study to familiarize themselves with the contents of this information sheet, and to freely ask questions or anything that may need clarification. EAP lecturers will participate in interviews which will last for about an hour.

Participation in this study is voluntary and you are free to withdraw from the study without any obligations or any negative consequences on your part. I will treat the information collected from participants with utmost confidentiality and anonymity. I will use the information that I will collect strictly for the completion of this study thesis. In the final report of the findings, information will not be traced back to the individual participants or the Malawi University of Science and Technology.

The study will not cause any physical harm. Neither will it cause any social, mental or emotional harm to participants or to any other member of the university community. There is also some positive washback in the process since participants will be involved in the language learning agency discourse where they are likely to learn something about themselves and their potential to promote agency in the teaching and learning English for Academic Purposes.

Research Title*: An Investigation of Language Learning Agency in English for Academic Purposes (EAP): The Case of the Malawi University of Science and Technology*

The research objectives of this study are to:

1. Describe the structural and pedagogical affordances relating to EAP learning within the Malawi University of Science and Technology and how they relate to learner agency and voice.

2. Examine the various ways through which individual learners manifest agency and voice for English language learning in the various aspects of the

EAP course at the university.

3. Explore the factors influencing individual learner agency and voice in the EAP classroom at the university.

4. Examine how EAP lecturers at the university understand language learning agency and voice as revealed by their teaching and assessment practices.

I am hoping that this study will contribute to the improvement the quality of learning and teaching and assessment practices in the English for Academic Purposes course and that it will strengthen my professional practice as a language educator.

Your voluntary participation in this study will be highly appreciated.

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

Participant Consent Form – Lecturer Interview

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

Tel. 021-959 2449/2442

Fax 021-959 3358

I, the undersigned, confirm that I have accurately read the information sheet, and understood what is expected of me as a participant in this study.

I also confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been pressured into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligation or any negative consequences.

Participant's code: _____

Signature of participant: _____

Date: _____

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

After going through the content of the information sheet together with the participant, I would ask them if they had any questions before inviting them to sign the consent form if they wanted to proceed with the interview. I would then inform them that I would be noting down their responses but would also record the interaction to capture all the information and for reference during transcription and analysis. Thereafter, I would inform the participant that we were now starting the interview and advise them to feel free to ask for repetitions or clarifications wherever they did not understand me clearly. I would then lead the interview making use of the guide that I have already presented earlier in **Table 7**. I now propose to discuss how I conducted focus group interviews with students from CDSSs that belonged to groups of programs whose lessons I was not able to observe.

Focus group interviews with students

A focus group is any group discussion in which the researcher is actively encouraging of, and attentive to, the group interaction (Barbour, 2007), where active encouraging of group interaction implies running the group interview in a manner that ensures that the participants interact among themselves rather than directing their talk to the researcher only. At the same time, active encouragement also implies that planning for the focus group interview itself is done in such a way that the choice of the topic guide and the composition of the groups will stimulate active participation by the members of the group (Barbour, 2007, pp. 2-3). Acocella (2012, p. 1127) also advises researchers using focus groups to constitute the groups in such a way that they facilitate interaction among the participants and also that they maximize the collection of high quality information within the little time available. To facilitate interaction, the researcher should create a comfortable environment where participants are free to voice out their opinions and also ensure that discussions take place among individuals with similar interests and avoid situations that may hinder or discourage conversation (Acocella, 2012). However, Barbour (2007) advises that homogeneity among the group

participants should be in terms of background and not in terms of attitudes. During focus groups, participants make comments on each other's' views, challenge one another, debate amongst themselves or even show ambivalence (Caillaud & Flick, 2017, p. 155), which differentiates them sharply with one-on-one interviews. In this way, focus groups are in line with the tenets of qualitative inquiry in that they recognize the existence of and seek to capture multiple voices without using the search for consensus as the default purpose of the focus groups (Barbour, 2007, p. 33).

Guided by these and other principles I assembled two focus groups comprising students from community day schools who were members of the EAP classes that I did not manage to observe as I explained earlier in **Section 3.4.6 above** In a sense therefore the groups were composed of homogeneous members who nevertheless had different attitudes and held different beliefs regarding the subject of the focus group. I conducted the first focus group comprising of 5 participants (1 female 4 males) on 27 January 2019 and the second one comprising 3 participants (1 female and 2 males) on 6 February 2019. In **Table 9** below, I present the guide I used to conduct the focus groups in line with the aim of the research and the research questions that I set out to answer.

Table 9

Guide for focus group interviews

Welcoming participants to the focus group interview
1. What in your view is the purpose of EAP in your academic life and life beyond the university?
2. Did this belief influence your participation during lessons in the EAP course?
3. What is the general language situation outside the EAP course? How did this situation make the learning of EAP relevant to you?
4. What kind of learning resources were available to you during the EAP course? How were these resources useful for your own learning?
5. What sort of learning activities were there in the EAP course? How did these activities provide you with opportunities for independent language practice?

<table>
<tr><td>

6. What types of assessment tasks were there in the EAP course? How did the assessment tasks provide opportunity for your own independent language practice?

7. Given an opportunity, what forms of assessment activities would your prefer in the course and why?

8. Do you have any other comments or questions?

Thank you

</td></tr>
</table>

I generally began each focus group by thanking the participants for agreeing to participate in the interview while at the same time emphasizing that the interview was just a discussion of their learning experiences in the EAP course that I was not able to observe. I would then take a few minutes to explain some general rules in a focus group such as those to do with respecting the other person's opinion, respecting the other person's turn by waiting for them to express their point without interruption and disagreeing in a respectable manner. I would then give each participant the interview information sheet and consent form for the focus group whose full texts I present in **Table 10 below**.

Table 10

Participant information sheet and consent form for focus group interviews

<table>
<tr><td>

Information Sheet for Student Focus Group interviews

<div align="right">

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

Tel. 021-959 2449/2442

Fax 021-959 3358

</div>

Dear Participant,

</td></tr>
</table>

My name is **Kondwani Kelvin Mkandawire**. I am currently studying towards a PhD degree in Language and Literacy at the University of the Western Cape, South Africa. In addition, I have been teaching English as a Second Language and English for Academic Purposes at tertiary level for a number of years. As a result, I have developed keen interest in investigating ways of enhancing learner agency in English for Academic Purposes (EAP) courses among undergraduate students.

I kindly invite participants of this study to familiarize themselves with the contents of this information sheet, and to freely ask questions or anything that may need clarification. Students will participate in the focus group interviews.

Participation in this study is voluntary and one is free to withdraw from the study without any obligations or fear of negative consequences. The information that I will collect from the participants will be treated with utmost confidentiality and anonymity. Participants in the focus group interviews are therefore forbidden from revealing what other members in the group may say during the discussion to other people outside. I will use the information that will be gathered strictly for purposes of completing this study thesis. In the final report of study findings, information will not be traced back to the individual participants or to the Malawi University of Science and Technology.

The study will not cause any physical harm. Neither will it cause any social, mental or emotional harm to participants or to any other member of the university community. There is also some positive washback in the process since participants will be involved in the language learning agency discourse where they are likely to learn something about themselves and their potential to exercise agency in the learning of English for Academic Purposes.

The research objectives of this study are to:

1. Describe the structural and pedagogical affordances relating to EAP learning within the Malawi University of Science and Technology and how they relate to learner agency and voice.
2. Examine the various ways through which individual learners manifest agency and voice for English language learning in the various aspects of the EAP course at the university.
3. Explore the factors influencing individual learner agency and voice in the EAP classroom at the university.
4. Examine how EAP lecturers at the university understand language learning agency and voice as revealed by their teaching and assessment practices.

I am hoping that this study will contribute to the improvement the quality of learning and teaching and assessment practices in the English for Academic Purposes course and that it

will strengthen my professional practice as a language educator.

Your voluntary participation in this study will be highly appreciated.

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

---

Participant Consent Form – Student Focus Group Interviews

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

Tel. 021-959 2449/2442

Fax 021-959 3358

I, the undersigned, confirm that I have accurately read the information sheet, and understood

what is expected of me as participant in this study.

I also confirm that I have been given opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been coerced into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligation or any negative consequences.

Participant's full name: _____

Age: _____

Gender: _____

Programme: _____

Signature of participant: _____

Date: _____

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

I would then go through the content of the information sheet together with the participants and then ask them if they had any questions before inviting them to sign the consent form if they wanted to proceed with their participation in the focus group. I would then inform them that I would be noting down the proceedings but would also record the interaction to capture all the information and for reference during transcription and analysis after which I would inform them that we were now starting the interview. I would then moderate the interview with the aid of the guide that I have already presented earlier in **Table 9**.

In this subsection, I have described the procedures that I followed to conduct three types of semi-structure interviews, namely; interviews with target individual students from groups of programmes whose EAP classes I observed, interviews with EAP course lecturers, and focus group interviews with target student participants from groups of programmes whose EAP lessons I was not able to observe, I now propose to discuss how I went about collecting documents for analysis as the last method of data of collection.

3.5.4 Collection of documents for analysis

As well as containing information about practices and ways of doing things, documents also 'do' things with and to humans, facilitate networks and identities, and define humans (Prior, 2016; Coffey, 2014). In organizational settings, including universities, documents are used to structure social relationships and identities, which necessitates that the researcher should go beyond the consideration of documents as just content and attend to their use and to what they 'perform' in social life (Prior, 2003, p. 52). The reasons for a focus on collection and analysis of documents as sources of data in social research is a practice that is theoretically well grounded. Indeed theories such as Austin's speech-act theory (and its various revisions by other scholars after him) and intertextuality often come to the fore. The speech-act theory reminds us that documents as texts perform certain acts or as Coreen (2004, p. 374) would put it, make a difference and therefore said to act since they, among other things, inform, certify, advise,

announce and even ban or authorize. On the other hand, intertextuality reminds us that documents as texts do not exist in isolation but are connected to other texts, past or present. Viewed in this way, an examinations question paper for EAP, for example, can be seen as predicated upon other documents that were used for teaching and learning, such as the course syllabus, notes, or handouts and print outs.

The approach used in the collection and analysis of documents should be guided by (but can also reveal) the worldview in which a particular study has been designed. Thus from a positivist worldview concerned with facts for proving external reality the question becomes whether data 'mined' from documents can through content analysis alone be trusted as evidence for the existence or non-existence of given phenomena (Jacobsson, 2016, p. 219; Coffey, 2014, p. 377; Atkinson & Coffey, 2004, p. 73). A constructivist outlook on the other hand does not consider documents as offering a true account or as offering valid evidence. Instead, it asks questions about the form and function of documents (Jacobsson, 2016; Coffey, 2014) while also recognizing their intertextual nature. Further, in the constructivist worldview people do not engage with documents in a neutral way stripped of context (Jacobsson, 2016, p. 219). Therefore, this worldview encourages that documents as sources of data be studied "in situ, while acknowledging the local context" (Jacobsson, 2016) that shapes how people read and write them.

In terms of actual techniques however, Jacobsson (2016) says that researchers can observe the actual use of the documents, observe interactions over documents or 'shadow' a document from a distance to map out its dissemination and generative features by looking at which activities are generated by a document, how the document is circulated and the significance that a given document has, which other documents are linked to a given document, and the people that are involved, such as lecturers and students.

The insights provided here shaped the approach that I took in the present study when collecting documentary data in that they guided me to restrict myself to the collection

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and analysis of documents that mostly had a direct connection to teaching, learning and assessment in the EAP course, including those I observed being used in EAP lessons. These documents included: a) communications on the academic calendar; b) question papers for exams; c) students' written work submitted for assessment and the feedback comments written on it by lecturers; d) PowerPoint notes beamed on projector for students to see during lessons; e) handouts or print outs used in class by lecturers for teaching, learning and practice; and f) the module syllabus shared to students by the course lecturers. My approach was never to regard these documents as 'hard' evidence but to consider them together with data from the other sources in light of the aim of the study as I investigated whether the EAP course engendered voice and agency among student selected from community day secondary schools. In **Table 11 below** I present the instrument that I used in collecting data for document analysis.

Table 11

Worksheet for collection of documents for analysis

No.	Type of Document	Collected from	Its significance or purpose in EAP teaching/learning	Document exploitation or use by lecturers and students	How document reflected on learner agency, positioning

Thus, after encountering a document, whether in class during lesson observations, through my interaction with the target students and lecturers outside the class, or

through other communication channels in the university, which I thought had significance to teaching, learning and assessment in the EAP course, I would record it in the worksheet in **Table 11 above** and file it for further analysis later. For documents encountered during lesson observation (i.e. being used by the lecturer and students for teaching and learning) I would request that I be provided a copy and observe how they were being exploited for learning in the course of the lesson.

Specific to the target participants from the CDSSs, I explained to them at the beginning of my data collection that part of my data would involve collection of documents such as assessment scripts in the course for analysis. For those that volunteered to provide their scripts, I made sure that I obtained their consent. I first of all presented to them an information sheet for document analysis which explained the kind of documents I was looking for as well as their rights as participants. Thereafter, I presented them with a consent form and encouraged them to go through it before deciding to grant or withhold their consent. When I was granted consent, I simply took a photograph of the script(s) and returned the original copy to the owner. I present the information sheet and consent form for collection of documents for analysis from the student participants in **Table 12 below**.
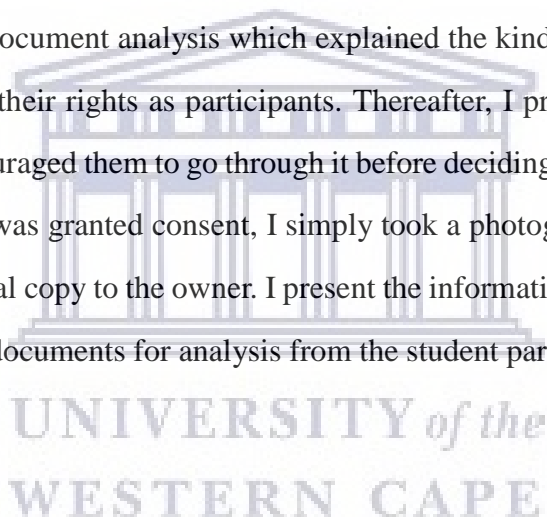
Table 12

Information sheet and consent form for collection of documents from participants

Information sheet for collection of documents for analysis   Faculty of Education Private Bag X17 Bellville 7535 **SOUTH AFRICA**

Dear Participant,

My name is **Kondwani Kelvin Mkandawire**. I am currently studying towards a PhD degree in Language and Literacy with the University of the Western Cape, South Africa. In addition, I have been teaching English as a Second Language and English for Academic Purposes at tertiary level for a number of years. As a result, I have developed keen interest in investigating ways of enhancing learner agency in English for Academic Purposes (EAP) courses among undergraduate students.

I kindly invite participants of this study to familiarize themselves with the content of this information sheet, and to freely ask questions or anything that may need clarification. Students will participate by allowing me access to EAP written assessment such as assignments, tests or examinations and written feedback from the same.

Participation in this study is voluntary and one is free to decline making the above documents available to be without any obligations or fear of negative consequences. The information that I will collect from the participants will be treated with utmost confidentiality and anonymity. I will use the information that will be gathered strictly for purposes of completing this study thesis. In the final report of study findings, information will not be traced back to the individual participants or to the Malawi University of Science and Technology.

The study will not cause any physical harm. Neither will it cause any social, mental or emotional harm to participants or to any other member of the university community. There is also some positive washback in the process since participants will be involved in the language learning agency discourse where they are likely to learn something about themselves and their potential to promote agency in the teaching and learning English for Academic Purposes.

The research objectives of this study are to:

1. Describe the structural and pedagogical affordances relating to EAP learning within the Malawi University of Science and Technology and how they relate to learner agency and voice.

2. Examine the various ways through which individual learners manifest agency and voice for English language learning in the various aspects of the EAP course at the university.

3. Explore the factors influencing individual learner agency and voice in the

EAP classroom at the university.

4. Examine how EAP lecturers at the university understand language learning agency and voice as revealed by their teaching and assessment practices.

I am hoping that this study will contribute to the improvement the quality of learning and teaching and assessment practices in the English for Academic Purposes course and that it will strengthen my professional practice as a language educator.

Your voluntary participation in this study will be highly appreciated.

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature:

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

Participant Consent Form – Documents for analysis

Faculty of Education

Private Bag X17

Bellville 7535

SOUTH AFRICA

I, the undersigned, have accurately read the information sheet, and understood what is expected of me as participant in this study.

I also confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been coerced into giving consent to submit my assessment script(s) for EAP, and that my consent to allow the researcher to use the documents for his study is given freely and voluntarily. I have also been informed that I may decline offering my documents to the researcher without any obligation or negative consequences.

Participant's full name: _____

Gender: _____

Age: _____

Programme: _____

Signature of participant: _____

Date: _____

Researcher: Kondwani Kelvin Mkandawire (UWC PhD Candidate 3738887)

Signature:

Date: 22/08/2018

Mobile: +27730839314/+265996718416

Email: kmkandawire@must.ac.mw or 3738887@myuwc.ac.za

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Supervisor: Professor Sivakumar Sivasubramaniam

Signature: _R. Sivakumar_

Date: 22/08/2018

Contact details: +27 (0) 21-959 2449; ssivasubramaniam@uwc.ac.za

In this section, I have presented the methods and procedures that I employed in data collection, namely; EAP lesson observation, semi-structured interviews with lecturers and target student participants, and collection of documents for analysis. I now propose to discuss the methods that I employed in analyzing the collected data in the section below.

3.6 Data analysis

Data analysis is the process of making sense of the data. It is a systematic search for meaning that involves processing the data that has been or is being collected by organizing and interrogating it in ways that allow the researcher to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories which can then be communicated to the researcher's audience (Hatch, 2002, p. 148). It is also the process of systematically searching and arranging data in its raw forms (i.e. such as interview transcripts, field notes, observation protocols etc.) so that you are able to come up with findings (Bogdan & Biklen, 2007, p. 159). Miles et al. (2014) view data analysis as involving three concurrent activities: a) data condensation which involves selecting, focusing, simplifying, abstracting, and/or transforming the various forms of data; b) data display which involves organizing, compressing and then assembling of information to allows for conclusions to be drawn and actions to be taken; c) and drawing and verifying conclusions which involves interpreting what things mean by noting down patterns, explanations, and propositions and then verifying them. Yin (2010) offers an extended list of recursive and iterative and activities, portraying analysis as comprising putting the data in some order (compiling and sorting), breaking down the compiled data into smaller segments (disassembling), reorganizing the disassembled data into different

groups and sequences, creating a new narrative from the data (interpreting), and drawing conclusions from the data. Silverman and Marvasti (2008) advise researchers to start data analysis while in the field collecting data, "even if you only have one interview or recording or set of field notes" (p. 193). In this study, I started my data analysis in gradual informal ways in the course of the observations, interviews, as well as document analysis allowing myself to reflect on how the data collection process was progressing in light of the research questions and what to focus on at the various stages of the data collection process. As soon as I completed a lesson observation with a particular class for example, I would sit down and review the data recorded in the observation protocol, summarize it and note down decisions that I needed to implement in the next lesson. I provide detailed description of the procedures that I employed to analyse data from lecture observations, interviews and analysis of documents in subsections 3.6.1, 3.6.2 and 3.6.3 below.

3.6.1 Analysis of lecture observation data

I generated data for lecture observations from the EAP lesson observation protocol (see Table 4 and Appendix C) and the transcripts of the video and audio recordings of the EAP classroom proceedings (see Appendix B). Guided by the research questions that I had set out to investigate, I analyzed the data thematically using the themes that I had embedded in the design of the lecture observation protocol. The themes centred around issues such resources for EAP learning available in the classroom, activities for EAP learning, language resources available in the classroom, tasks for and forms of assessment available in the classroom, forms of assessment feedback, forms of positioning available to learners, and approaches to instruction and how all these seemed to relate to learner voice, agency and meaning making among the target student participants. Because of the likelihood of new themes emerging in the course of qualitative data collection (McComack et. al., 2012), I ensured that I made room available to accommodate other emerging themes that could provide an in-depth understanding of learner voice, agency and meaning making.

The other set of data that I analysed comprised data from interviews which I propose to present in subsection 3.6.2 below.

3.6.2 Analaysis of data from interviews

Although I had three subsets of interview data, namely; data from interviews with target student participants from EAP classes that I observed, focus group interviews with student participants from EAP groups I did not observe, and interviews with EAP course lecturers, the procedures that I followed during data analysis were pretty much similar. Firstly, I transcribed interview data (see Appendix D) and then coded them thematically guided by the research questions I set out to investigate and the semi-structured interview guides that I had developed (see Tables 5, 7, and 9 in Section 3.5.3 above). My analysis focused on the differences as well as similarities of the responses that the participants provided so that I could generate an in-depth understanding of the issues that I was investigating in my study.

The third data set that I analysed came from documents. I propose to present how I went about analyzing data from documents in subsection 3.6.3 below.

3.6.3 Analysis of data from documents

My collection and analysis of data from documents was anchored in the constructivist view that documents as sources of data be studied within the context of their use so that their analysis should be based on observation of how the documents are actually used, the interactions that happen around them, the activities that such documents generate, their circulation, the people that are involved in their use, and how a given document may be linked to other documents since documents are recognized to be intertextual in nature (Jacobsson, 2016). In this way, my analysis of the various forms of documents outlined in Section 3.5.4 above was guided by the view that such data could support the insights emerging from classroom observation data and interview data. Informed by this view and based on the research questions that I set out to investigate, I therefore proceeded to analyze the data from documents in terms of three general parameters; the observed signicance or purpose of the document in EAP teaching and learning, its

exploitation or use by lecturers and students during EAP learning, and how it reflected on learner positioning, agency, voice and meaning making.

In this section, I have presented the procedures that I followed to analyse my data. In the next section, I propose to present the ethical guidelines that I undertook in my study in compliance with the requirements of social sciences research.

3.7 Ethical considerations

Ethics during the research process is about ensuring that research participants are safe from harm and protected from unnecessary stress at all the times (Cacciattolo, 2015, p. 55). Ethical conduct in an inquiry, especially one that deals with human subjects is therefore very important as it enhances the validity and trustworthiness of the data that is collected, just as untrustworthy conduct can undermine and compromise the same (Hesse-Biber, 2017; Cacciattolo, 2015, p. 56). In this section, I outline the ethical guidelines and practices that I followed in the process of conducting this research. I begin by discussing informed consent in subsection 3.7.1 below.

3.7.1 Informed consent

Informed consent is one of the fundamental components of ethical research. The idea in informed consent is that individuals who decide to become involved in an inquiry should do so voluntarily and without being coerced in any way (Cacciattolo, 2015, p. 58). The reason it is called informed consent is that the researcher takes deliberate steps to provide prospective participants all the information pertaining to the aims, methods and potential risks that may be encountered as a result of participating in a study so that the decision to participate or not should be made from an informed position, free from coercion of any sort. This according to Cacciattolo (2015) should be done in clear language and with the prospective participants being given an opportunity to ask for clarifications. The danger in an inquiry where certain information about the its nature or aspects is withheld or where coercion is suspected is that such an inquiry is very likely to fail once participants become aware of what is happening (Mitchell, 2004, p. 1430).

At every stage of my research process I tried as much as possible to adhere to the above-stated principle, from the beginning (when I made a PowerPoint presentation about my research to all the first year undergraduate students during their orientation and to the lecturers during a faculty meeting as already explained in section **3.4.4**) and continuously as my data collection progressed. At every stage, I took deliberate steps to put this principle into practice by among other things: a) asking for the participants' formal consent before observing their lessons, interviewing them or asking them to allow me use their documents for purposes of my research; b) trying as much as possible to create a non-threatening environment for the participants by being friendly to them in a professional way, conducting the one-on-one and focus group interviews in a neutral venue that was also free from noise and other disturbances as already described in section **3.5.3**. Throughout the research process, I did not threaten the participants in any way. Before the start of each data collection method, I gave clear details about my research, its aims, what the particular method would involve, their rights as participants and my obligations as a researcher in ensuring that their rights were respected. These I explained orally as well as in writing, and gave the participants opportunity to ask questions before asking them to sign the consent forms.

3.7.2 Deception

Deception is in a way related to informed consent. However, deception occurs when the researcher deliberately misrepresents facts relating to the purpose, nature or consequences of an inquiry (Drew et al., 2008, p. 67). Hesse-Biber (2017) observes that deception does not only happen in undercover research as it can happen even in situations where the researcher is clearly known but has decided to hide or misrepresent facts relating to all or parts of the inquiry. It is therefore imperative for the researcher to provide an honest and transparent account of all the stages of the data collection process. The researcher should also give out consent forms and information sheets that clearly detail the research process as this helps in maintaining a trustworthy relationship between the researcher and the participants (Cacciattolo, 2015, p. 61). Hammersley and Traianou (2012) also observe that deception can occur when the researcher chooses to

inaccurately portray a study's findings, by, among other things, fabricating, altering or omitting data findings.

In line with the above-stated principle, I tried as much as possible to make full disclosure of all the information about my research at both the participant recruitment phase and during the actual collection of data. In each method of data collection, I distributed two documents to every participant that aided in the disclosure of pertinent information regarding my research; an information sheet and a consent form. The information sheet contained details of my research in terms of purpose, the particular method of data collection to be employed, the rights of the participant and my obligations as a researcher. I also clearly identified myself it in terms of who I was (my name and student status), the level of studies for which I was collecting the data, and my institution with the name and contact details of my supervisor printed on it. Both the information sheet and the consent form contained a phrase in which I encouraged participants to contact my supervisor if they had further questions about my research or my conduct as a researcher. After going through the information sheet together with the participant I would ask them to keep it for their reference and use and then ask them to sign the consent form and give it back to me.

To this far, I can also vouch that I have tried to provide an honest account of the research process, the kind of data I obtained and the steps I followed to obtain it guided by ethical principles of research. I have not engaged in plagiarism and have attempted to properly acknowledge through referencing all the works that have shaped my research.

3.7.3 Privacy and confidentiality

Researchers are ethically bound to make sure that they always screen out information that could easily identify a person or community that took part in their inquiry in order to protect their anonymity (Wiles et al., 2008, p. 418). Privacy relates to carefully regulating the kind of information a researcher releases about an individual or a group of people in a research project to control the manner in which participants are identified

in the public domain (Cacciattolo, 2015, p. 64). Confidentiality on the other hand refers to the way a researcher manages and stores collected data and in the process regulates which persons have access to it and extent to which it is shared with others outside the research project (Cacciattolo, 2015, p. 64). One common way to achieve privacy has been the use pseudonyms during the research process to safeguard the identity of research participants. However, Cacciattolo (2015) argued that removing or changing a name does not automatically lead to anonymization as participants or institutions could still be recognized by other people who have access to published data due to a researcher's inclusion of other identifiable information. He therefore advises researchers to make decisions as to what kind of information to include and the extent to which it could lead to deductive disclosure (p. 65). In relation to confidentiality, Kaiser (2009) argues that researchers also need to make sure that they store data containing participants' identification in a place that is secure.

In this study, I have so far adopted the use of codes to mask the identities of the lecturers, the student target participants and the classes (and programs) to which they in the study belonged as part of efforts to keep their identities anonymous as will be noted even in **Chapter Four** where I propose to present and analyze the data that I collected. I am still considering ways of making the name of the university less visible in the research report. Towards the end of the research process, before submission of the final research report I will also take steps make the draft report accessible to the participants (especially the lecturers owing to their number) so that can among other things make comments on the way their identity has been reported in the methodology and data analysis chapters. In relation to confidentially, I have made sure that all the physical as well as electronic forms of data are at the moment only accessible to me and are kept securely in a lockable cupboard.

3.7.4 Risk of harm

According to Hammersley and Traianou (2012, p. 57), researchers need to always ensure that they avoid planning and conducting their research in a manner that exposes anyone, more especially the participants to serious harm. The present study did not

expose the participants to any harmful practices. Aware that I was conducting the study in an educational setting of a university where participants, especially the students carefully plan their time for learning and study, I made sure that my research did not interfere with their learning and study time in a way that would negatively impact their performance. This became even more imperative considering that I was dealing with a group of students after joining the university were probably still trying to discover the best strategies of successfully studying at the university. I therefore made sure that I did not impose my decisions on them in the course of data collection and in some cases even reached consensus to conduct the interviews and focus groups during weekends to avoid interfering with their learning. I also do not regard my research as being in an overly sensitive area. However, in connection with the principles of privacy, anonymity and confidentiality, I kept reflecting on better ways of ensuring that I did not expose my participants to any potential harm or reprisals that might result from their participation in the study. In short, I have taken practical steps to safeguard the psychological, emotional and even academic well-being as university students.

3.7.5 Internal validity, reliability, and external validity

I took deliberate steps to ensure that the study addressed issues related to validity and reliability, which I discuss in some detail below.

Internal validity

Internal validity asks whether if indeed a researcher can be said to see what they think they see or claim to see (Flick, 2009, p. 387; Angrosino, 2007a, p. 58) or expressed otherwise, whether indeed a researcher is observing or measuring what they think they are observing or measuring and therefore has implication on the researcher's credibility (Merriam & Tisdell, 2015). Since research from a constructivist orientation is concerned with studying participants' constructions of reality or how they understand the world rather than in studying external reality existing independently of social constructions, then the question to be asked of the researcher concerns the extent to which his or her renditions can be said to be grounded in constructions of the

participants (Merriam & Tisdel, 2015; Flick, 2009). The researcher therefore should deliberately adopt steps to enhance their credibility or internal validity (Flick, 2009; Patton, 2014; Merriam & Tisdell, 2015). Merriam and Tisdell (2015) propose the following as some strategies a researcher can adopt in order to enhance the credibility of their study: a) triangulation, which can be achieved through the use of multiple methods, multiple sources of data, or multiple theories to confirm emerging findings; b) member checks or respondent validation, where the researcher deliberately asks for feedback on emerging or preliminary findings from his or her participants; c) adequate engagement in data collection in order to get as close as possible to the participants' understanding of the phenomena under study; and researcher position or reflexivity, in which the researcher is encouraged to explain his or her biases, dispositions, and assumptions regarding the particular research undertaking.

In this study I adopted the principle of triangulation at methodological level and data sources level and also adopted theoretical triangulation by anchoring my study in three theoretical frameworks which guided my data analysis in Chapter Four. I also adopted member checking during data collection when I transcribed the interviews and asked the participants to verify if they reflected what transpired. In terms of adequate engagement in data collection, I spent considerable time in my fieldwork observing EAP lessons for an entire semester, interviewing participants and conducting document analysis. As a researcher, I have also expressed my dispositions and assumptions regarding research by openly stating my subjectivist position and taking steps to follow it through in practice as I carried out this research.

Reliability

Reliability refers to the extent to which the findings of a given study can be replicated (Yin, 2018, p. 82; Merriam & Tisdell, 2015, p. 250). This traditional conception of reliability is inconsistent with a study that adopts a constructivist worldview such as the present since the main aim of research from such a worldview is to explain and describe the phenomena from the perspective of those who experience it and on the basis of the

existence of a single reality that can be studied repeatedly with the expectation that it will lead to the same results every time. For a qualitative researcher of a constructivist orientation therefore, the concern no longer has to do with replication but with whether the results of a study can be said to be making sense in light of the data and be said to be consistent and dependable (Merriam & Tisdell, 2015; Lincoln & Guba, 1985). Some of the ways of enhancing consistency of a qualitative study's findings in this respect include triangulation and making the researchers position clear, which I have already voiced my commitment to me having taken some steps towards their implementation above. Additional strategies include the audit trail (Lincoln & Guba, 1985) and peer review/examination. The audit trail is a detailed account of how a researcher collected and analyzed data, derived categories, and made decisions throughout the inquiry using a research journal or log (Merriam & Tisdell, 2015, p. 252). Throughout this study, I have maintained a research log which has also become handy in coming up with this chapter.

External validity

External validity has to do with the extent to which a study's findings can be applied or generalized to other situations (Yin, 2018, p. 51; Merriam & Tisdell, 2015, p. 253; Angrosino, 2007a, p. 60). However, in the statistical sense of the word, the present study is not concerned about generalization in consistence with the case study design. The generalization that is acceptable among qualitative researchers therefore is the one that conceptualizes it as a matter of the fitness between the situation that is being studied and others to which the reader might be interested in applying a given study's findings (Merriam & Tisdell, 2015, p. 254; Schofield, 2000, p. 93). This can be achieved if the researcher makes thick description that provide information necessary for interested readers to make a judgment about its fittingness to other situations (Merriam & Tisdell, 2015; Lincoln & Guba, 2000, p. 40; Schofield, 2000, p. 93). According to Merriam and Tisdell (2015), thick description is "a highly descriptive, detailed presentation of the setting and in particular, the findings of the study" (p. 253). Thick description is therefore a strategy for making transferability possible through the

"description of the setting and the participants of the study, as well as a detailed description of the findings with evidence presented in the form of quotes" from field notes, documents and interviews with participants (Merriam & Tisdell, 2015, p. 257).

This is the conception of reliability that I subscribe to in my study, having come this far, attempted to demonstrate through the description of the setting of the study and of the participants, and also demonstrated in **Chapter Four below** where I present and analyze the data that I collected through EAP lecture observations, interviews with lecturers and students, and document analysis.

Summary of chapter

In this chapter, I have attempted to articulate the research orientation of this study. I have also described the research setting and participants, as well as the procedures that I followed in order to collect for the study. I used varied methods to achieve the reliability and validity of my study and have up to this level demonstrated how the study observed ethical guidelines for conducting research involving human subjects. I have also demonstrated how data collection for the study was triangulated through the use of classroom observations, conduction of both individual and focus group interviews, and analysis of documents in order to understand how the EAP course at the Malawi University of Science and Technology promotes learner agency among first year students selected from community day secondary schools. I have also provided a description of the data analysis procedures that I employed in the study and the ethical guidelines that I took into consideration as I conducted my study. I now propose to move on to the next chapter, where I present and analyze the data that I collected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

I wish to point out at the outset that my study generated an enormous amount of data having observed EAP lectures for an entire semester, conducted interviews with student participants and course lecturers, and collected documents for analysis. In total, I observed 44 lecture sessions with 4 different lecturers and 5 different student groups, conducted interviews with 22 focal student participants and 4 course lecturers, conducted 2 focus groups with 8 students, and analyzed a wide range of documents which included instruction materials used in class, course syllabus, examination papers, students' written assessment work, and internal communication that had a crucial bearing on teaching and learning of the EAP course. Although, I believe that the data collected support the fundamental beliefs and value systems of my study as outlined earlier in my literature review and methodology chapters, it will not be possible to present all of it within the space and confines of this chapter. I have therefore had to make a rigorous selection of my data with a view to determining a viable quantum of the data to present in this chapter. I hasten to say however that there is both theoretical justification and practical precedents for my approach. Theoretically, I find support in the assertions by Taylor et al. (2015, p. 288) who observe that "[t]here are no guidelines in qualitative research for determining how many instances are necessary to support a conclusion or interpretation. This is always a judgment call. The best insights sometimes come from a small amount of data."

Practically research studies by other eminent scholars within the field have adopted a similar approach in the past (Sivasubramaniam 2004). On this basis therefore, I will present selected strands of data, which I believe constitute my representative sampling that relate to particular themes, while opting to include the fuller versions of the data in the appendices. More importantly, I believe that my presentation and analysis of these strands of data can help signpost the dynamics and fallouts of phenomenon that I have

chosen to investigate in my study. I will signpost these accordingly as I present the various forms of data in the relevant subsections of this chapter.

In keeping with my research questions (RQs), I observed EAP lectures with five different groups and four different lecturers for an entire semester in order to understand how teaching and learning seemed to promote learner voice and agency for the target participants (TPs) through the approaches for teaching and learning that were adopted, activities for EAP learning and practice, resources for EAP learning that were available and how they were exploited in the classroom, assessment practices, and forms of student participation available to the target participants.

In order to ensure that triangulation happened unhindered, I conducted interviews with EAP lecturers and student TPs from the groups whose lectures I observed. Further to this, I conducted two focus group sessions consisting of student participants from the other groups that I did not observe. I followed this up with document analysis of various materials relating to the teaching and learning of EAP. In keeping with the focus on learner agency and voice, the interviews with individual TPs helped me to find out what the students understood to be the sole purpose of the EAP of the course in their academic life and how this has influenced their actions during the learning of the course. I also wanted to understand their perception of the resources for EAP learning available to them and how they used them for learning, their perception of the tasks and activities for EAP learning in their classes, and their perception of opportunities for EAP learning outside the EAP classes. Finally, this data also helped me to understand how the students viewed their participation in EAP lessons and how they thought the assessment tasks and activities provided them with opportunity for learning and practice. The interviews with the EAP lecturers helped me to find out what the lecturers understood to be the purpose of the EAP course in their students' academic lives and how this understanding influenced their approaches to teaching. Notwithstanding all that I have stated so far, I wanted to understand from them their views regarding the learning resources that they made available to the students, their

approaches to instruction, and their perception of factors that influenced their instructional approaches vis-à-vis the issue of affordances, agency and voice for EAP learning. Data for focus group sessions came from students from CDSSs who were members of the classes that I was not able to observe. Since the focus group sessions were conducted later than the interviews with the individual students, I used the data from the two focus groups to investigate further the issues that I had focused on in the interviews. Through document analysis, I analyzed the EAP course syllabus, teaching and learning materials (class notes/handouts, assignments, tests and examination copies) and other forms of official communication relating to teaching and learning. The data from document analysis enabled me to understand the extent to which these documents could be considered to be addressing issues of affordances for learning, voice and agency in view of problem-posing education. I now proceed to present data gathered from these approaches, starting first with data from lecture observations, followed by data from individual student and focus group interviews, lecturer interviews, and document analysis.

4.1 Lecture observation data

Observation is "a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place" aimed at obtaining "primary data" (Kumar, 2011, p. 140). Thus, I observed a total of 44 EAP lectures with five different student groups and 4 different lecturers across an entire semester. In **Table 13** below I present a summary of the lectures that I observed.

Table 13

Summary of lectures observed per group

Group	Lecturer responsible	Number of target participants	Number of lectures observed
U	LecU	8	13
Q	LecV	13	6

V	LecV	2	10
W	LecW	6	8
X	LecX	4	7
TOTAL		**33**	**44**

To preserve the anonymity of the groups and the lecturers, I decided to use codes to hide the participants' identity. Thus, I designated the lecturers as LecU, LecV, LecW and LecX in place of their real names as can be seen from **Table 13** presented above. The last letter in each designation for the lecturers also stood for the class or group that each was responsible for. However, since I observed two different groups under LecV, I named the first group Q and the second group V such that the five groups were Q, U, V, W, and X. Data from EAP lecture observations helped me find out how teaching and learning promoted learner voice and agency through the approaches for teaching and learning that were adopted, activities for EAP learning and practice, resources for EAP learning that were available and how they were exploited in the classroom, assessment practices, and forms of student participation available to the target participants. I gathered the data using the observation protocol and lecture transcripts made with the aid of the video and audio recordings as discussed earlier in **Chapter Three** in keeping with my purposes for conducting the research using classroom observations.

At this juncture, I would like to point out that since I observed different numbers of lecture sessions across the five groups, I perceived that it seemed more manageable to dispense with the chronology and focus instead on the topics that were related. I therefore made a decision to present all observational data relating to approaches for instruction for all the groups in one section, for example, before moving on to another aspect. While I have used excerpts from the observation transcripts in this Chapter, I entreat my readership to refer to fuller versions of the same samples of which I have included in the appendices. I also exhort my readership to note that I have coded all instances of individual student responses in the transcripts from which the excerpts are

taken using a system that comprises the group's letter code and lecture number, a period, the letter S for student and a number. For example, U1.S1 is used to indicate that this was a response or contribution in Group U Lecture 1 by student 1. The last number indicated the sequence of the contribution. In the case of U1.S1 above, for example, it means that S1 was the first student to respond or make a contribution in this first lecture. However, if the same student made another contribution within the same lecture, I maintained the same code to enable me note down the number and nature of instances of a particular student's responses or contributions. To monitor participation/contributions by each target student participant from the community day secondary schools (CDSSs), I decided to add a unique letter code at the end with the letters TP (for target participant) and two other random but unique letters for each TP who gave a response or made a contribution of some sort such as through asking a question, answering a question or reading from handout or slide. For example, U1.S10(TPSX) would indicate that in lecture 1 target participant SX was the 10th student to provide a response or make a contribution. I maintained the specific code for each target participant (TPSX in the case of this example) across all the lectures to enable me track the nature of participation by each target participant across the semester. This necessitated my knowing of each target participant by face so that I could identify them consistently everytime they made a contribution in order for me to assign them the same code at each instance of observable participation. **Tables 14** to **17** presented below summarize the observations I held with each group in terms of the number of lectures, dates as well topics.

Table 14 presented below, provides a summary of the EAP lectures I observed with Group U and LecU in terms of the dates, the actual time and the topics.

Table 14

Summary of EAP lectures observed with Group U

Lecture no.	Date	Time	Lecture topic

U1	05/11/2018	08:00-10:00	Academic writing: expository essay
U2	12/11/2018	08:00-10:00	Academic writing: Referencing
U3	15/11/2018	13:00-15:00	Academic listening & note-taking
U4	26/11/2018	08:00-10:00	Academic listening & note-taking II
U5	28/11/2018	13:00-15:00	Academic writing: Persuasive essay
U6	03/12/2018	08:00-10:00	Academic reading & note-making
U7	05/12/2018	13:00-15:00	Academic reading & note-making II
U8	10/12/2018	08:00-10:00	Mid-semester revision tutorial
U9	16/01/2019	13:00-15:00	Referencing: student presentations
U10	21/01/2019	08:00-10:00	Referencing: student presentations II
U11	23/01/2019	13:00-15:00	Mid-semester exam feedback
U12	28/01/2019	08:00-10:00	Essay writing revision (practice)
U13	30/01/2019	13:00-15:00	Revision practice on referencing

As **Table 14** presented above shows, I had my first observation with Group U on 5th November, 2018 and the last one on 30th January, 2019, observing a total of thirteen lecture sessions across the entire semester. On the other hand, **Table 15** below, presents a summary of the EAP lectures observed with Group X and LecX.

Table 15

Summary of EAP lectures observed with Group X

Lecture no.	Date	Time	Lecture topic
X1	16/11/2018	10:00-12:00	Essay writing
X2	28/11/2018	10:00-12:00	Essay Writing: Developing Essay

			Paragraphs
X3	30/11/2018	10:00-12:00	Essay Writing Practice
X4	16/01/2019	10:00-12:00	Referencing: In-text and end-text citation
X5	23/01/2019	10:00-12:00	Referencing: End-text citation
X6	25/01/2019	10:00-12:00	Academic Reading and Note-making
X7	01/02/2019	10:00-12:00	Note-making Practice

As **Table 15** presented above shows, I had my first observation with Group X on 16th November 2018 and the last one on 1st February 2019, observing a total of 7 lecture sessions with this group. In my observation records, I recorded a total of 7 other scheduled lecture sessions that did not take place with the group because the concerned lecture communicated about either being outside the university campus for other duties or attending a meeting within. This, I believe, can help explain to the reader the variations in the number of lectures observed among the four lecturers. I observed that as individuals the lecturers had varied degrees of additional commitments, either official or personal, which on a number of occasions seemed to clash as well as interfere with their teaching schedules. As a result, they sometimes canceled or rescheduled the classes outside the schedule of observation that I had agreed with them from the official teaching timetable, which guided me in planning the observations. The focus of the observations, however, was not on the number of lectures observed but on the approaches to instruction and how these seemed to relate to the issues of affordances for learning, voice and agency.

Table 16 presented below is a summary of the EAP lectures I observed with Group W.

Table 16

Summary of EAP lectures observed with Group W

Lecture no.	Date	Time	Lecture topic
W1	06/11/2018	10:00-12:00	Introduction to communication
W2	13/11/2018	10:00-12:00	Academic listening
W3	20/11/2018	10:00-12:00	Academic reading I
W4	23/11/2018	15:00-17:00	Academic reading II
W5	30/11/2018	15:00-17:00	Academic reading: Summary writing
W6	11/12/2018	10:00-12:00	Academic writing: Expository essay
W7	18/01/2019	15:00-17:00	Academic writing: Referencing
W8	22/01/2019	10:00-12:00	Academic writing: Referencing II

As **Table 16** presented above shows, I had my first observation with Group X on 6th November, 2018 and the last one on 22nd February, 2019, observing a total of 8 lecture sessions with the group. However, although I observed session W1, I did not include it as part of my data because it did not fit into my understanding of EAP. Instead, I used it as an opportunity for the students to continue with their initiatives to get familiar with my presence in their classroom. In my observation diary, I recorded a total of 6 other scheduled lecture sessions that did not take place with this group because the concerned lecture communicated to me that he was either outside the university campus for other duties or was attending a meeting or to other matters within the university campus.

In **Table 17** shown below, I present a combined summary of the EAP lectures I observed with the two groups taught by LecV in terms of the dates, the actual time and the topics.

Table 17

Summary of EAP lectures observed with Groups Q and V

Lecture no.	Date	Time	Lecture topic
Q1	13/11/2018	14:00-16:00	Expository essay: The Introduction
V1	05/11/2018	13:00-15:00	Time management
Q2	20/11/2018	14:00-16:00	Expository essay: The Body paragraph
V2	12/11/2018	13:00-15:00	Expository essay: The Introduction
Q3	11/12/2018	08:00-10:00	Academic listening I
V3	19/11/2018	13:00-15:00	Expository essay: The Body paragraph
Q4	13/12/2018	14:00:-16:00	Academic listening II
V4	22/11/2018	10:00-12:00	Persuasive essay I
Q5	22/01/2019	14:00-16:00	Academic reading I
V5	26/11/2018	13:00-15:00	Persuasive essay II
Q6	29/01/2019	14:00-16:00	Academic reading II
V6	29/11/2018	10:00-12:00	Referencing
V7	10/12/2018	13:00-15:00	Academic listening I
V8	13/12/2018	10:00-12:00	Academic listening II
V9	21/01/2019	13:00-15:00	Academic reading I
V10	24/01/2019	10:00-12:00	Academic reading II

As **Table 17** presented above shows, I had my first observation with Group Q on 13th

November, 2018 and the last one on 29th January, 2019. In total I observed 6 lecture

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sessions with Group Q. On the other hand, I observed a total of 10 lecture sessions with Group V, running from 5th November 2018 to 24th January 2019. However, since the first session with Group U focused on time management, which I did not consider part of EAP content, I still observed it in order to get familiar with the class and also to make the students aware about my presence. I therefore have decided not to include data from this observation session in my presentation. The differences in the total number of observations between the two groups came about because of cancellations and rescheduling of classes outside the agreed observation schedule, particularly with the case of Group Q, which had the fewest observed sessions. Sometimes LecV would tell the students in advance about being unavailable for the next sessions towards the end of a session that the group was having as can be verified in the transcripts for sessions Q1, V1, and V2 that I have furnished in Appendix B3. In Q1, for example, LecV seemed to lament the fact that since the semester had opened they had only met once as a group instead of four times. LecV then proceeded to indicate about being unavailable in the following week and gave the students work to write an introduction to an essay on a title provided to the group. In **section 3.4.6** of Chapter Three**,** I have explained my rationale for choosing which groups I would need to observe. I wish to reiterate that my choice to observe the two groups handled by LecV was not influenced by any personal preference. It was what the timetable from which I drew my observation schedule would allow, together with other factors such as fatigue, which could have clouded my judgment during observation, change time in between the lecture sessions to be observed, and battery power in the equipment that I used for recording these sessions.

Taking into consideration of all the issues I have expressed above, I will constantly be referring to **tables 13** to **17** in the course of the presentation. I now proceed to present actual data from lecture observations in the following subsections starting with data relating to approaches for instruction.

4.1.1 Approaches for EAP instruction in the various groups

In this section, I present selective data relating to the approaches for instruction in the various groups that I observed. I further advise my readership that I have made this data available in the full transcripts furnished in Appendix B.

Approaches to instruction in Group U

When I came to the first class for Group U, I was struck by its sheer size in terms of number of students which seemed to be around 60 as indicated on the provisional class list of students for the two programs that made up this group. Combination of programs to make up a group for the EAP course seemed to be motivated by an administrative arrangement meant to ensure that the four lecturers available on the ground absorb all the 20 programs for first year students in that academic year following guidance from the University Workload Policy which stipulated that all lecturers and senior lecturers should have a teaching load of not less than 24 contact hours a week. I observed that except for the student presentations on referencing (U9 & U10) and revision and practice sessions such as U11 (mid-semester exam feedback), U12 (essay writing) and U13 (referencing) as indicated in **Table 14** above, the group's lecture sessions tended to be mostly teacher-fronted with LecU always standing to the right hand side of the front of the classroom at an angle in order to view the content being projected on the whiteboard in front. Excluding the sessions for student presentations (U9 & U10), mid-semester examination feedback (U11), and revision and practice sessions (U8, U12, & U13) as indicated on **Table 14** above, I observed that LecU's lectures seemed to be usually long drawn out sessions dominated mostly by teacher-talk and with no break in between to allow students to freshen up especially considering that each session was 2 hours long in summer, when it was hot and humid most of the times. Students would sit seemingly listening and reading from the slides while the majority would also be seen taking down notes. This seemed to have the effect of reducing them to passive listeners most of the time, who only spoke when called upon by the lecturer to respond to a question or when given opportunity to ask a

question. In such circumstances, it was not uncommon to notice some students struggling to remain awake by preferring to stand up at the back of the classroom. On the fewer occasions when this came to the attention of the lecturer, I noted that LecU would just joke about it or place the blame on the students for dozing as was the case in U5 whose excerpt I include below:

> LecV: Let's have an example of an introductory paragraph for a persuasive essay. I'll simply read this. Somebody is busy dozing; I'm teaching persuasive writing. Huh? Somebody is busy dozing. You are not serious. You know in most cases when I look this side, it means the dozer [sic] is this side.
>
> *[Laughter]*
>
> LecU: That's the way I do it. The dozer is not there. The dozer maybe is there *[pointing to the left side of the classroom].*
>
> *[Laughter]*
>
> LecU: I don't want to look at him directly.
>
> *[Laughter]*
>
> LecU: To avoid embarrassing him. Okay, can you listen to this. Ladies and gentlemen, when you listen can you try to identify the following: Identify the hook and try to identify the thesis statement.   (Excerpt from U5)

In the excerpt from session U5 on persuasive essay above, LecU while talking about the hook as one of the elements of an introduction for a persuasive essay, noticed a student dozing and seemed to interpret it as a sign of lack of seriousness on the part of the student. I noted that in instances where LecU noticed a student dozing, after briefly talking about the incident, the lecturer would resume from where they had stopped without considering adopting a different approach where students would play more active learning roles.

Academic writing instruction

With LecU, I managed to observe 6 lectures that seemed to focus on academic writing and referencing at different times in the semester. I have indicated these in **Table 14** presented above as U1, U2, U5, U9, U10 and U12. During observation I noted that the academic writing portion of the course focused on essay writing of two types of essays

(expository and informative) and referencing.

Specific to Lecture 1 (U1), when I went to observe the session, I noted that although the course syllabus (included in Appendix E1) stipulated that academic writing and referencing be handled later towards the end of the semester, LecU seemed to have decided to teach the topic and its subdivisions much earlier. LecU explained the reason during the introduction of the content for the day in the excerpt below:

> LecU: Now today, we want to look at academic writing and this will also take us to referencing. Why we are bringing this at this level...normally we teach this towards the very end of the semester. But ladies and gentlemen, I'm sure in a few days' time or in a couple of weeks' time you will start getting assignments. Now, when you start getting assignments, we don't want you to panic to say 'How do I plan the assignment?' That's why...it's just a deliberate move that quickly this week we talk about academic writing and referencing. If we talk about it in haste, then we will also spare sometime at some point to maybe do the same in terms of revision or what but it is important that I introduce academic writing at this stage.   (Excerpt from U1)

From this excerpt LecU seemed to explain that the decision to teach content on academic writing and referencing earlier than stipulated in the course syllabus arose from desire to equip students with basic essay writing and referencing skills in anticipation that lecturers from other content modules would give assignments that would require them to write essays. This struck me as an example of how the status of the EAP course as a service subject seemed to hold sway in the approaches that lecturers adopted for teaching the course. LecV would also give a similar explanation when introducing the topic on essay writing in sessions Q11 and V2, verifiable from the transcripts in the appendices. I later learned through my informal interaction with LecU and LecV that the decision to bring content for essay writing and referencing forward in anticipation that students would be given essay writing assignments in their content modules had been informally agreed upon by all the four EAP course lecturers.

In terms of actual approach to writing instruction, I noted that for the larger part LecU seemed to focus much on telling students what went into the specific parts of an essay i.e. the introduction, the main body and the conclusion. During these sessions, after

talking about the parts of an essay in general, LecU would then proceed to focus on each part and explain the elements that went into it and show sample paragraphs on the projector for the students to take note of. I include here an excerpt from U1 to illustrate and support my observations.

> LecU: *[making reference to a diagram beamed on a slide in front for the whole class to see]*Fine, if this is a 5 paragraph essay then paragraphs 2-4 will make the body of that essay, the body now, sometimes we call it the main body, that's the body of the essay. So you have the first paragraph, the introduction and these other paragraphs in-between making the body. But you also have the last paragraph and, ladies and gentlemen, the last paragraph is always the conclusion. You are concluding on what you are writing. That's what we expect you to be doing. Introduction, then the body, and finally ... the conclusion.

<div align="center">(Excerpt from U1)</div>

In this excerpt, LecU seemed to instruct students, telling them the parts of an expository essay using a diagram beamed with a projector on the whiteboard in front. I noted that this trend continued throughout the lecture. I also observed a similar trend in lecture 5 (U5) on persuasive writing and in lecture 12 (U12), which was dedicated to essay writing revision. In U5 for example, having briefly talked about forms and purposes of persuasive writing, LecU again took the class through the parts of a persuasive essay in a typical question and answer (Q&A) session that seemed to characterize much of his approach to instruction. Although the essay writing revision session (U12) seemed to have potential for a more flexible approach, I observed that there still seemed to be much emphasis placed on the parts of an essay and what went into them despite hinting in an earlier lecture (U6) that they would focus on other elements such as planning an essay. Towards the beginning of the lecture, LecU again revised with the students the parts of an essay and the elements that should go into each part and then asked students to suggest topics on which the practice for the day should be based. Students suggested three topics out of which one was chosen for practice in groups. However, I noted that even the group task also focused on the parts. When the topic on which the group writing practice would be based was chosen, LecU instructed the groups to develop an essay introduction based on that topic with emphasis on a hook, building sentences, and a thesis statement as can be seen from the

http://etd.uwc.ac.za/

excerpt below:

> LecU: Let's get something that is sounding scientific. What about what she said? She said impact of?

> U12.S8: Impact of technology on society.

> LecU: On society. What about that? Do we accept?

> SsU: *[chorus by some]* Yeah

> LecU: Okay. Agreed?

> SsU: *[chorus by some]* Yes

> LecU: Maybe somebody has got a better one? No, not a better one but you have another one.

> *[Laughter]*

> LecU: Anybody who is thinking about something? I don't want the topics to come from me. It's very dangerous when exams are very...Yeah? Okay, ladies and gentlemen, that's what she suggested. Let's write on that one. What we are doing is, just write the topic there and then produce, I want you just to produce an introduction. I want to see what hook you are going to come up with, statement that will serve as a hook, and I want to see some building sentences, and I want to see a thesis statement.   (Excerpt from U12)

As the students were engaged in the group writing task, I observed that LecU went around checking and after having been satisfied with the work seen, gave further instruction which still focused on developing parts of a body paragraph by ensuring that all its elements were included. I also noted that despite indicating to the students during session U12 that the next session (U13) would include a focus on the process of developing an essay, when the said session came it was solely dedicated to referencing practice. This seemed to reflect a product-centred approach to writing instruction (Zamel, 1982) synonymous with survival orientation (Breen, 1987, p.27) which does little to promote learner voice and agency.

With regard to referencing, I also noted an approach that seemed to place particular emphasis and importance on the topic as reflected in a number of decisions that lecturers made for its instruction. Firstly, through informal interactions with all the four EAP course lecturers, I had established that they had all agreed not to provide

students with the notes that they were using for teaching in either hard copy or electronic form as experience from previous years had shown that sharing notes seemed to have been promoting lack of seriousness and absenteeism in the course among some students. However, the lecturers agreed that the topic on referencing would be an exception. I noted that LecU seemed to have adhered to this agreement and shared the notes for the topic with students, which the latter also used to prepare the presentations that were assigned to them. Another thing that I observed was the fact that of all the topics and subtopics in the EAP course, LecU seemed to have dedicated more sessions to instruction on referencing. Here I refer again to **Table 14** above which shows that of the 7 sessions dedicated to academic writing and referencing, 3 were directed at essay writing (both expository and persuasive) while the rest were focused on referencing. There was one other session on referencing (in-text citation) that I did not observe because it was organized outside the schedule that we had agreed upon and clashed with my other observation obligations. If we are to include that session therefore, Group U seemed to have more sessions on referencing than on the rest of the topics. Thirdly, the approaches used for instruction on the topic ranged from direct instruction by LecU as was the case in session U2, student presentations (in sessions U9 & U10) and class revision practice in groups (session U13). Of other note perhaps was the fact that U13 (revision practice) had been organized in response to students' affirmation that they considered referencing as one of the topics that could give them problems in examinations when LecU asked them in session U11. In terms of the actual instruction of the topic, however, I observed that LecU seemed to present the topic as a list of dos with students being explicitly told through direct instruction the 'what' and 'how-to-do' of in-text citation and end-text referencing for an essay or piece of writing using the APA format the university had adopted as its in-house style. This is illustrated in the excerpt from U2 presented below:

> LecU: What you should remember, because the assignments that you will be submitting will be typed. Therefore, remember to italicize the title of this book. Put it in italics. It's there on your computer you have just to choose. But this

does not mark the end. Remember we are supposed to show what and what? The city where this book was published and we have said this book was published in Blantyre. So because there is no more space there you move on to the third line. So it will be Blantyre here. Now after the city, after the city, ladies and gentlemen do not put a full stop. Put a colon, put a colon after the city. City of publication. I think the c- the colon is there. And finally you finish with the publisher. You finish with the publisher and we have said the publisher is?

SsU: *[chorus]* Dzuka   (Excerpt from U2)

In the excerpt above, LecU seemed to be clearly instructing students what they were supposed to do when entering a book in the references list at the end of an essay. I observed that during the presentations on referencing (sessions U9 & U10) the student presenters also seemed to follow the same approach. After being assigned specific subtopics within referencing which the lecturer had already covered in class, LecU put them into groups and asked each group to prepare a 10-minute presentation in PowerPoint using the notes that he had shared with them as a guide. Group members then chose among themselves a person or two persons to make the presentation while the rest of the class sat listening. At the end of the presentation members of the audience including LecU were given opportunity to ask questions or make comments. I encourage my readership to refer to the transcript for U9 included in Appendix B1. In session U12, I noted that LecU had asked students to bring to the next class materials such as books, journals, newspapers, and magazines and use them to do what he called "real referencing practice." However, I observed that these were not used in the practice session for referencing (U13). LecU did not ask if the students had brought the materials with them. Nor did any of the students remind the lecturer about them. Instead, LecU distributed a handout with 3 different exercises for practicing referencing and asked the groups to discuss the first exercise while he went around to check progress and attend to questions. Except for this practice session, however, the manner in which the topic on referencing was covered in Group U as simply a list of 'what-to-dos' when doing in-text or end-text citation without any form of real practice seemed to make it difficult to know the problems the transitioning students in the study would face, more so those relating to voice and agency, revoicing and appropriation

associated with academic writing and referencing.

To sum this up, LecU seemed to have covered actual instruction on academic writing and referencing in four sessions (U1, U2, U5, and the other session that I did not observe as alluded to earlier on). In these sessions, LecU seemed to have largely ignored the students' secondary school writing experience only making brief reference to it once in U1, suggesting that he might have regarded the students as novices in academic writing. In addition, the three sessions I observed seemed to be largely characterized by long stretches of teacher-talk sparsed with incidences of Q&A for purposes of maintaining student attention. This seemed to be inadequate as acknowledged by LecU in U6 in the excerpt presented below:

> LecU: And what I did was just to give you a picture of what is there so that if lecturers start giving you some essays, you'll know exactly what to do. And, and be assured that we'll re-cover those, we'll cover those topics again. Okay. But for, for listening on that one is done. Uhm time management, that one is done. I hope you are getting my point. But as of now I hope you have a picture of what to do when you are writing an academic essay. Do you have that picture?
>
> SsU: *[chorus by a few]* Yes
>
> LecU: And maybe you also have a picture of what you do when you are doing referencing. Do you have that picture?
>
> SsU: *[chorus by a few]* Yes   (Excerpt from U6)

LecU in this excerpt seemed to indicate that the instruction on academic writing and referencing done so far at that stage were only meant to give students a picture of what these topics were about. However, I observed that there seemed to be no real opportunities for practicing both academic writing and referencing. There were no opportunities for students to see samples of essays that would have perhaps shown them or better still provided them with a viable idea as to how to reference properly. There was no time when students were asked to write a full essay for either assessment or practice to the extent that some students took it upon themselves to write essays and bring them to LecU so that they could know if they were doing it correctly. LecU acknowledged this in session U11 which was dedicated to revision and feedback for the mid-semester examinations. In the same session LecU also attributed the lack of

practice to the length of the semester, which was described as "the shortest we have ever had."

I highlight in section **4.1.5** my observation on how instruction seemed to be influenced by the desire to prepare students for examinations/assessment as this also seemed to be the reason for so much emphasis on the topic by the lecturer and also why students asked for its revision.

Academic reading instruction

I observed 2 lecture sessions with Group U that focused on academic reading. These have been indicated in **Table 14** presented earlier in this chapter as U6 (Academic reading & note-making) and U7 (Academic reading II). Towards the beginning of the first session (U6) I observed that LecU read what seemed to be the objectives of the entire content on reading in the course content and briefly outlined what sessions on reading would cover while referring to the slides that were beamed on the whiteboard in front. I observed that the focus seemed to be on training students what to do when reading academic texts. This also seemed to point to the influence of the service status of the course. Having read the objectives of the topic, LecU then took the students through the content of the course using an interactive session characterized by Q&A in which the lecturer would first ask students to define or explain certain concepts and then come in and read what was contained on the slides or provide own definitions and explanations. The content from the slides would often be presented as the most correct. I have included an excerpt from U6 below, which can help illustrate my observations on this point:

> LecU: Yes, sir scanning, what do you understand by, this is not something new. It's even covered at secondary school level. Scanning is there. It's a matter of just telling us what you already know. Sir, what is scanning?
>
> U6.S1: Scanning as far as reading is concerned is reading so that you get a specific uhm information from what you are reading.
>
> LecU: You read just to get specific information. You are looking for something specific. So you read just to get that. How do you look at his answer? Is that correct?

[Affirmative nods and voices]

LecU: What about skimming? (Excerpt from U6)

In the excerpt above, LecU seemed to ask students to give their understanding of scanning, skimming and other concepts before proceeding to present what was on the slides. This approach seemed to continue for the rest of the lecture which focused on expanding the three concepts of scanning, skimming and intensive reading. I observed that a similar approach was adopted in the second session (U7) which was a continuation. For example, after asking students to give what they had found out to be the meaning of SQ3R from the reading task given in the previous session (U6), LecU provided a long explanation of this approach to reading. However, since there was no projector available in the second lecture, I observed that LecU took an additional approach by inviting a few students to come in front and read to the rest of the class. This was particularly prominent in the section covering content on rhetorical functions in academic texts.

In the first lecture (U6), I observed that the main focus seemed to be on telling students what to do when doing scanning, skimming and intensive reading which were referred to as "effective reading strategies." LecU seemed to have taken much longer on skimming where focus was on telling students which parts of a book or a journal they should skim in order to identify suitable material for their reading assignments in their content courses. Thereafter, LecU quickly went through scanning and then jumped to intensive reading to talk about the SQ3R approach before running out of time and giving it to the students as a reading assignment for the next meeting. The second lecture (U7) started with a discussion of the SQ3R. After listening to two students explain what they had found from their reading, LecU took time to unpack what SQ3R stood for, explaining it as a series of steps that students were supposed to follow in their intensive reading. Thereafter, LecU explained critical reading and what it involved before going through the content on rhetorical functions as already highlighted above. Here LecU took much longer to explain the various rhetorical functions and nominated students to come in front and read an example of a text

showing each rhetorical function loudly to the whole class from a laptop. I noted that the last part on note making seemed to be hastily covered as time had run out. LecU also seemed to present it as an equivalent of note taking (which had been covered under listening) with the same methods and guidelines and therefore not worth spending time on. I observed that in both lecture sessions (U6 & U7) the approach seemed to be rather theoretical as there were no real opportunities given to students to practice skimming, scanning, intensive reading (which included the SQ3R), critical reading, identifying rhetorical functions in other reading texts (apart from the examples students were asked to read from the laptop), or making notes from reading texts.

Having observed LecU's lecture sessions with Group U and reflecting upon them, I noted that overall instruction seemed to have been planned around topics and content stipulated in the course syllabus rather than around activity or task. This approach seemed to have a profound influence in the teaching of the specific topics, the materials/resources for instruction, activities for practice, and opportunities for student participation in ways that had implications for affordances for learning, agency and voice. My readership may wish to note that I have largely left out the data on the revision lectures (U8, U11, U12, & U13) and student presentations on referencing (U9 & U10) in this section. I intend to return to these later in section **4.1.5** where I present observational data relating to assessment as I observed that these sessions seemed to have been organized to help students practice in readiness for examinations. In the meantime, I proceed to present data on approaches to EAP instruction in Group X.

Approaches to EAP instruction in Group X

I observed that Group X had a slightly lower number of students, about 40 in total, 3 (all male) of whom became my TPs by virtue of being former CDSS students. These are coded in the transcripts as TPCF, TPCJ, and TPMD included in Appendix B5. In addition to the lecture notes sometimes beamed with a projector on the whiteboard in front of the classroom, I observed that LecX also liked to bring to the class different

materials/handouts for use by students during the sessions. This was especially the case in sessions X1, X2, X5, X6, and X7. Furthermore, in all the sessions that I observed with this group I noted that LecX always gave the students a 5-10 minutes break to enable them refresh. LecX also seemed to like devoting each of the lecture sessions with the group to one or two teaching points which would be thoroughly explained before engaging the students in a practice activity of some sort. Except in session X4 on in-text citation, the rest of the sessions incorporated a group or whole-class practice activity. Also, all sessions involving practice were preceded by a segment in which LecX thoroughly explained through direct instruction the concepts for students understanding before engaging them in an activity, except in X3 and X5 which were entirely devoted to practicing how to write an essay introduction and to compile a references list respectively.

Academic writing instruction

I observed a total of 5 lectures that seemed to focus on academic writing: X1-X3 on essay writing and X4 and X5 on referencing as indicated in **Table 15** presented earlier in the chapter.

With regard to session X1, I noted as I did with Group U that although the course syllabus stipulated that academic writing and referencing be handled later towards the end of the semester, LecX seemed to have decided to teach the topic and its subdivisions much earlier. LecX explained the reason for this arrangement at the beginning of the session: that this had been done in anticipation that some lecturers would give assignments requiring students to write essays. The students then confirmed that they had already been given an essay assignment by one of the lecturers for a content subject. This seemed to further confirm that rather than sequence the teaching of the topics on some proven theory it was the status of EAP as a service subject that seemed to hold sway as LecV would also give a similar explanation to groups that he was responsible for.

In terms of approach to actual writing instruction, I noted that in sessions X1 and X2 LecX used the first half in each session to provide direct instruction, telling the

students what an expository essay was, the parts of its introduction (X1) and body paragraph and concluding paragraphs (X2). The next half would then be dedicated to activities meant to assist students identify these parts from sample essays printed on handouts distributed to the students. In both the sessions, I observed that the first part was characterized by long stretches of teacher-talk in which the students mostly sat down quietly seemingly listening and some taking down notes. Sometimes these would be sparsed with questions from students or some questions by the lecturer to check if the students were following or if they were able to relate what they were learning with what they knew. For example, in the excerpt presented below from X1, LecX seemed to have been using direct instruction to familiarize the students with the parts of an expository essay introduction.

> LecX: So don't write essays without paragraphs. You have to have paragraphs and in the paragraphs you should have the introduction, you should have a body, you should also have a conclusion. Alright? Introduction. The introductory paragraph. The introductory paragraph as the name or the word or the term introductory paragraph itself, what does the introductory paragraph do? Yes?
>
> X1.S21:   It contains the topics that will be in the main body.
>
> LecX: So it contains the...main ideas that will be found in the, in the essay. So it introduces the essay. Alright? So the paragraph, the introductory paragraph introduces the reader to the, to the essay. Alright? It introduces the reader to the essay. So what does it do? Or what should uhm an introductory paragraph do? It should create interest in the essay.   (Excerpt from X1)

In this excerpt, LecX had just explained to the group what an expository essay was and then began to explain its parts, namely: the introduction, the body and the conclusion and then what the introduction was supposed to do. Later LecX would focus on specific parts such as the hook, building sentence and thesis statement, explaining what they were, what they did in the introduction, and how they should be written. I also discerned a similar pattern in session X2, which focused on the body and concluding paragraphs. LecX similarly seemed to employ direct instruction to tell the students that a body paragraph had a topic sentence, supporting sentences, and a concluding sentence and then expanded these by explaining what they did and where they came in in the body paragraph. The direct instruction seemed to be concerned

with preparing students for the next activity in the other half of the session in which the lecturer used handouts containing sample essays to lead a discussion it seemed were meant to enable students see the various ways in which these parts were written in actual essays. During such discussion, I observed that LecX would nominate various students to read loudly samples of texts exemplifying the various parts while the rest followed silently. After each reading, LecX would then engage the students in a Q&A session, asking them to explain what a particular sentence was doing or to pick out a sentence or sentences exemplifying a particular part of an essay introduction, body paragraph or conclusion. I include here an excerpt from X1 to support my observations and again encourage my readership to go through the full transcripts of X1 and X2 which I have furnished in Appendix B5.

> LecX: So what is that sentence doing? Considering what we have uhm, what we've discussed, what is that sentence doing?
> X1.S13: It is building
>
> LecX: It is building. It is building up to the first sentence, alright? So it is giving the context, alright? Of the thesis. What is, what is the topic going to be about?
>
> X1.S10: Dieting.
>
> LecX: Dieting, alright? If you move on they are saying, 'And authors are willing, more than willing to invent new fad diets to cash in on the, on the craze.' Alright? So they're still doing the adding up. What about the last 3 sentences, the last two sentences what do they, what do they include? Oh oh! *[after noticing that there's silence]* Yeah there.
>
> X1.S18: That's the thesis.   (Excerpt from X1)

In this excerpt, a student had just finished reading an introductory paragraph for one of the sample essays on dieting included on a handout. Although sessions X1 and X2 were about writing, I observed that no actual essay writing practice took place. However, the fact that LecX used written samples to lead discussions related to essay writing seemed to indicate integration of the skills. I observed that LecX gave students opportunity to ask questions regarding essay writing. However, I noted that most of the questions that the students asked seemed to reveal that they had assessment in mind. I noted this especially in X1. For example, one student (X1.S22) wanted to know how long the introduction should be. Another student (X1.S23) wanted to find out whether one can

outline all the main ideas to be discussed in the essay in the introduction or can just include a few. X1.S26 asked whether it was allowed to use the first pronoun 'I' in an essay. With regard to this particular question, I noted that the response from LecX seemed to be non-committal, referring to the issue around the use of 'I' in writing "a tricky one."

Actual writing practice came in session X3. During this session, I observed that LecX put the students in groups of 8, came up with a title and instructed the groups to write an introduction for an expository essay. LecX went around the groups to check their work and at the end instructed them to "rework" on their introductions and submit at their own free time, which somehow seemed to suggest some kind of focus on process rather than product. However, the fact that LecX came up with the title for the task seemed to reveal some form of teacher-centredness.

In terms of referencing, I observed two sessions (X4 & X5) with Group X that focused on the topic. While in X4 LecX seemed to employ direct instruction on the guidelines for in-text referencing for secondary sources and drawing a references list at the end of an essay, the main focus in X5 was a practice activity on writing a references list. In the excerpt presented below from X4, for example, LecX through direct instruction had provided the students guidelines for in-text citation of a secondary source.

> LecX: So secondary referencing is only when you are referring to a text that you have not read. You haven't read the original. But you have read it from another author. So for example, you have read an article by uhm uhm by Chikosa, alright? Sorry, you have read a book which is written by Chikosa let's say 2009 *[writes Chikosa (2009) on the whiteboard]* but Chikosa in his or her article we have, in his book writes uhm quotes Banda, alright? Quotes Banda, alright? And you want now to quote Banda. You haven't read Banda. You are reading about Banda by reading Chikosa. So that's secondary referencing. You are reading about Banda after reading Chikosa. You haven't read Banda himself or herself. Are we together?
> SsX: *[chorus]* Yes. (Excerpt from X4)

In the above excerpt, LecX begun by explaining secondary referencing to the class, when it is used before proceeding to caution students against overusing secondary referencing. The lecturer then gave an example of how secondary referencing is

indicated inside the essay while all along ensuring that students understood it by repeating the explanations several times and also asking if the students were following. In session X5, the lecturer used the first part to finish content on compiling a references list that was left over from X4 again using direct instruction. However, the larger part of the session was devoted to a group practice activity on how to compile a references list. I observed that LecX brought to the class 6 different materials comprising of books, a journal article, a magazine and newspaper article for the activity, asked the students to form 6 groups and instructed each group to make sure that they used at least four of the materials which circulated among them to compile a reference list as if they had used them in an essay. I observed that although the activity gave the students opportunity to practice, it seemed not to be based on any writing that the students had done. In both sessions on referencing, there was no any other writing activity that required students to cite sources or write a references list based on their own writing. However, I noted in the course of session X4 that LecX had given the group an assignment to write an essay over the mid-semester break which came before the content on referencing was covered. Despite not having covered the content on referencing with the students at the time of the assignment, it appeared that LecX expected them to cite sources and include a references list in the essay. However, in the course of the lecture it transpired that most students seemed not to have cited any sources or come up with a references list. Some confessed to have written 'their thoughts', which seemed to have displeased the lecturer. Despite the lecturer's displeasure, however, the non-inclusion of citations and references which in itself appeared to be an act of voice and agency seemed to highlight the challenges relating to academic writing faced by students transitioning into the university from secondary school and the need for providing such students with adequate affordances. Suffice to say LecX seemed to have been the only lecturer among the four who gave the students an activity that required them to write a full essay in which they were also expected to incorporate references.

Academic reading instruction

I observed 2 sessions with Group X that focused on academic reading. These have been indicated in **Table 15** presented earlier in the chapter as X6 (Academic reading & note-making) and X7 (Note-making practice). I noted that the first 25 minutes or so of session X6 were dedicated to the provision of feedback for mid-semester examinations that had been written in December before the Christmas and New Year break. At the start of the content on academic reading, LecX began by asking the class to mention some of the challenges related to reading that they faced as university students as seen from the excerpt below:

> LecX: We are done with the writing part, alright. Uhm okay but not really done. We'll still talk about something else later. But uhm I wanted us to go into something uhm different, still related to academic reading and note-making. So as university students you are involved in reading, alright? You are involved in reading a lot. What are some of the things that you experience in reading? Challenges? Do you like have challenges?
>
> X6.S3: New words
>
> LecX: Sorry?
>
> X6.S3: New words
>
> LecX: New words. You can have new words, which maybe you haven't met before. Alright? Uhm technical words, so what do you do when you have new words?   (Excerpt from X6)

This continued for some minutes as students mentioned a number of challenges. In starting by asking the students to mention their own challenges, LecX seemed to have adopted a different approach from other lecturers such as LecU and LecV who just went ahead telling the students problems related to academic reading by university students in EFL/ESL contexts. The main content of the day seemed to focus on defining what academic reading was, outlining some of the academic reading challenges faced by university students in EFL/ESL contexts, and a discussion of what skimming was, its purpose in academic reading, and how to and what to skim in textbooks and journals. I observed that the lecturer largely seemed to use direct instruction with a few questions asked to students to see if they were following or were familiar with some of the issues being presented. In between the content on academic

reading challenges and skimming, the lecturer brought in an activity for self-testing one's reading speed using a formulae and steps that were provided to the students. Apart from this reading activity, I did not observe any other activity on reading.

Session X7 was dedicated to practicing note making. I noted that the lecturer asked the students to be in groups of four or five, distributed a passage on consequences of damaging the Amazon Forest to each student and asked the groups to make notes from it using the outline method or the mapping method or both. I observed that as the students were doing the activity, LecX went around checking the work. I also observed that LecX encouraged the students to go beyond the activity and in their own time consider using the passage for the activity as an example of an essay on which they can model their own writing practice. In saying so, LecX seemed to continue to demonstrate awareness of the connection between reading and writing. Since session X7 also seemed to be the last meeting for the semester, I observed that LecX used the few minutes at the end to give the students general tips for writing the LCOS end of semester examinations that were 2 weeks away. Below I present data on approaches to instruction in Group W.

Approaches to EAP instruction in Group W

Group W had about 55 students, 6 (all male) of whom were my TPs. Of these only two are coded in the transcripts as TPDE and TPKI as I did not observe any form of participation from the rest (TPZG, TPCV, TPHJ, and TPMK). Unlike the other three lecturers, I observed that LecW never used the projector for teaching but instead read notes from a laptop, expanded them through explanation, and then wrote the main points on the whiteboard. Besides, I noted that the sessions that I observed in Group W generally lacked opportunities for student practice, except in session W5 where students did a practice activity on summary writing. Also, I noted that despite the official timetable allocation of 2 hours for each session for the course across all the groups, most of the sessions (6 out of 8) that I observed in Group W only lasted for about an hour while the remaining 2 went slightly over 1 hour 15 minutes. This is

reflected even in the length of the transcripts for the group that I have included in Appendix B4. This appears to be a departure from my observations with Groups U and X for example, where the lecturers responsible made sure that they made maximum use of the available time. In addition, I observed that unlike other colleagues who brought the teaching of academic writing and referencing forward in the semester, LecW appeared to have decided to teach the topics the way they were arranged in the course syllabus. This may have been an indication that although as a group the lecturers had informally agreed to teach academic writing and referencing earlier in anticipation that course lecturers from content modules would give the students assignments requiring them to write essays and cite sources earlier in the semester, LecW personally decided to do otherwise. Furthermore, I observed that all of the group's lecture sessions tended to be teacher-fronted with LecW always standing to the right hand side of the front of the classroom, put the laptop on a desk and constantly read points from it, expanded them and then moved to the whiteboard to write down the points for the students. I observed that the lectures in Group W seemed to be mostly dominated by teacher-talk and direct instruction with students mostly sitting down listening and others taking down notes, only speaking when called upon by the lecturer to respond to a question or when given opportunity to ask a question. Choral responses seemed to be common across all the lectures that I observed and 'yes' or 'yeah' seemed to be the most dominant form which was usually given when LecW posed a question seeking agreement to what was said or confirmation that the class had understood.

Academic writing instruction

I managed to observe a total of 3 lectures that seemed to focus on academic writing and referencing at different intervals in the semester. I have indicated these in **Table 16** presented earlier in the chapter as W6 (expository essay), W7 (referencing I) and W8 (referencing II). I present observational data from these sessions below.

In terms of essay writing, I observed that Group W seemed to be the only one among the five groups in which the content on essay writing, especially the one focusing on

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the expository essay was covered in one sitting. LecW opened session W6 by emphasizing the importance of practice in essay writing, then proceeded to read out the objectives of the session before explaining what an expository essay is. Thereafter, the lecturer explained each of the parts of an expository essay, the elements that went into it, and the function that each element performed, starting with the introduction, the body and then conclusion. Thus, unlike other groups where instruction was split such that a session or even two sessions would focus on the introduction as was the case with group U and group X, for example, LecW covered content on the introduction, the body, and the conclusion in a single lecture session. I noted that although LecW opened the session by emphasizing on the importance of practice in essay writing, the element of practice itself seemed to have been entirely left out. LecW seemed to focus on the theoretical part, explaining one part of an essay and its elements and entertaining a few questions from students before moving on to the next part. For example, in the excerpt presented below, LecW started explaining what the essay introduction did or should do, namely; that it should kindle interest in the reader.

> LecW: So the first paragraph is an introduction. These three paragraphs *[referring to a diagram drawn on the whiteboard]* will be the body. And the last one will be conclusion. An introductory paragraph is usually the first paragraph of an expository essay which aims at introducing the topic of discussion. The first paragraph is an expository essay whose aim is to introduce the topic of discussion. Whose aim is to introduce the topic of discussion. Aimed at introducing the topic of discussion. It has got to do the following. An introduction has got to do the following. 1. It should create an interest.

<div align="center">(Excerpt from W6)</div>

LecW then proceeded to explain that it should outline the main ideas that the essay will discuss, and that it should indicate the order in which the ideas will be presented. After this, the lecturer proceeded to explain that the introduction should have a hook, its purpose in the essay introduction, and the strategies for writing it. LecW continued to adopt an almost similar approach until the content on the body and the conclusion was completed and ended the lecture for the day. Theoretical as it appeared to be, the approach adopted by LecW in teaching the topic on the expository also seemed to

reflect a product-centred approach to writing instruction where also direct instruction seemed dominant. Later in session W7 which was about referencing, LecW continued to talk about the need for practice in essay writing. Although LecW talked about this and assured the students to expect "some kind of an essay" for practice, the lecturer lamented the fact that sometimes "we are busy" and told the students to do the exercise on their own "without having the teacher physically in class." However, I did not notice any kind of practice that the students did.

Specific to referencing, LecW covered the topic in two sessions (W7 and W8). I noted during instruction that LecW continued to talk about referencing in theoretical terms using near abstract explanations and direct instruction. There were neither samples of written texts that could have been used to demonstrate how referencing was done nor any provisison/framework for practice activities by the students. The first session (W7) seemed to focus on preliminary issues about referencing such as the definition of referencing and the related term of plagiarism, why referencing was important, the different referencing styles, and the difference between a reference list and a bibliography. LecW explained these through direct instruction, allowing a few questions from students who largely took down notes. I noted that LecW described plagiarism as the opposite of referencing, a form of "academic misconduct", an "academic crime" or as being about "theft", where a student has "stolen" and proceeded to explain different ways through which plagiarism could be committed. As part of the explanation, LecW described a scenario in which lecturers were portrayed as "hunting" for plagiarists when marking students' work as can be seen from the excerpt presented below:

> LecW: Unfortunately, even if you have this class multiplied by three, when you are marking [i.e. when the lecturer is marking], you say 'It appears the way it has, this one has been written, I have read another essay similar to this one.' Now when you *hunt* and find out that these two are really similar, the paragraph or some people may change but two, three sentences remain intact the way they were in the other. The highest mark you get for doing that is a zero.

[Laughter, murmurs]

LecW: And the zero will be for both.

[Murmurs of protest]

LecW: Yes, yes. That's what we do.   (Excerpt from W7)

This was in reference to a scenario in which two or more students decided to copy each other's work. Session W8 focused on in-text citation, specifically on guidelines for in-text citation for works by a single author, two authors or more, works by the same author published in the same year, secondary referencing and many others. These were still explained in abstract terms through direct instruction as a list of dos. However, although choral responses seemed to continue, I observed that LecW asked students a number of questions requiring individual response and also allowed some students to ask a few questions which seemed to make the session relatively interactive.

In summary, I did not observe at any point that students did any task that required them to write any part of an essay or a full essay requiring them to incorporate references either in-text or at the end of the essay as a references list. In this, Group W stood out as the only one where I did not observe any form of writing practice either as an in-class activity or a take-home activity. This lack of real practice seemed to make it difficult to know the problems the transitioning students in the study would face, more so those relating to voice and agency, re-voicing and appropriation. Also, the explanations around plagiarism as "theft", "misconduct" portrayed a view of students as transgressors rather than as initiates to the academy.

Academic reading instruction

I observed 3 lecture sessions with Group W that focused on academic reading. I have indicated these in **Table 16** presented earlier in this Chapter as W3 (Academic reading), W4 (Academic reading II) and W5 (Academic reading: Summary writing). In session W3 LecW started by talking about reading speed. I observed that unlike LecX, for example, who actually led the students into an activity meant to assist them measure their own reading speed, LecW just read the various reading speeds and their

implications for university reading to the class and seemed to expect that the students would place themselves where they felt they belonged. I observed that the students seemed to protest through choral response when the lecturer mentioned higher reading speeds such as 400 wpm or 1000 wpm. I noted that LecW proceeded to define academic reading and talk about general reading problems of university students in EFL/ESL contexts. Unlike LecX, for example, who started by asking the students to mention some of the reading challenges that they faced in university, LecW used direct instruction to explain the reading problems to the students. After that, LecW proceeded to talk about skimming, defining what it was and explaining which parts of a book or journal should be skimmed and why. I observed that LecW engaged the students by asking them what a journal was. The explanations from the students seemed to show that they were not aware of what a journal was in the context of the course but gave other meanings which seemed to be correct. I also observed that LecW tried to explain what a journal was in an abstract way. I include an excerpt of the exchange about what a journal is below:

LecW: Sometimes apart from books we also, we are also supposed to scan journal articles. What is a journal? What is a journal? *[Writes the word 'journal' on the whiteboard]*. Journal articles. What is a journal?...

W3.S6: It is more or less like a magazine.

W3.S7: More or less like a magazine, it looks like a magazine.

LecW: More or less like a magazine.

W3.S7: But it is mostly full of pictures

LecW: Full of pictures.

W3.S7: Yes, something like that.

LecW: Something like that. More or less like a magazine. Full of pictures. Yes?

W3.S8: Uhm an outline of somebody's activities for any days, a week, years. It's usually written by one person.

LecW: Sorry?

W3.S8: It's like an outline of somebody's activities throughout the year, days and weeks and it's usually written by one person.

LecW: Usually what?

W3.S8: Written by one person.

LecW: Usually written by one person. Ok. A journal, we are looking at specifically activities. Hands up please. You have another idea?

(Excerpt from W3)

From the excerpt it can be observed that W3.S6 and W3.S7 thought a journal was some kind of magazine while W3.S8 said a journal was an outline of a person's activities. LecW later gave a definition of a journal article as "the article where you report your [research] finding." I observed that session W4 seemed to be a continuation from W3 and focused on intensive reading (divided into the SQ3R and critical reading), note-making and rhetorical functions in academic reading texts. Through direct instruction, LecW explained what the SQ3R and critical reading were while note-making and rhetorical functions were left out on the basis that they were similar to what had already been covered during academic listening. I noted that LecW's explanation of critical reading touched on a number of interrelated elements: that critical reading involved making value judgments on what is being read; that critical reading was not just about consuming text book knowledge but also producing knowledge from what is being read; and that critical reading entailed interrogating the text being read as well as its writer.   However, I did not observe any practice activities related to the content that had been covered. In session W5 which was about summary writing, I observed that LecW continued to use direct instruction to define summary writing. He then asked a few students to explain why summary writing was done and then proceeded to give other reasons from the notes on the laptop. LecW also described the steps in summary writing and explained two types of summaries, namely; descriptive summary and evaluative summary. Towards the end of the session, I observed that LecW gave a 2-minute group practice activity on summary writing. The lecturer put students in groups of eight, gave each group a passage of a single paragraph of about 59 words long on tornados and asked each group to come up with a summary of one sentence of "not more than 15 words." LecW then asked a few groups to present their summaries. The activity seemed to focus on product rather than on

process. Session W5 was the only session across the five groups where I had actually observed summary writing being covered as a topic in class.

In summary, reading instruction in Group W seemed to be largely characterized by direct instruction. Although a number of concepts were covered these seemed to have been talked about theoretically and not practiced as skills that students needed in their academic life. Though an activity for summary writing was included in session W5, the 2 minutes allocated to the activity seemed too short and did not seem to mirror a real situation in an academic setting where students read large amounts of texts. I now proceed to present data on approaches to instruction in Groups Q and V.

Approaches to EAP instruction in Groups Q and V

Group Q had a total of 50 students, 13 (1 female, 12 males) of whom were my TPs in the study. On the other hand, Group V had 40 students in total. Of these, only two (all male) were my TPs. I met al.l these TPs before I started my observations to get their consent but also to know them personally so that I could identify them during class and observe their participation.

In general, I observed that LecV used a projector at certain times to beam lecture content on the whiteboard for the students but there were also times when I observed him read and explain points from the notes on his laptop to the students. This applied to both groups. For example, in each of the groups LecV used the projector to beam lecture content to the students in half the total number of sessions that I observed which I have presented earlier in the chapter in **Table 17**. Apart from this however, I observed that LecV hardly used any other additional resources for instruction. I also observed that LecV seemed to end most sessions before exhausting the first hour out of the two hours allocated to each session on the teaching timetable and left the remaining hour without giving the students any work to do or indicating to them what they should do with the remaining time. This seemed to be the case in 9 out of the combined total of 16 sessions that I observed with the two groups (3 in Group Q and the rest in Group V). Furthermore, when compared to the other lecturers, I observed

that LecV seemed to code-mix English with the Chichewa relatively a lot in all the sessions although English seemed to be the most dominant of the two. I now proceed to present observational data from the two groups relating to writing and reading instruction.

Academic writing instruction

As shown by **Table 17** presented earlier in this chapter, I observed two sessions with Group Q that seemed to focus on academic writing, more specifically on writing the introduction and body paragraphs for an expository essay. These have been indicated in the table as Q1 (Expository essay: The Introduction) and Q2 (Expository essay: The Body paragraph). On the other hand, I had 5 observations that focused on academic writing in Group V, namely: V2 (Expository essay: The Introduction), V3 (Expository essay: The Body paragraph), V4 (Persuasive essay I), V5 (Persuasive essay II), and V6 (Referencing). Suffice it to say at this point that in both groups, academic writing came earlier in the semester than it appeared on the course syllabus for the same reason that this was an arrangement by the lecturers to teach its content earlier in anticipation that course lecturers in content courses would require the students to write essay assignments. This was alluded to by LecV at the beginning of sessions Q1 and V2. For example, in session V2, LecV, just like LecU and LecX, explained to the students that this arrangement was meant to take care of situations where some lecturers gave students assignments to write essays or lab reports in the early weeks of the semester. As observed elsewhere in this chapter, this seemed to reinforce the status of the EAP course as a service course at the institution, with implications for agency and voice among the learners.

In regard to the sessions focusing on essay writing (i.e. Q1, Q2, V2, V3, V4 and V5), I observed that LecV employed direct instruction to tell the students what went into the various parts of an essay introduction, main body or conclusion. The focus seemed to be on the parts or elements that went into each of these and not the process. This seemed to point to a product-centred approach to writing instruction. I observed that

this was the approach employed in all the sessions on essay writing in both groups with some slight variations. For example, during the sessions on the introduction for an expository essay (Q1 and V2), LecV seemed to follow an identical approach: teaching first through direct explanation and examples what went into the introduction of an essay and then giving a topic for the students to write an introductory paragraph individually. Thereafter, LecV asked a few volunteers to go in front and write different parts of the introduction while the rest critiqued what their colleagues wrote on the whiteboard. Similarly, in Q2 and V3, LecV started by directly explaining the elements that went into the body paragraph (i.e. the topic sentence, supporting sentences, and concluding sentence) and the function that each performed. Later, the lecturer wrote down a sample topic sentence on the whiteboard and asked a volunteer to come and write supporting sentences for it. LecV then corrected and commented on them briefly and proceeded to write a concluding sentence for the paragraph. Thereafter, LecV explained the conclusion of the essay, its purpose and the elements that went into it and then beamed an unrelated sample conclusion from a PowerPoint slide for the students to see. In both groups, LecV used the projector in the session focusing on the body paragraph and the conclusion. On the other hand, I observed that the sessions on persuasive writing (V4 and V5) seemed to be devoid of any practice for the students. I observed that LecV talked about the concepts theoretically without showing any sample writing to the students or giving them any practice writing as was the case with the expository part. LecV merely used the expository part covered in the earlier sessions as the basis for explaining the content on persuasive writing.

I also observed that unlike LecX who seemed to sound non-committal when asked by V2.S24 whether it is allowed to use the first person pronoun 'I' when writing an essay, LecV seemed to prohibit the use of first person when writing as seen in the following excerpt:

> LecV: Uhm no! You don't have to personalize the essay. It has to be in uhm, don't don't I would say use personal pronouns because the moment you use personal pronouns 'I', 'We', You, you end up personalizing. But just use the the pronouns that are, *timati machani amene aja* [what do we call those]?

Uhm that are usually general, the thir- usually third-

V2.S25: Third person

LecV: *Kuchoka ku* [From] third person we have He, but generally don't use personal pronouns. And in science mostly you use what we call uhm science likes using passive. For example, instead of 'We analysed or I analysed' we say 'The analysis involved this, this and that'. So that removes uhm the agent or the person who was involved in the analysis. So you don't use the personal pronouns. (Excerpt from V2)

As can be seen from the above excerpt, LecV seemed to come out very strongly against the use of personal pronouns, arguing that the practice in science was to use passives.

With regard to referencing, I only observed one session with Group V indicated in **Table 17** earlier in the chapter as V6. It appeared that LecV held other sessions on the topic outside the schedule for observation that we had agreed. I noted at the opening of the session that LecV indicated having shared the content for the topic with the group and wanted to find out if they had shared it among themselves. A few students seemed to indicate in a chorus in vernacular that they had not had access to it. Despite indication that the notes had been circulated in advance, I could still observe that most students were taking down notes. In addition, it seemed that the advance sharing of the notes for the topic did not have any impact on instructional approach as the lecturer continued to use direct instruction. I observed that LecV employed direct instruction to define referencing and the related term of plagiarism and also to take the class through the guidelines for in-text citation for the APA style of referencing. LecV seemed to spend a considerable amount of time to talk about plagiarism and like LecW, called plagiarism "academic theft", "stealing", "a form of academic misconduct" and thereafter went on to cite about 5 different scenarios in which plagiarism could be said to have been committed. The lecturer then proceeded into details of guidelines for in-text citation, writing on the whiteboard a couple of times for illustration, and answered a few questions from students. I observed that later on in sessions Q6 and V10, the last sessions for the semester with each of the two groups, LecV gave the

students a group assignment on referencing which seemed like an afterthought considering that almost two months seemed to have elapsed from the time the topic on referencing had been covered, especially in the case of Group V where I had observed the topic being taught.

As was the case with Groups U and W, I did not observe at any point that students did a writing task that required them to write a full essay in which they were also required to practice how to incorporate references either in-text or at the end of the essay as a references list. However, LecV gave the students an individual assignment to write an essay introduction on a topic that he provided to see how they would incorporate the various parts of an introduction.

Academic reading instruction

In between the two groups, I observed 4 lecture sessions where LecV seemed to focus on academic reading. These have been indicated in **Table 17** presented earlier in the chapter as Q5 and Q6 for Group Q and V9 and V10 for Group V. The first session in each group (i.e. Q5 and V9) focused on defining academic reading, general reading problems of university students in EFL/ESL contexts, and effective reading strategies. On the other hand, sessions Q6 and V10 focused on rhetorical functions in academic reading texts. Towards the end, the lecturer used the remaining minutes to put the students into groups for an unrelated assignment on referencing. I did not observe any activity either for learning practice or assessment related to the reading sub-skills of skimming, scanning, intensive reading or critical reading that had been covered in class. In all the four sessions, LecV seemed to use direct instruction where teacher-talk and teacher-fronted instruction were central. The approach adopted by LecV seemed to reduce students to passive listeners and note-takers, typical of a banking approach (Freire, 1998) to education where voice and agency could hardly flourish.

In summary, reading instruction in Groups Q and V seemed to be largely characterized by direct instruction. Although a number of concepts were covered, these seemed to have been talked about theoretically and not practiced as skills that students needed in

their academic life.

4.1.2   Resources for instruction and their exploitation

I wish to point out at the outset of this section, that the EAP course at MUST seemed to have no formal course book that lecturers and students should have used during instruction. Instead, there was a course syllabus which generally outlined the topics to be covered, the week on the teaching calendar in which a particular topic would be covered, dates when assignments and mid-semester examinations would be written, among other things. There seemed to be expectation that lecturers would use this syllabus to plan their teaching and identify content to be taught in the course from their own reading. I also observed that all the 4 course lecturers seemed to share a similar set of notes which they used for teaching. I noted this from the PowerPoint slides that the lecturers (especially LecU, LecV and LecX) used for teaching which in some cases they would also beam on a projector for the students to see. I could also notice these similarities when listening to all the lecturers as they taught their various classes. I have earlier on alluded to the agreement among the lecturers that they would not share teaching notes with students in hard copy or electronic form, with an exception of the notes for referencing. In general, therefore, there seemed to be expectation that students would make their own study notes by paying close attention to what the lecturers were saying and from what they read on the slides beamed by some of the lecturers in the course of instruction. They were also expected to supplement the study notes taken from class with their own reading, guided by the course syllabus which was supposedly distributed to them by the course lecturers. In terms of technology use in instruction in the EAP course, I observed that some of the classes used for teaching and learning had pre-installed technology for PowerPoint presentations in the form of a screening cloth and overhead LCD projector or just the latter. I also observed that departments and faculties seemed to have LCD projectors available for use by academic staff who wanted to use them and that this also seemed to be the case with the Language and Communication Studies Department which was responsible for the EAP course that was the focus of the research predicated on my study. These rotated

among lecturers and it was not uncommon to see lecturers asking each other for availability of projectors for use in teaching and learning. I now present observational data on the use of various resources for EAP instruction in the course in the subsections below. These resources include PowerPoint Presentation, language resources, as well other handouts that the lecturers used for instruction with their various groups.

PowerPoint presentation in EAP instruction

PowerPoint presentation in Group U

Among the four lecturers and the five groups that I had EAP lecture observations with, I noted that LecU seemed to like using PowerPoint presentations and a projector to provide instruction. Except in the revision sessions (U8, U11, U12, & U13) where PowerPoint and a projector were not used, the only other two lectures where PowerPoint presentation was also not used were U5 and U7. However, unlike in the revision sessions above where non-use of PowerPoint and a projector seemed to be determined by the nature of the session, in U5 and U7 non-use seemed to have been due to unavailability of a projector rather than out of the lecturer's choice. In the case of session U5 for example, LecU seemed to indicate that the projector was unavailable because a cable for connecting it to a power source was missing. When UL5.S9 showed that he was struggling with the spelling for the word 'editorial' and indirectly requested the lecturer for its spelling so that he could write it down, LecU reluctantly provided the spelling and in the process indicated that dislike for teaching without a projector. When another student seemed to ask why there was no projector, LecU gave explanation that there was no cable available, that somebody had borrowed it. In U7 LecU also explained at the beginning of the lecture that they would have to do without a projector, as someone seemed to have taken it and could not be traced. In these two sessions, it appeared that while LecU would have loved to use the projector for instruction, circumstances seemed to have forced the lecturer to use the traditional lecture method. In terms of LecU and Group U, therefore, observed use or non-use of a projector for PowerPoint presentation seemed to be determined by two main factors:

availability or non-availability of projector (in the cases of sessions U1-U7) and nature or purpose of the session (U8, U11, U12, U13). In the case of the student presentations (U9 & U10), LecU seemed to have instructed students to prepare their presentations in PowerPoint and made sure that a projector was available for use on the day of the presentations. In U9 for example, lack of a projector kept the whole class waiting until one was identified almost 20 minutes into the time for the session. Also in the case of the student presentations, I observed that the requirement to use the projector was made to enable those in the audience (including LecU) to follow the presentation visually so that they could provide feedback comments later. To LecU the use of the projector during these presentations seemed to provide opportunity to assess the accuracy of the content on referencing that the groups were presenting. This is evident for example from the excerpt from U9 presented below:

> LecU: Okay, uhm looking at your example, you have that, that first editor, you've given us the, the surname and then the initials and for the second editor you've started with initials and then the surname. Uhm can you explain that. What should we do? What do we do exactly because we are a bit confused? What is the right thing to do?
>
> Pres2: Okay let me ask him *[mentions name]* to help me on that, he may have an idea.
>
> *[Here Pres2 asks a member of the group to take LecU's question]*
>
> (Excerpt from U9)

In the excerpt from U9 above, presenter for Group 2 (Pres2) had just finished making a presentation on referencing an edited book and a chapter from an edited book on behalf of his group and was now taking questions and comments from the audience. LecU asked the presenter to scroll back to an earlier slide and made observation that in the example that Pres2 gave about referencing an edited book with two editors, he had listed the first editor's surname first followed by initials and the second editor's initials first followed by surname. This observation and others by the lecturer and other students in the audience seemed to suggest a focus on accuracy which was only possible because they could follow and notice the inaccuracies visually through the projector.

I also observed that LecU seemed to regard PowerPoint presentations as an aid to speed during lectures to the extent that lack of a projector seemed to be perceived as a hindrance of some sort. In the incident from U5 cited earlier, LecU seemed to regard the student's request for spelling of the word 'editorial' as a delay, some sort of "trouble" due to lack of projector. In U4, the cable for the projector seemed to have developed a fault forcing it to go off on a number of occasions while the session was in progress. Instead of using the PowerPoint notes on the laptop to proceed with the lecture, LecU seemed to wait for the projector to power on again before proceeding. In addition, LecU seemed to regard the projector and PowerPoint as something that would assist students' note-taking and summary skills, labeling students who copied the slides verbatim as passive. For example, in session U3, after describing what active listeners did during a lecture, LecU asked students to check each others' notes and compare them with what was on the slide on the whiteboard, labeling those who seemed to be simply "reproducing the slides" as passive listeners.

Apart from the above observations, however, I observed that the use of PowerPoint presentations did not seem to contribute significantly to change of approach to teaching and learning than when a traditional lecture approach was adopted. In both cases, the lecturer continued to use the trademark Q&A, and asked students to either read from the slides (when projector was used) or from the laptop to the whole class (when projector was not available). In both instances, students seemed to interrupt LecU for clarification with almost similar frequency. Furthermore, I observed that the use of PowerPoint and a projector seemed not to be used in a way that could engender criticality in students but as a tool for promotion of a banking approach to learning in which LecU provided content to students in the form of PowerPoint slides beamed for them to record and store as notes that would possibly become useful when studying for assessment. At times LecU even directly told students to copy or record certain sections during presentations (e.g. in U4, U5, U7).

PowerPoint presentation in Group X

I noted that LecX used PowerPoint presentation to beam lecture content on 2 of the 7 sessions that I observed with Group X: in session X5 during the first part which was used to finish content on end-text citation that seemed to have been left over from session X4; and in session X6 which focused on academic reading and note-making. I noted that unlike other lecturers such as LecU and LecV who would maintain the use of PowerPoint and projector throughout an entire session, LecX mixed the use of PowerPoint and projector with other activities. This seemed to break the monotony associated with continuous use of the projector and also portrayed LecX as having a well thought-out strategy for projector use. For example, in session X5 LecX only used the projector in the first half to finish the left over content on end-text citation. In the rest of the session, LecX engaged the students in a practice activity for compiling a references list. Similarly, in session X6 LecX only used the projector to go through content on academic reading having dedicated the first part to the provision of feedback for the mid-semester examination. Even when the lecturer started to focus on the academic reading part, the projector and PowerPoint presentation only came to be used to define academic reading, after having first asked students to mention some of their reading challenges and taking them through a self-test activity for reading speed. While the non-use of the projector and PowerPoint presentation in sessions X3 (essay writing practice) and X7 (Note-making practice) could be attributed to the fact these were practice sessions for the students, the factors for use or non-use of the same in the rest of the sessions seemed to be unclear as LecX never made reference to projector use in the course of teaching like the way LecU did, for example. Also, excluding the two practice sessions, the rest of the sessions seemed to involve a certain degree of direct instruction. In X1 and X2, for example, direct instruction came when LecX talked about the different parts of an expository essay and the functions they performed. Similarly, in X4 and X5 direct instruction came in the form of giving the students guidelines for in-text and end-text citation, while in X6 it came about when explaining what academic reading is, when talking about challenges in academic

reading faced by university students in EFL/ESL contexts, explaining what skimming is and why it is important to skim certain parts in a book or a journal. However, considering that the two sessions where a projector and PowerPoint presentation were used came towards the end of the semester with only one teaching week remaining, such use seemed to have been influenced by the desire to go through content quickly in order to cover the remaining content on the syllabus while enabling students to see the points of the lecture and take down notes from the slides. Despite this, however, I observed that the use of PowerPoint presentations, especially in parts of the lecture that employed direct instruction, did not seem to contribute significantly to change of approach to teaching and learning. In both situations, the lecturer used repetitions and expansions in a bid to make the content comprehensible to the students. I include excerpts from X4 and X6 to support this observation. In the former, LecX did not use the projector to beam content on the whiteboard for the students while in the later, a projector was used towards the last segment to cover content on academic reading, reading challenges by university students in EFL/ESL contexts, and skimming. The excerpt presented below can help illustrate this:

> LecX: So what are the guidelines for uhm organizing a reference list. There are several guidelines. The first one is that you should double-space each entry, double-space each entry and use hanging indentation. Double-space each entry and use hanging indentation. So entry when we say entry we are talking about all the texts that you have used in the uhm in the essay. So all the texts that you have included in the essay should be uhm are texts. So for example, if you have Simwaka (2019) that's an entry that's one text, one entry with all the information that's there. If you have uhm Banda (2006), that's another entry. So between those entries there should be a double space and each entry should use uhm a hanging indentation. What do we mean by that? The first line of entry isn't indented, the first line of the entry isn't indented. But every subsequent line, every line that comes after it in the entry is indented. What is it *[mentions name of student TPCJ]?*
>
> *[TPCJ tries to say something but it is unclear]*
>
> LecX: So I'm saying the first line is not indented. Do you know what to indent is? What is to indent? What is to indent?   (Excerpt from X4)

In the excerpt from X4 above where a projector was not available, LecX had just started to explain the guidelines to be followed when compiling a references list at the end of an essay. As can be seen, the lecturer made several repetitions relating to double-spacing between entries and hanging indentation probably to ensure that the students understood and noted them down in their exercise books. I observed a similar trend in the excerpt from X6 presented below where a projector was available:

> LecX: So you have different strategies that will enable you to adapt reading to suit the purpose for which reading is being done. So reading is purposeful, remember? Reading is purposeful, you read for a particular purpose. So you have to adapt reading strategy to your, to your purpose, the reason why you are reading. And such strategies include scanning, skimming uhm and intensive reading. And the strategies include scanning, skimming and intensive reading. What is skimming? Skimming is used if a person wants to gain a quick overview, alright? Quick overview of material that you see if the text is useful. So when you skim, you just want to get an overview idea, an overview uhm uhm message from the text, alright?   (Excerpt from X6)

Like in the excerpt from X4 above, in this excerpt from X6 where a projector was available LecX seems to repeat points about academic reading and skimming, suggesting that there was no much of a difference in terms of the approach, with or without a projector. I once again encourage the reader to go through the transcripts for further evidence of these observations.

Like in Groups Q, U and V, I observed use of PowerPoint presentation and a projector in Group X did not seem to contribute to criticality in students but rather seemed to contribute more to the promotion of a banking approach to learning to provide students with content for them to record and store as notes for future use.

Non-use of PowerPoint and projector in Group W

I did not observe LecW use a projector to aid instruction in any of the 8 sessions I attended in this group. Instead, the lecturer seemed to rely on a set of notes on a laptop to guide teaching. I observed that LecW would often read out points from the computer to students who sat down listening and taking down notes. I also observed

that LecW used a lot of repetitions and rephrased statements to ensure that the students got the points clearly. The lecturer used the whiteboard quite considerably to write down some of the points or vocabulary or to write down examples that would help students understand the content better. In addition, I observed that on some occasions students asked LecW to repeat what had just been said so that they could take it down properly in their notes. This occurred in W2, W3, W4, W7, and W8. For example, in W2 when LecW was talking about types of abbreviations, WL2.S2 asked the lecturer to repeat the explanation about Type D abbreviations. I Include the excerpt for the incident here below:

WL2.S2: Sir

LecW: Yes?

WL2.S2: Can you explain more on the Type D?

LecW: What more can I explain? Can somebody help me explain?

WL2.S2: The meaning

LecW: Can somebody help me explain? Can somebody help me explain please? Yes, you can help *[addressing a student who has volunteered to help]*?

WL2.S3: Uhm he's saying that Type D is different from C because Type D uhm the word with ma- uhm many syllables you only take few words that are adjacent to each other. For example, agriculture, you cannot take the whole agriculture, you just take the first uhm letters that are adjacent to each other. But that word you are, you are going to, you are going to be able to recognize it what you want to say.

LecW: Agriculture you just say agric

WL2.S3: English you just say eng, e-n-g

[Laughter]

WL2.S3: Something like that.

LecW: Is that okay? *[Addressing WL2.S2 who apparently indicates that it's not okay]*. No it's not yet okay. The reason is what he has said can, she cannot write it. She wants something to write down, I'm I right?

[Laughter from a few]

LecW: She wants something to write down. Abbreviations for polysyllabic

words consisting the shortest possible form which is easily recognizable. Abbreviations of polysyllabic words consisting the shortest possible forms which are easily recognizable. (Excerpt from W2)

Instead of explaining, LecW asked another student to explain to his colleague. After WL2.S3's explanation, the lecturer seemed to recognize that WL2.S2's problem was not with the explanation but with the fact that she wanted to have something to write down. LecW then proceeded to dictate for the student to take down. I observed a similar pattern where a student asked for clarification and LecW asked other students to help clarify to their colleague in W3, W4, and W8 while in W7 LecW just proceeded to repeat the meaning of plagiarism when requested by WL7.S2(TPDE).

PowerPoint presentation in Groups Q and V

I noted that LecV used the projector and PowerPoint presentation in half of the sessions I observed with Group Q (i.e. Q2, Q4, and Q6) and half of the sessions I observed with Group V (i.e. V3, V4, V7, V8, and V10). Based on patterns of use and non-use that I observed, use of the projector and PowerPoint was seemingly meant to make the content visually available to the students and therefore enhance speed by eliminating the need for repetitions or the need to give spellings of difficult words. I seemed to get this impression, for example, in session Q1 where a projector was not used and students intervened to ask for repetitions of statements as well as spellings as can be seen from the excerpt below:

LecV: Ok an expository essay describes or explains, it describes or explains a particular set of phenomena.

Q1.S1: What?

LecV: A particular set of phenomena *[LecV slows down pronunciation of the word 'phenomena'].*

Q1.S1: Would you please write the spelling?

LecV: So the issue is spelling not that you didn't hear.

[Q1.S1 nods in agreement. Some class members laugh]

LecV: I like that honesty because some will say, 'No, I didn't hear.'

(Excerpt from Q1)

In the above excerpt from Q1, LecV had just started to define an expository essay when Q1.S1 intervened forcing the lecturer to repeat the statement with a slowed down pronunciation of the word 'phenomena' which seemed to have been causing problems. Q1.S1 eventually asked the lecturer to write down the spelling of the word. When LecV tried to move on after the incident from the above excerpt, another student Q1.S2(TPFC) intervened and indicated "We are lost" forcing the lecturer to take the statement again. An almost similar scenario occurred in session V2 when V2.S1 seemed to be lost and asked LecV to "repeat from phenomena." I also observed that sometimes the lecturer, based on intuition, explained word spellings when it was felt that students would struggle to write a given word down when the projector was not available as can be seen from the excerpt from session V9 presented below:

> LecV: Faulty habits of attention and concentration, that's another...problem. Faulty habits of attention and concentration. Forty wake *osati wa* 10, 20, 30, 40 [not the forty for figures]. *Koma wa* fault, ESCOM faults. *Enanso* ESCOM faults *yu sakumudziwanso* [But to do with fault as in ESCOM faults. Some also don't know the ESCOM faults] *[writes the spelling for faulty on the whiteboard]*. *Anthu enanu* [Some people]! Faulty habits of attention and concentration. (Excerpt from V9)

In the above excerpt focusing on academic reading challenges of university students in EFL/ESL contexts, LecV seemed to have felt intuitively that students would perhaps struggle to write down the word 'faulty.' The lecturer therefore resorted to using vernacular Chichewa to clarify that it was not the forty' for figures but the one related to ESCOM (a local electricity supply company) faults and then proceeded to write it down, arguing that even some students did not know the spelling for the ESCOM 'fault' being referred to. I generally seemed to observe that calls for spellings or repetitions from students and the lecturer's intuitive clarifications of word spellings or statements disappeared considerably whenever a projector was in use. However, it was unclear whether such a disappearance signalled students' understanding of the content or resulted from the challenges of having to listen to the lecturer and also process the information from the slides and still be able to take down notes that combined those two sources.

I also observed that the use of PowerPoint and projector to beam content for the students seemed not to contribute significantly to change of approach to teaching and learning. Projector or no projector, LecV continued to use direct instruction sometimes punctuated by expansions and recastings in order to make the content comprehensible to the students while students seemed to continue to take passive roles as listeners and note-takers.

At this juncture, I wish to signpost that data on the use of the projector and PowerPoint revealed mixed perceptions among students and lecturers and that I will return to the issue of the projector and PowerPoint presentation when presenting data from interviews with lecturers and students later on. I now proceed to present data on the use of language resources in the EAP course.

Local language resources in the EAP classroom

Exploitation of local language resources in Group U

I observed that the slides used for instruction were printed in English. In addition, LecU stuck to English medium of instruction throughout all the sessions with the exception of a few incidences, which often lasted less than a minute, where the local vernacular, Chichewa was used. I observed these incidences in sessions U5, U8, and U11. This is verifiable in the transcripts that I have provided in Appendix B1. Even in those fewer incidences, LecU switched to Chichewa seemingly for small talk rather than instruction. In U5, for example, while nominating a student to answer a question, LecU had observed that the concerned student was wearing a cap. LecU indicated that it was not allowed for students to wear caps in class. At this point, some students seemed to indicate to LecU that the concerned student had an issue that made him wear a cap all the time. In response LecU used the local vernacular word *samavula* (he does not take off) to get clarification from those who indicated that the student does not take off his cap. Further examples of use of vernacular for small talk by the lecturer are found in U8 and U11. In addition, in U11 which had been organized to provide assessment feedback for the mid-semester examination, LecU seemed to have been prompted to use vernacular by a student who continued to use the same language to

explain a challenge faced when they were writing the mid-semester exam for the EAP course. This can be seen in the excerpt presented below:

> LecU: Another problem that people faced? Are we together? We don't know how you performed. But you seem not to be with us *[addressing students at the back]*. We expect you to be with us, huh? We'll check your performance.
>
> *[Laughter]*
>
> LecU: And see whether you are serious guys or not. Any other problem?
>
> U11.S1: *Sitimamvatso, ena tinali kumbuyo* [We couldn't hear properly, some of us were at the back]
>
> LecU: Again?
>
> U11.S1: *Ena samamva* [Some didn't understand]
>
> LecU: You know when you have a problem, that problem should be well-known to people. You know when we were there somebody said, no I can't-
>
> *[Laughter]*
>
> LecU: *Simmamva?* [You didn't understand?]
>
> U11.S1: *Osati ineyo sindimamva* [It's not me who didn't understand]
>
> LecU: Okay. Some people? Uhm next time we'll do a better job. Maybe have enough speakers. (Excerpt from U11)

In the above excerpt U11.S1 responded to the lecturer's question using Chichewa that those who sat at the back when they were writing the mid-semester exam could not hear properly. This was in apparent reference to the listening part in the exam where students were required to listen to a recorded text played on speakers and make a set of notes from it. In response to the student's explanation, LecU used English to ask the student to repeat what he had just said. In repetition, the student continued to respond in vernacular, ignoring the English prompt from the lecturer. LecU then continued to speak in English and eventually switched to Chichewa to get further confirmation from the student who again continued to use Chichewa to clarify his response.

In addition to what I have stated above, U8 and U11 seemed not to be typical lecture sessions in the sense that the former was a revision session in preparation for

mid-semester examinations while the latter was feedback session for the mid-semester exam. LecU's use of vernacular in this case when compared to the other sessions where no incidences of vernacular use were observed could be attributed to the fact that these were two not typical lectures.

In terms of vernacular use by students, I observed that there were very few incidences of such use when students were presenting to the whole class or when addressing the lecturer to ask or respond to a question. In terms of the former, I noted that vernacular use was almost non-existent during the student presentations (U9 & U10), save only for two incidences (one in each session) in which the presenters briefly switched to Chichewa in what amounted to single word and two-word phrases respectively. I also observed a single incident in which a student switched to vernacular when asking for clarification from the lecturer in U7 which was about academic reading and specifically in the part of the lecture that focused on rhetorical functions in academic reading texts as can be seen from the excerpt presented below:

> U7.S12(TPMK): "Hypnotherapy is a medical treatment that is used while the patient is uhm hypnotised. The word, the word hypnosis comes from the Greek word hypnos, which means sleep under hypnos. Okay, under hypnos the patient is barely susceptible to suggestions from the doctor, who uses these suggestions to aid in the treatment. Mesmerism uhm founded by Frantz Anton Mesmer, is often confused with hypnotism and therefore with hypnotherapy." Yeah.
>
> LecU: Ladies and gentlemen, that part is there, the writer is defining something. And after reading with understanding, you know what it means.
>
> U7.S2: That last part I felt *kuti, mwina ngati sinnamve bwino* [that, may be if I didn't understand very well]
>
> LecU: *[interrupts]* Uh uh uh, you are saying?
>
> U7.S2: The last part-
>
> LecU: *[interrupting]* They way you get it, the last part?
>
> U7.S2: Is it a, is it a defining [sic]?
>
> LecU: Again?
>
> U7.S2: Is it a definition that last part? *Mwina ineyo sinnamve bwino* [may be I didn't understand well]

LecU: *[interrupts again]* Uhm maybe the question should be what is a definition?

U7.S2: Yeah, maybe I don't know what a definition is.   (Excerpt from U7)

In this particular incident LecU had nominated U7.S12(TPMK) to read from a slide on his laptop a text that seemed to exemplify a definition as one of the rhetorical functions in academic reading texts. After the reading by TPMK, U7.S2 started off in English but switched to vernacular to cast doubt if what he had heard from the reading was indeed a definition. When LecU interrupted in English to ask U7.S2 to clarify what he was saying, he used English briefly and switched again to Chichewa attributing it to himself that maybe he may not have understood the text well enough. In terms of using vernacular to respond to a question by LecU, I have already shown in the excerpt from U11 above how U11.S1 made use of Chichewa to explain to the lecturer a challenge that students faced with hearing a recorded text from which they were expected to take notes. This seemed to be the most sustained use of the local vernacular by a student in interaction with the lecturer that I observed in all the sessions for Group U. Finally, I could also overhear students using vernacular to discuss group tasks among themselves. In such situations, students switched to English when they saw the lecturer approaching their group or when the lecturer came to check with them the progress on the task. Throughout the observation period, I did not come across a situation where any of my focal student participants switched to vernacular to respond to a question, to ask a question or to make a contribution in the class proceedings.

In summary, code-mixing only seemed to occur during spoken interaction albeit in a very limited way and on a very small scale by both the lecturer and the students as I have described in this section. Such limited use may have revealed a desire especially on the part of LecU and an implicit understanding by the students of the need to keep the vernacular languages out of the EAP classroom, to keep the two languages separate instead of exploiting their functional integration (Lemke, 2002) for teaching and learning.

Exploitation of local language resources in Group X

I observed that English was the dominant language used for instruction in Group X. LecX used it widely to provide instruction. Students also used it to answer the lecturer's questions and to ask questions. In addition, the lecture content that was beamed for students was also in English. Similarly, the handouts that were used in the classroom activities were printed in English. However, I observed varied degrees of code mixing especially by the lecturer in almost all the sessions except in X3 and X5. In incidences where code-mixing between English and Chichewa the local vernacular occurred, I observed that LecX seemed to code-mix for three major purposes, namely: to clarify the meaning of certain points or expressions, to digress and to joke, and to offer advice to students against certain practices on doing certain things relating to their academic life correctly. I give selected examples below to substantiate my observations.

I observed an example of the first purpose in session X1 when LecX produced the Chichewa saying "*Mlendo ndi mame*" (literally 'Visitors are morning dew") as an equivalent of the English saying "Fish and visitors begin to smell after three days" which was found in a text that the class was exploring as a sample introduction for an essay in order to see how its author had included the elements that were supposed to be found in an essay introduction. In session X2 while exploring the differences between reading in the university and in secondary school, LecX switched to vernacular Chichewa to clarify a point on memorizing as a dominant form of learning common in secondary school as seen in the excerpt presented below:

> LecX: Do you see that there's a difference in reading in secondary school and your reading here?
>
> *[Class gives a choral affirmative vocal response]*
>
> LecX: Okay, there's a difference?
>
> *[A few could be heard saying 'yes']*
>
> LecX: Totally different? What's the difference?
>
> *[A few students try to murmur out different responses]*

LecX: At secondary school you were memorizing, okay?

[A few affirm vocally]

LecX: So *munangobwera mutangolowezaloweza mayeso anu basi* [So you just came having memorized your exams]. Form 4 *ija munangoti haa* [at form 4 you just said] we have received the paper, you were writing everything that you have memorized, okay? So you are saying that it was more about memorizing. Alright?   What do the others say?   (Excerpt from X2)

After saying to the students that they used to memorize stuff at secondary school, LecX switched to Chichewa to clarify the same point. I observed a further example of code-switching between Chichewa and English in session X6 when LecX tried to substantiate an apparent claim that Malawians do not like reading, which could also be regarded as a form of digression. This can be seen from the excerpt presented below:

LecX: I've seen many reports saying that uhm especially in the Malawian context that we are not uhm we do not have a reading culture. Is that true?

SsX: *[chorus]* Yes

LecX: We don't like reading…Huh? We don't like reading. *Mu* [in a] bus, when you go to other countries, when they get in the bus or train or an aeroplane, people are-

SsX: *[chorus]* Reading

LecX: Reading. They have a book, they have that, something uhm they are reading an e-book. *Ife tikakwera bus timatani* [What do we do when we ride a bus]?

[LecX laughs]

LecX: Bola *masiku anowo kuli* WhatsApp [Better these days there's WhatsApp]. Before you even go to WhatsApp which is really making things worse. Sleeping, eating. We like eating in the bus, huh?

[SsX give vocal affirmation]

LecX: Chips, if you are, *amene amakhala ndi ma* business *a mm'bali mwa* [those with small businesses along] uhm along the road they know that we just love eating. You are coming from Zomba, you are going to maybe Machinga. But from Zomba at Matawale you have already bought eggs.

(Excerpt from X6)

Here in the excerpt above it can be seen that LecX freely code-mixed English and

Chichewa to substantiate the point that Malawians reportedly do not like reading.

LecX also seemed to code-mix Chichewa and English to digress and joke which seemed to have the effect of making the sessions lighter. In session X2, LecX had wanted to use a handout distributed in a previous lecture for a discussion on parts of an essay body paragraph. After enquiring among the students, it appeared that some had left the handout to be used for illustration at the hostels. LecX then encouraged those who remembered to bring it to share with those that had forgotten. Having already told the students to share in English, LecX digressed and joked a bit using Chichewa by bringing in a common phrase in churches in Malawi, *'Tayang'aneni aneba, auzeni…'* [Look at you neighbour, tell them…] which made the class to laugh.

LecX also used code mixing to offer advice to students relating to their academic life. I observed this use especially in sessions X4, X6 and X7. I cite here an example from X4 where LecX switched between English and Chichewa in apparent displeasure with the admission by some students that they wrote an essay assignment given to them without citing any sources. I include the excerpt from the incident below:

> LecX: Didn't I say at the beginning, essay writing, right? That we, we need to see your thoughts but they have to be backed up by things that have already been, didn't I say that?
>
> SsX: *[chorus by a few]* You said it.
>
> LecX: It's about your thoughts yes but other people have said something maybe about that area, even if they haven't you have to still say, huh? So you mean *basi mwangolemba zanu zanu basi ngati munali oyamba inuyo kulemba za* [you just wrote your ideas as if you were the first ones to write about] the importance of science...*Ndinu oyamba* [Are you the first]?
>
> SsX: *[chorus by a few] Ayi* [no].
>
> LecX: Yeah, *ndiye ndikaperekatu apa ma* zero [then I'm going to award zero marks].
>
> *[TPCJ addresses the lecturer directly. He says something but at a very low voice].*
>
> LecX: Uhm, I didn't say that you don't need it. I said that uhm since we haven't

> learnt referencing uhm I will not, I will not necessarily uhm mark the
> referencing. But that doesn't, didn't mean that you shouldn't include it.
>
> <div align="right">(Excerpt from X4)</div>

Here, LecX seemingly displeased by the students for writing an essay without any references switched between English and Chichewa perhaps as an attempt to drive the point home or make the students understand that they had done something unacceptable in academic circles and that they should not do it again in future.

I observed that incidences of vernacular use by students in Group X when interacting with the lecturer during lecture sessions seemed to be very negligible and far between and often amounted to single phrases or sentences. For example, I overheard TPCJ say *'Palibe amene anabwera'* [No one came] to express his frustration when he tried to join football and went to the ground but was disappointed when nobody showed up. Apart from this, I observed that there were no other incidences in which students directly responded or asked questions to the lecturer using vernacular. However, I could overhear students use vernacular when talking to each other during the short breaks that LecX often gave and also when the students were doing the group activities such as in X3 and X7. The few isolated incidences of vernacular use by students seemed to signal that they might have implicitly understood the non-stated rule that they should communicate with the lecturer in English. I also observed that these few incidences of vernacular use by students were mostly allowed to pass by LecX except in one incident in session X1 during the discussion on parts of an essay introduction when LecX asked the students to explain what a hook is as seen in the excerpt presented below:

> LecX: Yeah. Uhm the introductory uhm paragraph usually consists of 3 main
> elements. Consists of 3 main elements: a hook. Uhm spelling test. Spelling test
> number 2, hook, how do you spell hook? Yes, what's your name again?
>
> X1.S27(TPMD): *[Mentions his name]*
>
> LecX: *[Repeats the name]* Yes
>
> X1.S27(TPMD): H-O-O-K
>
> LecX: H-O-O-K. Who knows what a hook is?

X1.S28: In Chichewa?

LecX: In Chichewa?

[Laughter].

LecX: You want to say the term in Chichewa?

X1.S28: I can explain it in English.

LecX: Ok   (Excerpt from X1)

In this excerpt, when LecX asked the class to explain what a hook was, X1.S28 asked if he could explain in Chichewa, the local vernacular. However, he seemed to have understood it from the lecturer's subsequent reaction that he should respond in English, which is what he offered to do. When looked at comparatively, however, I generally observed that there were far more incidences of code switching by LecX than those by students especially when interacting with the lecturer. In other words, while LecX seemed to be at liberty and privileged to weave through English and Chichewa as acts of voice and agency, the same seemed not to be true of the students. Under such circumstances, the incident involving X1.S28 in the above excerpt looked like an example of denying a student voice and agency when LecX indirectly signalled through her question that he should not use Chichewa.

Exploitation of local language resources in Group W

I observed that LecW used English widely to provide instruction. Students also used it to answer to the lecturer's questions and to ask questions to the lecturer. Similarly, the handout for practice on summary writing in W8 was printed in English. However, I observed the use of Chichewa by LecW that seemed to fit two patterns:

a) The use of the Chichewa word *eti* ['not so' or 'right'] with a raised tone at the end of a statement to seek consensus or agreement from the group. I noted that this phenomenon almost occurred across all the 8 lecture sessions that I observed with Group W and led to the choral response 'Yes' from the whole class or part of the class.

b) The use of vernacular words, phrases or sayings to explain or emphasize a point. For example, in session W3 while explaining the need to avoid referring to a

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dictionary everytime students encounter new words in their readings and rely on the context in order to understand word meanings, LecW switched to Chichewa to provide an example that portrayed how word meanings vary depending on the context in which they are used. I include an excerpt from the above scenario here below:

> LecW: I, one of these bo-, one of these days I left here. I was going to Ntcheu and I came there around, around, around by somewhere six o'clock I was in Ntcheu and I was staying that time in Zomba. And the neighbour to the person I went to visit said, *'Eee apa ndiye simunalawiretu'* ['You didn't have chance to bid farewell']. *Kuona kuti ndafulumira kwambiri akuti sinnalawire* [Seeing that though I travelled very early but this person was saying I wasn't early]. It was a contradiction, *eti* [right]? *Chifukwa ngati ndafulumira* [If I'm early] according to my understanding of Chichewa or Chinyanja it means *ndalawira* [I'm early]. Is it?

> *[SsW give a chorus affirmative vocal response]*

> LecW: But these people did not mean that. They meant *sinnatsanzike* [I did not bid anyone farewell]

> *[Laughter]* (Excerpt from W3)

In the above presented example, LecW explained the importance of learning to use the context to understand word meanings using the Chichewa word *'kulawira'* which, depending on the context and also the dialect could either mean 'to be early' or 'to bid farewell.' In this way, vernacular was used to drive home a point. In another incident in W7, LecW used the vernacular word *'mayendedwe'* [a person's gait] to explain on plagiarism that in-text and end-text citation (i.e. references list) worked together like a system in which anything cited inside written work ought also to appear in the references list and vice-versa. In the particular context, LecW compared a person who cites works in-text or in the references list only to a person who is trying to walk with a shoe in one foot only saying that for such a person, 'There is no balance in *mayendedwe'* [the way you walk] just like there's no balance when a writer lists down references that they have not cited anywhere in the body of their work. In addition, on three occasions in three different sessions (W4, W7 & W8) I observed LecW use common Malawian sayings from Chichewa to explain a point or as an illustration for a

point being made. For example, in session W4 which was about academic reading, LecW used a common saying in Malawi '*Makolo ndi Mulungu wachiwiri*' [literally 'Parents are a second god'] in connection to critical reading to explain that a critical reader would go beyond surface meanings or literal meanings and uncover other meanings. In that way, he explained that a critical reader would not take the above saying literally but as referring to the need to respect parents. However, unlike LecV and LecX, who I sometimes observed switching to Chichewa for relatively longer stretches and to achieve various purposes, my observational data with LecW showed limited use in terms of both length and purpose.

I observed that vernacular use by students during direct interaction with the lecturer or when speaking to the whole class in response to a question or when asking a question was almost non-existent. Perhaps the only notable use of vernacular language by a student that I observed occurred in session W8. WL8.S14 had asked the lecturer to explain the significance of having to arrange authors in a references list alphabetically. Initially he had asked his question in English but briefly switched to Chichewa apparently thinking that the lecturer may not have understood his question correctly as can be seen in the excerpt presented below:

> LecW: If you say 2018, you go towards the end of the paper. You see the full bibliographical information of the book you are looking for. When you have two, which one are you pointing at? But if you say Banda 2018a, 2018b, let's say at this point you are only citing this one. Banda 2018a, not this one. Then the person will directly go and check a not b. That's it.
>
> WL8.S14: No sir, I get that. But I was saying *kuti ukamapanga* arrange [that when you are arranging], *pochita* arrange *muja* [when arranging] why are you arranging them in alphabetical order, why a is supposed to be a?
>
> LecW: Why is a supposed to be a?
>
> WL8.S14: Yes
>
> LecW: Arrange-, which arranging are you talking about?   (Excerpt from W8)

In the excerpt, WL8.S14 used code mixing to clarify his question and then later proceeded to use English in the remaining part of his interaction with the lecturer. I observed during this particular interaction that LecW seemed to have allowed this use of

Chichewa to pass.

Exploitation of local language resources in Groups Q and V

I observed that though LecV largely used English for instruction, use of Chichewa the local vernacular was relatively more widespread when compared with that of the other lecturers in terms of both frequency and purposes. LecV used to code-mix English and Chichewa in all the 16 sessions that I observed between the two groups Q and V. There were also a few incidences where students used vernacular Chichewa to address the lecturer, which was sometimes allowed. Sometimes LecV intervened by asking the speaker to use English. I explain some of these observations about the use of Chichewa below with the support of excerpts from selected lecture transcripts but continue to urge the reader to refer to the transcripts in Appendices B2 and B3 for further exemplification. I also encourage the reader to note that I have italicized all incidences of vernacular use in the transcripts so that they can be easily recognized and have also provided their English equivalent in square brackets immediately after.

I observed that LecV sometimes code-switched to Chichewa to emphasize a point already made in English as can be seen from the sample excerpt from session Q1 below:

> LecV: I don't want an essay that should spoil my mood because the way you have written it, it doesn't uhm motivate me to read further what you are writing. *Muzaona nthawi zina imafika kupereka ma* assignment *kumakhala ndi nthawi yoti ndufuna ndichonge ndimalize onsewa. Kungochonga pepala limodzi kukwiya, lecturer kukwiya. Chifukwa choti zomwe walemba munthu mu introduction zamukwiyitsa kuti aaa sikutsangalatsa, nkusiya osachonga. Amuonongera* mood. *Ndiye mumawona ma* assignment *mwezi simunapatsidwe, chifukwa umati ukatenga pepala lija umati aaa amayiwanso mmene amalembera introduction yao amalemba chiyani? Basi kuliponya kaye uko*. [Sometimes when you give an assignment you tell yourself that today let me mark all of them. But just after marking one paper, you get angry, the lecturer gets angry. Because what someone has written in the introduction has made him/her angry, it's not interesting, he/she stops marking. They have spoilt his/her mood. Then you see a month elapsing before you get your assignment feedback because when you take a paper to

mark you wonder to yourself what the person was trying to say in the introduction. So you just leave it aside]. But we want an introduction that should motivate your reader to read or to learn more from uhm your essay.

In the above presented excerpt, LecV was talking about the need for an essay introduction, more especially the 'hook', to be interesting or to attract the attention of the reader. Having said that an essay introduction ought to 'motivate the reader,' LecV went on to describe in Chichewa frustration with marking student essays whose introductions were seemingly not interesting. This seemed to be a way of emphasizing the point on the need for students to write interesting introductions before switching back to English to continue on the same point.

LecV also code-mixed English and Chichewa when explaining a point or giving further information on a task during teaching as can be seen in the excerpt from session V3 included below:

> LecV: I wouldn't have problems if you give three points or four points, I wouldn't have problems. And someone was asking this morning that what happens if somebody is writing an essay *komano* [but] is off on off on points? *Kuti mwina pena sakuyankha funso. Muzachonga bwanji? Nde ndinanena kuti pali zinthu ziwiri.* [That maybe he or she is somehow missing the question. How will you mark such work? So I said there are two things]. There are two things that will happen. 1. *Funso ngati tapereka lija*, *la* assignment *lija, funso limene lijalo* [A question like the one I have given you for the assignment, that question] what we want is whether the points that you give about improving access to higher education are co- are true or not.

In the excerpt from V3 above, LecV was responding to a question by V3.S8 who had asked a question on the number of points that one can discuss in an essay. In response, LecV indicated in English that there would not be any problems if a student included three or four points but switched on to Chichewa immediately to give further explanation by referring to an assignment that had already been given to the students. Elsewhere in Q3, LecV also switched to Chichewa to explain further the meaning of

listening for general information, for example.

In addition, I observed that LecV also code-switched to Chichewa to digress from the topic being discussed. I include an excerpt here below from V3 to illustrate my observation:

> LecV: In that conclusion you have the thesis that has been restated, you have a summary of main ideas, and you have a final thought for the writer based on the issue. So what the writer is discussing, was discussing in the essay was to do with solar energy, how solar energy is helping in the world. *Anthu inu ndakumverani nkhani*, a first year *nonse. Ndakumverani nkhani yonyansa kwambiri. Yonyatsitsitsatu.* Week *imene munali pano,* week *ya* orientation [I have heard some news about all of you first years. I have heard very bad news about you. Really bad news. The week when you were here, the orientation week]. That first week. Your very first week here on campus, *akuti ku* clinic *makondomu anatha kwambiri* [they are saying that the clinic run out of condoms].
>
> *[Laughter by the whole class]*
>
> LecV: This is a true story. *Anthu akudikira akudandaula, anawa angobwera* first week [People are worried saying these kids have just arrived in the first week], *ta ta ta* [stammering] *tatha maijeni ochuluka kobasi* [we have finished just so many]. What were you doing with them? *Mumapopa zibaluni* [Were you turning them into balloons]?
>
> *[More giggles and chatter]*
>
> LecV: You've just come first week! *Mutisunga inu* [Can we trust you]? So chances are high *kuti* [that] the one sitting next to you to your right or to your left used them.　　　　　　　　　　　　　　(Excerpt from V3)

In the excerpt from V3 included above, LecX beamed a sample concluding paragraph for an essay on the whiteboard for students to see elements such as the restated thesis, summary of main ideas, and writer's final thought that were parts of a conclusion for an expository essay. However, LecV switched to Chichewa to bring in an unrelated subjected about a campus rumour regarding student sexual behaviour during the orientation week for the first years before reverting to English to resume the discussion on the essay concluding paragraph.

Further to that, I also observed that LecV switched to Chichewa to achieve humour or

to lighten the mood in the classroom. This is illustrated in the excerpt from session V2 presented below:

> LecV: So that's what our introduction is supposed to do. *Kodi paja pa* Chiyao *mmati chiyani ngati pali funso* [How do you say it in Chiyao if there is a question]?
>
> V2.S2: *Pana liusyo*? [Is there a question?]
>
> LecV: Pa-?
>
> V2.S2: *Pana liusyo?*
>
> LecV: *Pana liusyo [laughs]*
>
> *[Laughter]*
>
> LecV: Ok. *Asena mmati bwanji pali funso? Musabisale kuti, asena mulipo ambiri. Sikuti mubisale chifukwa mwabwera ku* college. [Senas how do you say 'is there a question?' Don't hide, there are many of you. Don't hide because you are in college].
>
> *[Laughter and chatter among students]*
>
> LecV: Alright uhm, anyway. Any any question or comments or need for clarification before we move on to uhm what we need to-, yes?
>
> <div align="right">(Excerpt from V2)</div>

In this excerpt, after explaining about what an introduction for an expository essay is supposed to do, LecV switched to Chichewa to ask the students how one can say 'Is there a question?' in Chiyao and later on in Chisena, both languages spoken in southern Malawi. That this seemed to be for comical effects meant to lighten the mood in the classroom is punctuated by the laughter from both the lecturer and the students. In addition, I observed that there seemed to be quite a number of incidences where vernacular use by LecV would be succeeded by laughter by the students which somehow seemed to signal that such use, whether intentional or unintentional, gave the students an opportunity to laugh, thereby lightening the mood in the classroom.

I also observed that LecV code-switched to Chichewa for purposes of class management. I noted that this seemed to occur in three ways. Firstly, LecV used Chichewa to nominate students for an activity and to tell them procedures to be

followed in an activity as exemplified by the excerpt from Q1 below:

> LecV: Ok, uhm 5 minutes is up. For those, can I have two volunteers to come in front.
>
> *[A number of students raise their hands and the lecturer nominates two to come in front and write down their work]*
>
> LecV: Aah ok! *Uyu anaimika kale mkono uyu* [This one raised his hand first]. Just prepare for the last part *[addressing another student who had also volunteered]* because after this part we will have two ladies. So the gentlemen will give us the hook, the ladies will give us the building sentences.
>
> *[One of the volunteer students begins to write while the other one waits for the lecturer to clean the other side of the whiteboard to create more space for writing]*
>
> LecV: By the way, we are not here to mark each other, *kuchongana* [to mark each other], *kukhwatchana* [to mark each other wrong] uhm we just want to help each other to see how best we can do.   (Excerpt from Q1)

In this excerpt from Q1 LecV wanted students to come to the front of the classroom and write building sentences for an essay introduction on a provided topic and had other students already write hook statements to two separate paragraphs that were developing on the whiteboard. The lecturer therefore used vernacular to nominate a student who had already had his hand up and then proceeded to state again in vernacular that the purpose of the activity was not to mark each other wrong. Secondly, LecV used Chichewa to organize groups in readiness for an assignment. This came towards the end of sessions Q6 and V10 after LecV had finished teaching on the topic for the day and now wanted to give a group assignment on referencing. In V10, for example, LecV code mixed English and Chichewa while in the process of putting students into groups for the assignment. Finally, LecV also switched to Chichewa to talk about general classroom behaviour. This could be seen, for example, in session Q3 where LecV switched to Chichewa to bemoan the state of classroom cleanliness at the very beginning of the lecture. After finding the class littered with what looked like papers from biscuit packaging, LecV in the excerpt from Q3 switched to Chichewa to show disapproval of the behaviour.

I also observed that LecV switched to vernacular to give the students general advice about their studies. For example, in Q3 LecV switched to vernacular when to advise students to skip going home for Christmas over the mid-semester break. Later in the same session LecV also switched to vernacular to advise the students in the group not to always focus on examinations when learning. I provide an excerpt of the latter example below:

> LecV*: Osamangolota zamayeso iyayi. Kumalota kuti, 'Kodi kunjako ndingakachite chani? Osamalota kuti kodi mayeso abwera bwanji. Ndi chifukwa mumapezeka kuti mafunso amene mumafunsa mkalasi mumafunsa kuti, 'kodi apopo* sir *apopo mayeso mungafunse bwanji? Muli serious? Mayeso sinkhani, anthu amakhoza mayeso. Ndi chifukwa chake ena ali* fourth year*, ena ali* fifth year*, chifukwa anakhoza mayeso.* [Don't always dream about exams. Dream about 'What will I do out there?' Don't dream about how exams will be asked. That's why you find that the questions that you ask in class are like, 'Sir how can you ask an exam question from that area?' Are you serious? Exams are not news, people pass exams. That's why we have some in fourth year, others in fifth year, because they passed exams]. *Ndiye* [And] you are worried by *mayeso* [exams] when you are in first year? *Mukuona ngati simufika* second year [Do you think that you won't go as far as second year]?
>
> (Excerpt from Q3)

Finally, I also observed that there were other times when LecV seemed to switch to Chichewa for no particular purpose at all other than just for the fact that there were two languages available to use and was at liberty to choose any of them. In this, LecV's use of Chichewa did not signal a deficiency of some sort but an active choice as can be seen from the excerpt from session Q1 below:

> Q1.S12: So does it mean that you can use any statistics you found just to get the attention of the reader whether true or not?
>
> LecV: Uhm but it's good to use statistics which is true. My understanding is that before you start writing an essay you will have read. *Umakhala kuti wawerenga* [You will have read first]. So out of *kuwerenga kwakoko* [from your reading] when you're scanning when you're reading you come across some statistics that you can use from your study. So it has to be true. Never mind what I just wrote here. But it has to be true. Otherwise you'll be creating things that do not exist in this world.

(Excerpt from Q1)

In the excerpt above, Q1.S12 wanted to know if a person can just cook up statistics and use them as a hook for writing an essay introduction. In response, LecV explained that the statistics used should be true because as a writer "you will have read" first before writing. "You will have read" is relatively simple English which the students perhaps understood without any struggle. However, LecV repeated the same in Chichewa when he said "*Umakhala kuti wawerenga.*"

I observed that despite LecV's widespread usage of Chichewa as illustrated here above, verifiable further in the transcripts in Appendices B2 and B3, there were incidences in which the lecturer seemed to prohibit the same in students even at the slightest indication that they wanted to use Chichewa to make a contribution or to ask a question. In session V5, for example, V5.S2(TPKC) wanted to ask a question relating to one of the ways for closing a concluding paragraph for a persuasive essay, namely by providing a solution. I include the excerpt of the incident here below:

V5.S2(TPKC): Sir, on solution

LecV: Yes

V5.S2(TPKC): I mean providing solution, *kodi kupanga* adding solution in conclusion *sungakhale ngatinso ukupereka idea ina* but different to the topic? [When adding a solution in the conclusion, won't it look like you are bringing in another idea different from the topic?]

LecV: The solution, the solution is in line with the issues that you have discussed, not something contrary to what you have uhm you have discussed. It has to be in line. You are providing a solution to what you have been discussing. So it's not necessarily bringing a new idea which is not part of.

V5.S2(TPKC): So *tiyerekeze kuti tapereka* [Let's imagine that we have given] *[attempts to speak in Chichewa but is interrupted by the lecturer]*-

LecV: Uhm English

[Laughter]

V5.S2(TPKC): *Ndufuna kuti mumvetsetse bwinobwino* [I want you to understand clearly]

LecV: No I can, I can get it in English, I will I will understand him

[Further laughter]

V5.S2(TPKC): Ok, let's say there's a point of, there's a point of uhm smoking.

[V5.S2(TPKC) attempts to resume in English but his colleagues continue to make noise. LecV intervenes]

LecV: Let's listen, he's he's uhm asking.

V5.S2(TPKC): *Eee* (Yes) smoking is hazardous to health. So to come up with a solution, that, those that continue smoking you will going [sic] to die. So a reader *yo sakhala ndi* point *yoti*- [won't the reader have a point that-]

[Laughter interruption]

V5.S2(TPKC): A reader *yo sakhala ndi* point *yoti* how? *Sabwera ndi* question yoti [Won't the reader ask] how is it hazardous?

LecV: It means you have provided in your body how that will lead to.

<div align="right">(Excerpt from V5)</div>

In this excerpt, V5.S2(TPKC) who had started to ask his question in English switched to Chichewa. However, LecV told him to use English. V5.S2(TPKC) insisted that his reason for using Chichewa was that he wanted the lecturer to understand his question clearly. LecV insisted that his question would still be understood if he used English. V5.S2(TPKC) obliged for a moment but reverted to Chichewa later. In this particular incident, V5.S2(TPKC)'s choice to switch to Chichwa seemed to be an act of voice and agency as he clearly indicated to the lecturer why he had opted to do so. That the lecturer insisted that he use English, therefore, appeared to be an attempt to stifle agency and voice. There is evidence in the data that TPKC asked other questions in English but in this particular scenario he chose to code-mix for the reason that he gave and not as indication of a deficiency of some sort. For example, in session V3 TPKC asked in perfect English "Are we allowed to put a quotation in the conclusion?" I observed similar incidences, for example, in sessions Q1 and V2. In the former example, when LecV had finished explaining about the elements of an essay introduction and invited questions from students. Q1.S14 who seemed to have a question on how to write an eye-catching statement or a hook for an expository essay on the topic of electricity challenges in Malawi had started his question in Chichewa

saying "Sir, *apo munalemba kuti* hook *izikhala ndi* eye-catching statement." [Sir, there you wrote that a hook should have an eye-catching statement]. However, LecV signalled to him that he should ask his question in English which he did by saying "You said that the hook should have an eye-catching statement. So taking that example, electricity challenges in Malawi, what can be the eye-catching statement you can use?" Again, Q1.S14's initial attempt to ask his question in Chichewa was an act of voice and agency and not indication of deficiency since he was later able to ask the same question in perfect English. In V2, LecV invited comments from students on a hook statement that one of their colleagues had written on the whiteboard as part of the activity for the session. After being nominated, V2.S15 started his contribution in Chichewa saying "*Kwaine…*" [According to me] before he was told by the lecturer to make his contribution in English, which he did. I wandered if the students' attempts to use vernacular could have been buoyed by the fact that they saw their lecturer do the same on numerous occasions. However, by denying the students the same opportunity, LecV not only sent conflicting messages to the students but also seemed to be denying them voice and agency. The situation seemed even more confusing when there were also other instances in which LecV allowed the use of Chichewa in some students or in chorus responses or even asked students how certain things are said in their vernacular languages as seen in the example on how vernacular was used to achieve comical effects that I have already cited in this section.

Other handouts and their exploitation in the classroom

I have briefly indicated that I observed that LecX seemed to be the only lecturer who brought to class a relatively wide variety of additional materials for use during teaching and learning in the EAP class on a number of occasions. This seemed to be the case in almost all the sessions except in session X3 which was a practice session on essay writing and in session X4 which focused on in-text citation, where the lecturer employed direct instruction to a greater degree. I observed that apart from session X5 where the materials circulated among the student groups that had been organized, in the rest of the sessions where handouts were used, LecX ensured that each student received

his or her own copy which they also took home with them after class, effectively providing them with an opportunity to continue practicing on their own. I have included some of the handouts in Appendix E3 and also wish to discuss some of these as part of data for document analysis in **section 4.3** of this chapter. I provide summarized descriptions of some of the sessions in which I observed handouts and other resources being used for instruction below:

a) In session X1, LecX used a handout that was also distributed to every student for an activity in which students read and thereafter identified elements of an essay introduction from a number of passages that made the handout. The activity was preceded by direct instruction by LecX on the parts of an essay introduction. Similar materials were also used in X2 where focus was on identifying topic sentences from body paragraphs.

b) In session X5, LecX brought 6 different materials comprising of books, a journal article, a newspaper article and a magazine which were used by students in a practice group activity on how to compile a references list in APA format. The materials circulated among the groups. This also followed from direct instruction earlier in the session and from another previous session.

c) In session X7, LecX brought a 2-page handout containing a text that was distributed to each student and used in a group activity to practice note-making and summary writing. This also apparently came after students had already learnt on how to make notes although I did not observe the actual lecture where this was covered.

However, I observed that there seemed to be no deliberate effort to encourage students to identify and bring to class their own resources for learning. The fact that all the materials were identified and brought to the class by the lecturer may not only have significantly reduced student voice and agency for all students, including my TPs, but also seemed to mirror some form of banking education where the teacher cut the image of the sole source of knowledge and students as recipients. Suffice to say LecX seemed to stand out as the only lecturer to have brought to class a wide variety of resources for

use during learning and practice.

4.1.3   Activities for EAP instruction

van Lier (2004a, p. 92) argued that activity in the learning environment is the one that brings out the affordances that the agent finds relevant for living. I observed that the four lecturers seemed to incorporate some activities in some of their sessions, depending on the content that was being covered on a particular day and with variations among them. I observed for example, that there were some activities for practice in writing (including referencing), academic listening and reading. I describe these activities in the sections below.

Activities for writing instruction

Activities for writing instruction in Group U

I observed a number of activities relating to EAP writing and referencing instruction. For example, in U1 I observed that students did a pair activity in which they were required to briefly discuss and identify parts of an essay introduction from a sample that LecU beamed on the whiteboard. Thereafter, LecU led a class discussion where students presented what they had discussed in their pairs to the whole class. I observed that there was no actual writing activity done in this session. In another session (U5), I observed that LecU first of all asked students to identify parts of a sample introduction to a persuasive essay that was read loudly to the whole class first by a student and later by the lecturer himself. Later towards the end of the session, LecU gave the class three topics for a possible persuasive essay, selected one topic from the list and then led a brainstorming activity for the whole class aimed at raising points that one could use to write an essay in support of the chosen topic. Like in U1, I observed that there was no actual writing activity done in the classroom. However, at the very end of the session I noted that LecU gave the students a group activity for practice to be done outside class time where they were supposed to write an introduction and conclusion using the points on the topic that the class had brainstormed. I noted that none of the activities on essay writing seemed to involve students in writing a full essay that also required them

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to incorporate references and citations. I further observed that all the writing activities involved group work. There seemed to be none that required students to write individually.

In relation to referencing, I observed that sessions U9 and U10 were student presentations. Student groups seemed to have been assigned sub-topics on referencing that the lecturer has already presented in earlier sessions and given guide notes by the lecturer which they used to prepare a PowerPoint presentation that was then presented to the whole class by either a member or two from the group. At the end of each presentation which seemed to last approximately 10 minutes, other students in the audience and the lecturer made comments or asked questions on the content that had been presented. The presenter for the group or other group members answered the questions. I also observed that session U13 was dedicated to revision practice activity for referencing. I noted that LecU distributed to student groups a handout with 3 different exercises, included in Appendix E3, for practicing referencing based on APA referencing which was the preferred referencing format for the university. LecU then asked the groups to discuss the first exercise and went around checking progress and attend to questions. I observed that time seemed to run out while the students were still doing the first exercise upon which LecU instructed them to continue practicing the remaining exercises on their own. I also observed that the practice activity on referencing seemed to be isolated as it did not seem to be connected to any writing that the students had done.

Activities for writing instruction in Group X

I observed 4 major activities relating to EAP writing and referencing instruction. The activities in X1 and X2 seemed to be somehow similar in approach with the only difference being that while in X1 the focus was on essay introduction, X2 focused on the body paragraph and the concluding paragraph of an essay. In terms of approach, LecX nominated one student at a time to read loudly a sample essay introduction or body paragraph from a handout while the rest of the students followed silently from

their own handouts. After the reading, the lecturer then led a whole class discussion mainly through Q&A in which students would identify the elements of an essay introduction or body paragraph from the sample texts on the handouts. These seemed to focus on the essay as a product. Another writing activity took place in X3, a group practice activity for writing an essay introduction. LecX put students into groups, provided a title, asked them to write an essay introduction based on it and went around to monitor progress and provide feedback on the work. At the end of the session, LecX told the students to "rework" their introductions and submit them in order to see how the groups had implemented the suggestions. This in a way seemed to mirror a process approach to writing.

In terms of referencing, I observed one main group practice activity in session X5 on organizing a references list using the APA format that did not seem connected to any essay writing activity. LecX put the students into 6 groups and circulated 6 different referencing materials around the groups for them to use to do the task. Each group was expected to write a references list of not less than 4 of the circulated materials as LecX went around to check progress and provide feedback.

In terms of activities for writing therefore, I observed that there were no individual tasks that were done in class. Either a whole class activity (as in X1 and X2) or group activity (as in X3 and X5) was used though later on I learnt that LecX gave the students an individual essay writing assignment to do over the Christmas break. I also observed that the activity on referencing in session X5 seemed to be rather isolated as it was not based on any writing that the students had done nor on any of the essay samples that had been used for instruction in X1 and X2.

Activities for writing instruction in Group W

There was only one session where I observed students do a practice activity in Group W. This was in session W5 where LecW gave a group activity on summary writing that lasted about 15 minutes after having first theoretically explained the steps that are followed in summary writing using what was termed the 'MIDAS' mnemonic. I

observed that LecW put students in groups of eight, gave each group a passage of a single paragraph of about 59 words in length on tornados and asked each group to come up with a summary of one sentence with not more than 15 words. I have included the text for the practice activity here below:

> A tornado is a powerful, twisting windstorm. It begins high in the air, among the winds of a giant storm cloud. People who have watched a tornado's howling winds reach down from the sky have said it's the most frightening thing they have ever seen. In some parts of the United States, these windstorms are called twisters or cyclones.

LecW then asked a few groups to present their summaries and made comments on their presentations. The activity seemed to focus on product rather than on process of summary writing and seemed rather superficial especially considering the length of the text on which the activity was based. Also, it was not clear whether it achieved the purpose. Towards the very end of the session LecW indicated that the purpose of the activity was for the students to have "a feel" of summary writing. It appeared the activity was planned with assessment in mind because of what LecW said when the groups began to present their summaries. I have included here an excerpt that supports my observation.

> LecW: Okay, let me read this one *[picks one summary from the groups to read to the class]*. I will be the one reading.
>
> *[Laughter apparently because of the tiny size of the paper on which the text to be read was written]*
>
> LecW: 'Tornadoes also called cyclones are powerful frightening storm clouds that begin in the air.' Imagine you are the one marking. How much would you give that one?
>
> *[Laughter]*
>
> LecW: Out of 10.   (Excerpt from W5)

In the above excerpt, after reading a summary of the paragraph from one of the groups, LecW asked the class to imagine they were marking the summary and determine how much they would score it out of 10. I observed at the end of the session that LecW gave the students a much longer text, about half a paragraph long and indicated would be

used for further practice in the next meeting. However, I did not have the opportunity to observe if it really took place.

In summary, students in Group W seemed not to have been provided with more opportunities to practice the concepts and skills in the EAP course. The dominance of direct instruction seemed to have contributed to this situation and meant that there were fewer affordances. Direct instruction led to a situation where LecW dominated class proceedings, but additionaly pointed to the role of the individuality of the lecturers involved in conceptualizing and executing the instruction. In this case, LecW's centralized approach implied that there were fewer affordances for learning and for agency and voice for all learners, including the target participants.

Activities for writing instruction in Groups Q and V

I observed that LecV incorporated some few activities for practice. I observed these activities in sessions Q1 (Expository Essay: The Introduction), Q2 (Expository essay: The Body paragraph), Q4 (Academic listening II), V2 (Expository essay: The Introduction), and V3 (Expository essay: The Body paragraph). In sessions Q1 and V2, for example, I observed that after explaining to the group the elements of an essay introduction and writing a sample introduction on the whiteboard, LecV gave the students an individual practice activity for an introduction to an expository essay on a title. After 5 minutes, LecV asked for 2 students to volunteer and come to the front to write their hook statements on separate sides of the whiteboard. The lecturer then invited comments from the rest of the class to critique the hook statements by their colleagues and then asked the writers to respond to the comments before also making final comments on the same. The same procedure was used for the building sentences and the thesis statement. I observed that the feedback part of the activity, which appeared to be a form of peer assessment, provided the students with an opportunity to agree or disagree among themselves as they voiced out their thoughts on what a colleague had written. However, it seemed that a limited number of students gave their feedback in both groups due to time limitations. I also observed that apart from the few (6) students who had volunteered to write their work on the whiteboard, the rest

seemed to have kept their work to themselves without any further action from the lecturer to verify if they did the work at all or if they did it correctly. In sessions Q2 and V3 which focused on developing a body paragraph, I observed that LecV gave another writing activity but seemed to have adopted a slightly different approach. After explaining to the respective groups the elements of that go into a body paragraph, LecV went ahead to write a topic sentence on the whiteboard and then asked a volunteer student to come and provide supporting sentences to it. The lecturer then commented on the supporting sentence by the student before writing a concluding sentence for the paragraph. I observed that while the approach in Q1 and V2 had more opportunities for collaboration, these opportunities seemed to have been greatly curtailed in Q2 and V3.

Activities for reading instruction

Activities for reading instruction in Group U

Although sessions U6 and U7 were dedicated to academic reading and note-making, I observed that there was no related activity for practice in U6. Also although session U7 has various subtopics, I noted that it was only when covering the content on rhetorical functions in academic texts that students were given some activities for practice. In the first such activity, although the session seemed to be about reading and in this particular case recognizing rhetorical functions when reading academic texts, I observed that LecU asked students to write a short descriptive paragraph of their own choice after having explained first that sometimes writers of academic texts write to describe phenomena. Furthermore, I observed that LecU asked a number of students on different occasions to come in front and read loudly from the laptop samples of texts exemplifying certain rhetorical functions found in academic texts while the rest sat listening and probably cognitively evaluating whether the text seemed to do what they were told it was doing. Apart from these, I did not observe any other activities for reading instruction.

Activities for reading instruction in Group X

In Group X, I observed 2 main activities for reading instruction: one for testing one's reading speed (session X6) and another for practicing note-making (session X7). The first activity was an individual reading activity. LecX gave each student a four-page long hand out and guided students through a series of steps for them to calculate their individual reading speeds in terms of words per minute (wpm). The second activity in session X7 was a group practice activity for note-making and summary writing. LecX brought to class a one-page passage which was distributed to individual students. The lecturer then asked the students to be in groups and use the passage to practice making notes from it. I noted that the lecturer instructed the students to use either the outline style or the mapping style or both to come up with the notes. The lecturer did not give any reason why the students were limited to only those two styles. LecX went around the groups to monitor progress and provide feedback. However, limiting students in terms of the styles to use for note-making seemed to suggest that the note-making activity may have been conceptualized as a tool for assessment where students write notes for someone to assess rather than an activity in which an individual makes notes for his or her own use using a style or styles convenient to them for some other use. The procedure followed in this case seemed to give the students less agency and voice. Also, as a whole, the activities for reading in both sessions did not seem to adopt a critical reading approach or any approach that could engender voice and agency.

I did not observe any activities related to reading in groups Q, V, and W.

To summarise the section on activities for EAP instruction, the activities for practice in Group X seemed to be varied and carefully planned and seemed somehow different in terms of their nature, execution and the resources used from those I observed in groups U, W, Q and V, for example. The difference seemed to arise from the individuality of the lecturers involved as well the level of thought and planning that LecX in this case invested into the instruction. Also, the resources for all the activities seemed to originate from the lecturers. Even the title for the essay writing practice for those that incorporated such activities seemed to come from the lecturer, suggesting a centralized approach that had implications for agency and voice for all learners, including the

target participants. The writing activities seemed to mirror a focus on the product while the reading activities seemed to lack elements of criticality, as deemed necessary for voice and agency. In the following section, I present data on assessment in the EAP course.

4.1.4   Assessment in the EAP course

I observed that some forms of assessment generally seemed to fit within formative and summative assessment. I also observed that talk about assessment seemed to dominate some of the sessions that I observed with certain groups, such as Group U. I also observed that individual lecturers seemed to approach the issue of assessment in the course differently. For example, LecU seemed to have been the only lecturer who organized special revision sessions whose aim seemed to be to prepare students for oncoming examinations. I present these observations in detail in the subsections below.

Formative assessment

Formative assessment when implemented successfully has potential to enhance learner agency and voice as it "emphasizes the role students play in the process of learning" giving them opportunity to "negotiate learning goals and outcomes with teachers, and engage in self- and/or peer assessment" (Icy Lee, 2011, p. 99). Furthermore, it can provide for a number of affordances as it emphasises on the learning process, improve student motivation and attitude, reduce test anxiety and stress in students, provide teachers with a wider sample of students' progress and achievement, ensure for provision of qualitative feedback, enhance collaboration between teachers and students, and lead to increased students' interaction (Alavi & Dashtestani, 2015, p. 66). I observed that the four lecturers implemented different formative assessment tasks during the course of the semester, which I present in details in the following sub-sections.

Formative assessment in Group U

I observed that most activities discussed in **4.1.3** under Group U seemed to fall within formative assessment although it was not clear the extent to which they could be said to have enhanced the various aspects of learning associated with this type of assessment or promoted the overall intended skill for the topic or subtopic of focus in the particular sessions. I provide a summary of these activities in **Table 18** below:

Table 18

Summary of activities for formative assessment in Group U

Session	Form of activity	Focus of activity	Ways of following up progress
U1	Pair activity done in class	Identifying parts of an essay introduction from a sample beamed on the whiteboard.	Selected students presented what they discussed in pairs.
U4	Take-home group activity	Discussing meanings of a list of context-less phrases given by the lecturer.	I did not seem to see evidence of follow-up in next sessions.
U5	i. Whole class activity	Identifying parts of a persuasive essay introduction read loudly to the whole class.	Chorus answers showing recall of sentences which seemed to correspond with parts of an essay.
	ii. Whole class activity	Brainstorming activity to raise points for writing a persuasive essay on a topic provided by the lecturer.	A few selected individual students gave their points to the class.
	iii. Take-home group activity	Writing an introduction and conclusion for a persuasive essay on the brainstormed topic	I did not seem to see evidence of follow-up in next sessions.
U7	Individual activity	Writing a short descriptive paragraph.	Lecturer asked one student to read what he wrote.
U8	Whole class discussion	Revising content in preparation for mid-semester examination	Individual and whole class chorus answers.

		through Q&A.	
U9 & 10	Group presentations	Presenting on various subtopics on referencing assigned by LecU.	Observation comments and questions by peers and LecU.
U11	Whole class discussion	Revision feedback for the mid-semester examinations	Individual and chorus responses from students
U12	i. Group activity	Revision/practice on writing an introduction for an expository.	Lecturer went around the groups to monitor the progress.
	ii. Take-home group activity	Developing a body paragraph from any one point raised in U12(i) above and also writing a conclusion based on the introduction.	I did not see evidence of follow-up in U13 which was also the last session for the group in the semester.
U13	Group activity	Practicing writing a reference list in APA format from a set of exercises on a handout prepared by the lecturer.	LecU went around to monitor progress. LecU asked the groups to continue practicing the remaining exercises after the session.

From **Table 18** presented above, it can be seen that group activity seemed to be more dominant than other forms, used both in class and outside the class during take-home activities. Although group work can be used strategically to promote peer collaboration among learners, it also has the potential of leaving behind struggling learners who could only be known during activities requiring individual practice. My observation is that there seemed to be no strategic reason for the preferred use of group activity over the other types other than that to do with time. In terms of the forms of activities, I observed that they also seemed to be varied although it also seemed difficult to establish the extent to which these provided the students with adequate affordances for learning and practicing the intended skills, especially when we see

from the table that a number of activities e.g. those to do with essay writing involved students in writing some parts of an essay without having to practice writing the full essay that could also have integrated references and citations. Also, I observed that some of the ways of assessing progress did not seem to be adequate. For example, chorus answers or individual responses from a few selected individuals could hardly be considered as adequate evidence of progress by all students, including the TPs, some of whom revealed during interviews that they preferred remaining quiet during lectures. Furthermore, in some of the sessions involving take-home activity (such as U4, U5iii, U12ii) there seemed to be no evidence that the lecturer followed up to see if the students had completed the tasks as these did not seem to form talking points for any of the subsequent lectures. In addition, U13 was the last lecture meeting of the semester which implied that there would be no other time for the lecturer to check the remaining part of the work that the students were asked to finish in their own free time. Most of the activities listed in **Table 18** presented above seemed to be formative only in the sense that there seemed to be no grade or score attached to them. The only exception in this category seemed to be U9 and U10 which apart from being intended for student practice also carried a grade that the lecturer assigned to each group. This was indicated by the lecturer during the presentations and are verifiable from the lecture transcripts in Appendix B1. Overall, I observed that there seemed to be two major overlapping factors that seemed to guide activity: firstly, the activities seemed to be meant to prepare students for examinations, especially end of semester examinations (summative assessment); secondly, content/input rather than activity seemed to be the major basis for organizing instruction. This implied that activity and activity planning were left to chance, often to the ingenuity and discretion of individual lecturers. Finally, LecU seemed to have been the only lecturer among the four who dedicated an entire session solely to provision of feedback and revision of questions for an already written exam as indicated in U11 in the table above.

Formative assessment in Group X

I wish to bring to the attention of my readership that most of the activities discussed in

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4.1.3 under Group X also seemed to fall within purview of formative assessment. I also gathered from session X4 that the students had an individual assignment on essay writing which was given to them outside the observation schedule. As was the case with Group U, as a researcher I did not have other tangible ways of verifying the extent to which these activities could have been said to have enhanced the various aspects of learning associated with this type of assessment or promoted the overall intended skill for the topic or subtopic of focus in the particular sessions. However, LecX seemed to have clear ways of following up on students' progress. I provide a summary of these activities in **Table 19** below:

Table 19

Summary of activities for formative assessment in Group X

Session	Type of activity	Form of activity	Ways of following up progress
X1	Whole class activity	Reading samples of essay introductions from handouts and identifying elements of an essay introduction.	Q&A approach: selected students responded to questions enabling everyone to know what the correct response was.
X2	Whole class activity	Reading samples of essay body paragraphs from handouts and identifying elements of an essay body.	Similar to X1
X3	Group activity	Writing an essay introduction based on a title provided by the lecturer.	LecX went around the groups to monitor progress and provide feedback. Groups were asked to rework their introductions and submit to lecturer to see if they had incorporated the suggestions.
X5	Group activity	Organizing a references list using a list of 6 sources	Each group was told to use not less than 4 sources to

		brought by the lecturer.	come with a references list. LecX went around groups to monitor progress and provide feedback.
X7	Group activity	Making notes from a reading passage using the outline or mapping method or both.	LecX went around the groups to monitor progress and to provide feedback.

From **Table 19** presented above, it can be seen that LecX used variety of activities although group activity seemed to be more dominant. As was the case with my observation in Group U, there seemed to be no strategic reason for the preferred use of group activity over the other types. Considering the size of the class, the most likely reason for group activities as forms of formative assessment seemed to be to reduce on time that would otherwise be spent on giving guidance and feedback to individual students. The activities listed in **Table 19** presented above were formative in the sense that there seemed to be no grade or score attached to them.

Formative assessment in Group W

The activity on summary writing I have refered to under Group X in **4.1.3** also seemed to fall within formative assessment despite its seemingly superficial nature as already observed. As a researcher, I did not find a tangible way of verifying the extent to which it could have been said to have promoted the overall intended skill of summary writing in the students. The fact that it came immediately after a theoretical explanation of how to go about summary writing using the 'MIDAS' mnemonic and also the fact that LecW alluded to scores when students presented their work seemed to point to a banking approach to learning EAP. Generally, LecW also employed the Q&A approach a lot during instruction, which it could be said was meant to assess if students were following the proceedings. However, as observed elsewhere choral responses were also common as they came about because of the use of *eti* ['not so'/'right'] by the lecturer as a way of seeking consensus or agreement from students. As such, unless an individual student decided to ask the lecturer a question or to seek clarification or

repetition, choral responses might have created a situation where it was difficult to know if individuals, including the TPs for this study, really understood the concepts or the skills.

Formative assessment in Groups Q and V

As was the case with the rest of the groups, most of the activities discussed in **4.1.3** under Groups Q and V also seemed to fall within formative assessment. In addition, LecV gave the two groups an individual assignment in which each student was required to write and submit for assessment an introduction for an essay on a title 'Improving access to higher education' which was marked and returned to them. LecV also gave a group assignment on referencing in the last week of teaching. I summarize these activities in **Table 20** presented below:

Table 20

Summary of activities for formative assessment in Groups Q and V

Session	Type of activity	Form of activity	Ways of following up progress
X1 & V2	Whole class activity	Writing essay introduction for expository essay	A few students wrote their hooks (2 students each group), building sentences (2 students each group), and thesis statements (2 students each group) which were then critiqued by the whole class.
X2 & V3	Whole class activity	Writing supporting sentences to a topic sentence written by LecX on the whiteboard.	One student in each group wrote a supporting sentence to the topic sentence while the rest of the students watched.
X4 & V8	Whole class activity	Guessing what a set of context-less phrases would signal if they occurred in an imaginary lecture or presentation.	LecV nominated some students to provided their answers.

From **Table 20** shown above, it can be seen that LecV used whole class activity. As presented in **4.1.3,** the whole class activity especially in sessions Q1 and V2 displayed some degree of collaboration especially when students developed an introductory paragraph by combining a hook, building sentences and a thesis statement written by 3 different members and also when other students and the lecturer provided feedback to their colleagues' hooks, building sentences and thesis statements. However, the use of whole class activity also had the potential of leaving out strugglers as there was no effort to check what the rest of the students had done. As was the case with my observation in Group U and Group X, there seemed to be no strategic reason for the preferred use of whole class activity over other types such as pair activity, for example. Considering the size of the class the most likely reason for whole class activity as a form of formative assessment seemed to be to reduce on time that would be spent on giving guidance and feedback to individual students.

Summative assessment

The aim of summative assessment is to show students' progress at a particular point in time by assigning a grade or score to represent their level of achievement. As such, summative assessment in many of its forms tends to be "product-based" which makes it not to be a good tool for assessing and evaluating students' learning processes (Alavi & Dashtestani, 2015, p. 66). I observed that students from all the groups wrote a mid-semester exam and an end of semester exam, all of which were individual forms of assessment. While the end of semester examination was entirely summative, the mid-semester seemed to be a bit of both, formative and summative. It was formative in the sense that it might have enabled students to appreciate on their own their progress and achievement in the course, especially from the feedback provided by the different lecturers. It was summative in the sense that students were graded and given a score that contributed a certain percentage to the final score for the course in the semester. Prior to both the mid-semester and end of semester examinations, I observed that LecU had organized sessions whose purpose specifically seemed to be to prepare students for examinations. Session U8 (for mid-semester) and sessions U12 and U13

(for end of semester) seemed to have been organized for this purpose. In this LecU seemed to stand out as the only lecturer among the four who organized special revision sessions in preparation for examinations.

For the end of semester examinations, I also observed that the lectures shared among themselves the topics that had been taught in the semester and asked individuals to come up with questions on a topic that they had been assigned. These questions were then put together to form a full paper that the students wrote. Because of this practice, I observed that lecturers made sure that they taught all the topics so that students from their group would not be disadvantaged in the exams. As for the mid-semester exam, I noted that the lecturers agreed to only examine the students on the common topics that had been covered by all four and leave out those that other lecturers seemed not to have covered. For example, although LecU seemed to have covered all the topics listed on the course outline to various extents at the time, the mid-semester exam only focused on topics to do with time management and academic listening. I will present further data on the two exams later because they form part of the data for document analysis in **section 4.3** later.
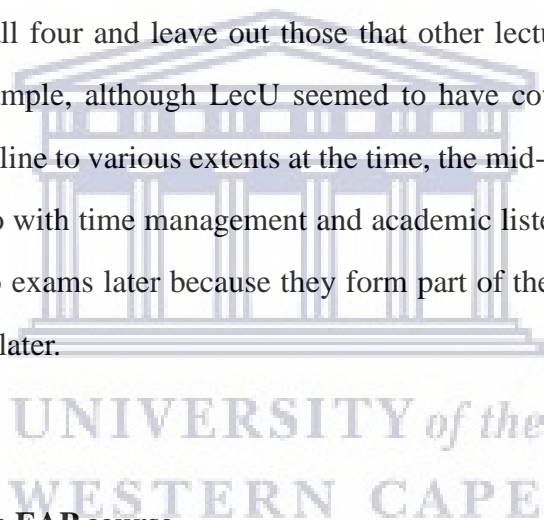
Assessment talk in the EAP course

Assessment talk in Group U

I observed that assessment talk seemed to permeate all the sessions for Group U including the student presentations on referencing, giving away a banking orientation to instruction, which seemed to signpost that LecU's approach to teaching was to a larger extent driven by the need to prepare students for assessment or examinations. I include here a few excerpts from sessions U6 and U7 and again urge my readership to refer to the full transcripts of the lectures provided in Appendix B1 for further verification of this tendency.

> LecU: In the interest of time ladies and gentlemen, this semester I've been
> saying it's short, that's why we can do without this test. You can test yourself

because during exams we will not ask you to give us the procedure that is used when somebody wants to test his or her reading speed. That question is not always there, is not there. Are we together?   (Excerpt from U6)

In the excerpt shown above, LecU seemed to quickly rush through a section in the lecture containing an exercise where students were expected to test their reading speed based on Fry (1963) on the pretext that it is not asked during examinations. Elsewhere in the same lecture, I noted LecU giving hints about examinable parts of the content, urging students to pay attention and try to answer his questions because it is what they will be asked to do during examinations. LecU seemed to be raising the spectre of examinations in order to make students explain why it is important to skim chapter headings in a book while explaining that "we like examining this part" and therefore that the focus on skimming was not a waste of time. I observed a similar pattern in session U7, for example when presenting the SQ3R, the rhetorical functions in academic texts, and the note-making styles. LecU seemed to allude to the fact that during examinations students may be asked questions relating to this approach to reading and that the expectation was that students would explain the 3 R's in the correct order of the steps in the approach. Similarly, when explaining the rhetorical functions, LecU hinted that students could be asked during examinations to write a short text that exemplified any rhetorical function, such as process narration or description. I noted a further example for such an approach when LecU went through content on note making. I include below a short excerpt from the section of the session that dealt with note making:

> LecU: So those are the four styles [of note-making] to choose from. Sometimes during exams, ladies and gentlemen, we make a choice for you. You have to understand that. And when we make a choice for you, we expect you to use that method that we have mentioned in our question.
>
> (Excerpt from U7)

Here, LecU made reference to examinations and told students that sometimes the students could be given a reading passage and asked to make notes using a particular style chosen for them by the examiners who were also the course lecturers. I noted that during the end of semester examinations for the course there was indeed a question

where students were given a passage to read and then make notes from it using the mapping method. However, such an approach seemed to reveal a reaping approach (van Lier, 2004b) to EAP teaching, with likelihood of stifling learner agency and voice.

Assessment talk in Group X

When compared with Group U, I observed that there seemed to be less talk about assessment in Group X. In **section 4.1.3** I have already described how most of the questions that the students asked in session X1 seemed to reveal that they had assessment in mind. However, I observed that the manner in which the lecturer responded to these questions showed that LecX did not want the students to focus on assessment and examinations. Only in one incident in session X4 did I observe LecX make reference to the fact that the content on referencing forms part of the exams when students indicated that they wrote an essay that had no citations in the course of the lecture. I include the excerpt about the incident below:

> LecX: You have been writing essays or you have been writing reports, you have been uhm you also write the essay which was due yesterday sorry last week, my essay, my assignment, let me just say my assignment. You, did you have a reference list? Uhm I will start marking today. Have you, did you have a reference list?
>
> SsX: *[chorus by some]* No
>
> LecX: You were just writing?
>
> SsX: *[chorus by some]* Yes
>
> LecX: What kind of academic uhm work is that? Any academic work that you have has to have a reference list.
>
> *[Murmurs from some students]*
>
> LecX: *Nde ndingochotsapo ma* marks *wo, eti*? [Then I should just deduct the marks, right?]. *Panalidi ka* mark *kenakake ka kachani uyu*, I should just have *khwaa* [There were some few marks that were allocated to this so I should just have to cancel them out]. *Timachonga izi, zibwera izi pa ujeni, pa mayeso* [We mark this stuff, it's going to be asked during exams].
>
> (Excerpt from X4)

In the above shown excerpt, in apparent displeasure with some students that they wrote an essay assignment without any citations, LecX said in vernacular Chichewa '*Timachonga izi, zibwera izi pa ujeni, pa mayeso*' [We mark this stuff, it's going to be asked during exams] apparently to indicate to the students the seriousness of what they had done. Apart from this in session X6 which had a small section at the beginning dedicated to providing feedback, LecX only gave the students advice to score very high in exams. In session X7 which was also the last session before the students wrote the end of semester examinations, LecX only gave general tips for writing examinations which could be applied to any course and not necessarily to the EAP course. In this way, I observed that the approach seemed to differ in a great way from that by LecU, for example, who sometimes even talked about how certain areas in the EAP course could be examined or how questions on particular topics and subtopics were actually framed.

Assessment talk in Group W

In Group W, I observed that talk about assessment largely came from LecW who made reference to assessment and examinations at various points in the sessions that I observed with the group. I observed that LecW seemed to reveal some sort of ambivalence towards the subject which seemed to emanate from the desire to delicately balance teaching and assessment without seeming to show due focus on the latter. On the one hand, it seemed LecW wanted to create among the students in the group the impression that the purpose of instruction in the course was not to train them to pass examinations but rather to acquire skills necessary for their academic life at the university. This seemed to come out especially in session W2 where LecW was talking about symbols and abbreviations in note-taking as can be seen from the excerpt presented below:

> LecW: What we are emphasizing here is when you are writing there are some conventional uhm there are some conventional abbreviations that you can use but you can also develop your own basing on your own understanding, *eti* [right]? If I write like this, I can understand them. Don't always try to write something that your friend can read. If it is an exam yes, it's something else. But

you know we don't teach for the sake of the exam, *eti* [right]? Exams are just there to assess whether you have learnt something or not. But the skill that we are discussing here will have to remain with you.   (Excerpt from W2)

In the excerpt shown above, LecW seemed to encourage students to develop their own symbols for use when taking down notes during lectures since they were not taking the notes for someone else to read but for their own use. The lecturer then proceeded to tell the students that although they were assessed, the teaching itself was not for the sake of examinations but for imparting skills that would remain with the students. On the other hand, LecW kept referring to examinations and assessment when teaching some of the topics in the course. I have already provided one example in **section 4.1.3** relating to the activity on summary writing. I also observed that LecW liked to raise the prospect of exams during teaching, specifically in sessions W4, W6 and W8. In session W6, for example, after noticing that students were not forthcoming in their responses when asked to come up with examples of hook statements that could be used in an essay about the programs offered by the university, LecW seemed to raise the prospect of exams to jolt students into answering the question. I include the excerpt of the incident below:

W6.S5: MUST is the only university in Malawi offering new programs

LecW: MUST is the only university in Malawi offering new programs. So it's true, huh? Most of our programs are unique. University of Malawi doesn't have them. Unique. Okay, thank you. What else?

[Silence]

LecW: That will be an essay that you are going to write. When are you writing exams you people?

[A student is overheard saying 'Thursday']

LecW: Mid-semester, next week?

[Another student is overheard saying 'Thursday this week']

LecW: Is, is it Thursday this week or next week?

SsW: *[chorus]* This week

LecW: Very good. Very good. So when that question comes in an exam because

> you are not the one bringing it, it just falls down from heaven onto your paper.
> When that comes what are you going to write? Just writing an introduction to
> that essay, what are you going to do, to write as an eye-catching statement? Yes?
>   (Excerpt from W6)

In this excerpt, W6.S5 had responded by suggesting the statement "MUST is the only university in Malawi offering new programs" as a hook that he would use. When LecW called for further examples from the group, there was silence, which prompted the lecturer to say that they would write an essay on the topic during the oncoming mid-semester examinations. I noticed a similar technique in session W4 when LecW informed the class that they would skip the content on rhetorical functions in academic reading texts because it was similar to what they had already done in academic listening. When the lecturer asked the group if they remember what they did in the listening session, one student was heard grunting a negative vocal response to which LecW responded, 'Okay, you'll remember when I tell you there's an exam.' In addition to raising the prospect of examinations, I also observed that LecW dedicated a few minutes towards the end of session W6 to brief the students about what they should generally expect in the oncoming mid-semester examinations. Thus, although the lecturer attempted to steer students' minds away from examinations and assessment especially at the beginning of the semester as seen in excerpt from session W2 cited earlier in this subsection, LecW found himself referring to exams more and more as the semester wore on.

Assessment talk in Group Q and V sessions

Issues relating to assessment seemed to permeate teaching and learning in some of the sessions that I observed with LecV and the two groups. In terms of students, I observed that concern with examinations and assessment seemed to be a motivating factor for some of the questions that they asked during the course of learning. For example, Q3.S9 and Q4.S11 wanted to know which of the areas they had covered would be the focus of the oncoming mid-semester examinations in sessions Q3 and Q4 respectively. Also, in session V3, V3.S7(TPKC) asked whether it was allowed to include a quotation in the conclusion of an essay while V3.S8 wanted to know how

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many points one is supposed to discuss in an essay. I observed that LecV seemed to be aware of the students' focus on examinations and used some of the sessions to offer advice meant to dissuade them from this tendency when learning and instead exhorted them to learn in order to acquire the skills. For example, in response to Q3.S9 whom I have cited above, LecV declined to say anything, calling the talk about exams "a very bad topic." Later in the same session LecV advised students in Chichewa to avoid dreaming about examinations when they were learning and instead focus on what they would do with the skills they were acquiring. I have included an excerpt of this under **section 4.1.2** when I discussed LecV's use of Chichewa in the EAP classroom. In the same session, LecV also made reference to an online article about 'Straight A' students whose main concern for learning was to pass exams very well rather than to know things so that they can apply them in real life. I have included the excerpt on this below:

> LecV: Because the most difficult thing with students, *ana a sukulu ambiri sitimafuna tione kuti kodi zimene ndikuphunzirazi zikundithandiza bwanji mu moyo wanga. Koma timafuna tione kuti kodi zimene ndikuphunzirazi pamayeso zidzabwera bwanji. Chimene timafuna nchimenecho. Ndi chifukwa chake, ndimawauza amnzanu dzulo kuti kuli* article *ina yake ikukamba za* "what's wrong straight A students." *Ma* straight students *ndi ma* students *amene amakhoza ma* distinction. *Ama-* focus *yao imakhala kukhoza bwino basi.* In most cases *ma* stu- those students *chimene amaganiza iwowo nchoti ndidzimvetse, ndiziloweze ndikakhoze mayeso.* [most students, don't want to reflect on how the stuff they are learning is helpful in their lives. But they want to know how the stuff they are learning will be examined. That's what we want. That is why, I was telling your colleagues yesterday that there is a certain article which is talking about 'what's wrong with straight A students.' 'Straight A' students are those who pass with distinctions. Their only focus is on how to pass well. In most cases what those students think about is that they should understand, memorize stuff and pass exams].   (Excerpt from Q3)

LecV also made reference to the same article about straight A students with Group V in session V7 when offering similar advice.

LecV also seemed to be aware of the tendency by some students to skip EAP classes

when preparing for tests for other courses and took time to warn them against this. I observed, for example, that in sessions Q5 and V8 LecV cautioned students against absconding EAP classes because of a test for a different course which they needed to prepare for. In Q5 in apparent digression, LecV told the group of having heard that students from other groups that they would be having an exam during the course of the week and wanted to find out if this particular group would also be writing the same exam. After confirmation from the group, LecV took some time to warn them against absconding EAP classes using the exam as an excuse. As a way of dissuading them from absconding LecV told the students that when EAP lecturers noticed that many students had absconded a particular class to prepare for a test in another course, they took special note of that session and included a lot of questions from the content that many absconded from during EAP examinations as punishment. However, I observed that despite such advice and warning from LecV, some students still absconded from EAP lectures to prepare for exams in other subjects. This seemed to be particularly the case in session V10 which also happened to be the last meeting for the semester. Towards the end of the session, LecV had wanted to put the students into groups for a group assignment on referencing. The lecturer noted that there were fewer students in attendance on the day and those that were present admitted that their colleagues stayed away to prepare for a physics exam which they were writing later in the same day. This happened despite LecV's warning about this tendency in session V8.

Finally, I also observed that LecV sometimes used the lecture sessions to talk about exams in general or to offer general tips about examinations. For example, when Q4.S11 asked in session 4 on how many topics would be examined during the mid-semester examination, despite reminding the class not to focus on exams probably in reference to what transpired in Q3, LecV told the students, albeit briefly, the possible topics. Earlier in session Q3, despite advising students against focusing too much on exams, LecV seemed to be offering a tip on how to approach a note-making question during exams as can be seen from the extract presented below:

LecV: *Chinthu china* neatness. *Makamaka mmayeso mumabwera*

note-making, *wakhwatcha, kudzayambira mmunsimo, akateronso akafika* point- *kumakhala uve.* [The other thing is neatness. Especially in exams there is a question on note-making. Students cancel out their work and then start again below the page and then when they get to another point-, it's all dirty].

[Murmurs from a few]

LecV: You can do that on a separate paper, then *ndikuikhwatcha ndikuipanga* file [then you cancel it out and file it]. *Zimaoneka za* smart [It looks smart].   (Excerpt from Q3)

In the excerpt LecV seemed to be tipping students on the need to observe neatness especially when answering a question on note making during exams. Although isolated, incidences such as these showed how ambivalent the subject of examinations was in the EAP course. On the one hand, LecV tried to steer students away from focusing on learning for the sake of examinations and by implication scores or grades. On the other hand, the lecturer could not help it but make reference to exams or succumb to students' demand to know what would be examined in the course.

4.1.5   Participation by TPs in the EAP course

I have explained in **section 4.1** above that I assigned each of the TPs a specific code for purposes of identification during class proceedings. I consistently applied this code system throughout the entire observation period to track each and every instance of observable participation for any target participant (TP) whenever it occurred. I understood observable forms of participation as those in which I could directly see the participants in action. These included instances where a participant answered a question by a lecturer or another student, asked a question to the lecturer or the class, made a presentation, among others. I recorded each instance of participation for any of my TPs when it occurred in the observation transcripts and in the observation protocol using brief general description. The codes enabled me to note down every instance of participation across all the lecture proceedings in the semester and establish a pattern for participation or non-participation for individual students. In this way, I generated data that showed how individual TPs participated across the lecture sessions. At this

juncture I would like to emphasize that my study was not interested in quantifying individually and cumulatively the number of times in which the TPs showed participation in a single lecture session or across all the lectures. I was interested in the nature of or form in which the participation seemed to manifest.

Participation by TPs in Group U

Group U comprised of students from two programs. The class list for these two programs showed that the total number of students was 60, out of which 8 (6 males, 2 females) became the target participants (TPs) in the study by virtue of their status as students from community day secondary schools (CDSSs). I coded the 8 TPs in Group U as TPNI, TPMK, TPMMa, TPKW, TPNG, TPNE, TPPA, and TPGE and consistently applied this coding throughout. **Table 21** shown below provides a summary of instances of individual class participation by the TPs in the group across different lectures. The *(/)* or *(//)* were my own way of recording the frequency with which a given TP showed a particular form of participation, where the *(/)* indicates such a form manifested once while *(//)* indicates that the TP manifested such form twice and so on and so forth.

Table 21

Summary of individual participation by TPs in Group U

Lecture Session	TP	Form and frequency of participation across lecture sessions
U1	TPNE	-Seeking clarification from the lecturer on a point about components of a re-stated thesis statement in an essay conclusion *(/)* -Reminding the lecturer that he forgot to indicate a due date for an assignment given in a previous lecture *(/)*
U2	TPNE	-Answering questions from the lecturer *(//)* -Asking a question for clarification on how to reference an electronic book whose URL is not known *(/)*
U3	TPNE	-Answering questions from the lecturer *(///)*

		-Commenting on the outline format of note-taking in response to a call by the lecturer *(/)*
	TPKW	-Answering questions from the lecturer *(/)* - Commenting on the outline format of note-taking in response to a call by the lecturer *(///)*
U4	TPNE	-Answering questions from the lecturer *(/////////)* -Asking questions to get clarification, explanation, or to better understand something *(/////)*
U5	TPKW	-Seeking clarification on a point made by the lecturer *(/)*
	TPNE	-Suggesting different interpretation of a concept from the lecturer's *(/)* -Answering questions asked by the lecturer *(////////)* -Asking if a final thought for a persuasive essay conclusion could be done differently than proposed by the lecturer *(/)*
U6	TPKW	-Answering questions from the lecturer *(//)*
	TPNE	-Answering questions from the lecturer *(///)* -Asking a question to get clarification *(/)*
U7	TPKW	-Answering a question from the lecturer *(/)*
	TPMK	-Reading a sample text exemplifying definition loudly to the whole class from lecturer's laptop *(/)*
	TPMMa	-Answering a question from the lecturer *(/)*
	TPNE	-Answering questions from the lecturer *(////)* -Secretly nominating a fellow student (TPPA) to the lecturer so that he reads a text exemplifying classification *(/)*
	TPNG	-Asking for clarification *(/)*
	TPPA	-Reading a sample text exemplifying classification loudly to the whole class from the lecturer's pc *(/)*
U8	TPKW	-Suggesting a topic for revision in readiness for mid-semester examinations *(/)*
	TPNE	-Assisting in distributing marked scripts for an assessment task on time management *(/)*

		-Suggesting topics for revision in readiness for mid-semester examinations *(///)* -Answering questions from the lecturer *(//////)* -Clarifying a point further when the lecturer doesn't seem to get it *(/)* -Asking questions for clarification *(///)* -Clarifying his own question to the lecturer *(/)* -Proposing that the lecturer should organize tutorials for the class *(/)*
U9	TPNE	-Co-presenting on referencing on behalf of his group *(/)* -Answering questions from fellow student on his group's presentation *(/)* -Asking presenters of other groups to clarify certain points from their presentations *(/)* -Suggesting to other groups proper ways of referencing *(/)*
U11	TPNE	-Suggesting that the lecturer should organize tutorials for the them to practice what they had covered during the semester *(/)*
U12	All TPs	Taking part in group task in their various groups
U13	All TPs	Taking part in group task in their various groups

I now explain the data on participation by the TPs from **Table 21** presented above in points as follows:

a) Of the 8 TPs, only two (TPGE and TPNI) seemed not to have participated in any overt or clearly observable ways across all the sessions despite being present. Of those that did, they did so with varied frequencies and for various purposes. For example, TPMK and TPPA participated once each when they were nominated to read from the lecturer's laptop texts exemplifying various rhetorical functions. TPMMa also participated once, volunteering to answer a question by the lecturer. Similarly, TPNG asked for clarification from the lecturer.

b) The TPs manifested wide-ranging forms of participation including answering questions by the lecturer, asking questions for clarification, reading loudly to the

whole class, commenting on content being covered on slides, making presentation, answering questions on a presentation, asking questions and commenting on presentations by other groups, suggesting topics for revision, suggesting the need for tutorials for practice, just to mention some of them. Of these, answering questions from the lecturer seemed to be the most dominant form of participation across the sessions and across the TPs, which could be revealing of the powerful position LecU held as lecturer for the group.

c) Participation varied greatly across lecture sessions. There were some sessions (such as U3, U4, U5, U7, and U8) where cumulative participation by the TPs seemed to be higher while it was low in others (such as U1, U2, U9, and U11), which could be attributed to two major factors: the interactive nature of the session as decided upon by the lecturer, and the nature or focus of the session. For example, I observed that though sessions U1-U7 seemed to be typical teacher-fronted sessions in which the lecturer came with content to present to the class, the level of participation seemed to be generally lower in U1 (which was about the expository essay) and U2 (academic referencing) than in U3-U7, suggesting that the latter were more interactive than the former. On the other hand, the focus of sessions U8-U13 varied from revision in preparation for examinations (as in U8, U11, U12, and U13) or student presentations (U9 and U10) which were themselves also a form of revision (please note that U10 does not appear in **Table 21** above because I did not observe any form of individual participation by the TPs). In this case it seemed natural for student presentations (U9 and U10) to have fewer or no evidence of participation because they were highly controlled in order to maximize on time while ensuring that more groups present on their assigned topic. In addition, I observed generally that most of the students in the audience seemed not to take the presentations seriously. For example, unlike during the sessions where the lecturer presented content, during the student presentations there seemed to be hardly any students who seemed to be taking down notes. This could be because the presentations were based on content that the lecturer had already presented in earlier sessions.

d) TPNE seemed to stand out as the TP who demonstrated more participation across the sessions (except in U12 where he was absent) and in various forms, suggesting that he may have perhaps perceived more affordances than the other TPs. I expound on TPNE's participation in below and entreat my readership to examine the forms of participation by the rest of the TPs from the transcripts included in Appendix B1.

Participation by TPNE

I have already explained that from my overall observation TPNE seemed to stand out as the TP who demonstrated varied forms of participation. In this way, the fact that TPNE than any of the TPs seemed to identify more affordances for participation for himself and in a small way for other learners might signal a quest for agency and voice on his part. In secretly nominating a fellow student to the lecturer as he did in U7 for example, TPNE seemed to show awareness of affordances for participation for himself as well as for other learners like TPPA. I use **Table 22** below to illustrate my observations further:

Table 22

Summary of participation by TPNE

Form of participation	Frequency of occurrence
Answering questions from lecturer or other students during presentation	⫽ ⫽⫽ ⫽⫽⫽⫽ ⫽⫽⫽⫽ ⫽⫽ ⫽⫽ ⫽⫽⫽ ⫽
Clarifying his own response to the lecturer	⫽
Asking questions seeking for clarification	⫽ ⫽ ⫽⫽⫽ ⫽ ⫽ ⫽⫽ ⫽
Clarifying his own question to the lecturer	⫽
Reminding the lecturer to provide a due date for an assignment from a previous session	⫽
Making observation on a format of note-making displayed on a slide by the lecturer	⫽
Proposing a different interpretation of a concept from the one	⫽

suggested by the lecture	
Secretly asking the lecturer to nominate a fellow student to perform a task	∤
Suggesting topics for revision in readiness for mid-semester examinations	⧸⧸
Asking the lecturer to organize tutorials for the class to practice what had been learnt in the course	∤ ∤
Making a presentation on behalf of his group	∤
Commenting on another group's presentation by suggesting the proper way of referencing an item.	∤

I wish to point out to my readership that my use of frequencies in **Table 22** presented above is nothing more than my own way of simplifying the qualitative data for easy processing by my mind. Having made such a clarification, I now proceed to explain the table. **Table 22** presented above shows instances where I observed particular forms of participation by TPNE. In situations where I observed that participation occurred in more than one lecture session, I have used a space to separate the sessions. I have joined frequencies such as in ⧸⧸ or ⧸⧸⧸ to indicate that I observed the particular form more than once in a given session. In this way, ⧸⧸ ⧸⧸⧸ ⧸⧸⧸⧸⧸ ⧸⧸⧸⧸⧸ ⧸⧸ ⧸⧸ ⧸⧸⧸ ∤ as indicated under 'answering questions from lecturer or other students during presentation,' for example, implies that I observed TPNE participate in this way in eight sessions: twice in the first session, thrice in the next session, eight times in the following session and so on and so forth. ∤ ∤ as shown under 'asking the lecturer to organize tutorials for the class' implies that I observed TPNE participate in this way once each in two different sessions. Across all the lectures, TPNE seemed to have participated in more than 12 different ways with answering questions being the most common form of participation followed by asking questions seeking clarification. As a qualitative researcher, however, I was not very much interested in the frequencies of occurrence for a particular form but in how such form of participation seemed to signal agency and voice on the part of the student. In this way, though answering questions from the

lecturer may have been more dominant it seemed to be less about agency or voice as it often was in response to a prompt by the lecturer where in most instances, LecU nominated the student to give a response. I illustrate this point using the excerpt from session U4 below:

> LecU: So we talked about four styles of note-taking. And what are these styles? 1?
>
> *[Class responds in a chorus but the response is unclear prompting the lecturer to suggest that individuals should give response]*
>
> LecU: Uhm one person at a time, yes?
>
> U4.S1: Mapping method
>
> LecU: Mapping method. Good. Secondly? Yes, sir?
>
> U4.S2(TPNE): Cornell
>
> LecU: Number three?
>
> U4.S3: Outline
>
> LecU: The outline. Number 4? Yes?
>
> U4.S4: Paragraph   (Excerpt from U4)

In the above shown excerpt, at the beginning of the lecture session on academic listening, LecU as a form of revision started by asking the class to mention the four styles of note-taking that they had covered in the previous session (U3). TPNE is nominated by the lecturer and mentions the Cornel Method of note-taking.

On the other hand, TPNE's acts in asking for clarification (U1, U2, U4, U6, U8 & U9), reminding the lecturer about an assignment due date (U1), proposing a different interpretation of a point than the one suggested by the lecturer (U5), secretly nominating a fellow student to the lecturer (U7), asking for tutorials (U8 & U11), and making a presentation on referencing on behalf of his group (U9) seemed to be more about agency and voice. I present data from two incidences to illustrate this point. Firstly, I use below the excerpt from U6 where LecU was asking students to explain the importance of skimming different parts of a journal article when reading:

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LecU: What about conclusions? Is it important to skim the conclusions? Always conclusions are there, you have to look at them. Yes, why why should you do that? Why should we look at conclusion? Yes, madam?

U6.S7(TPNE): Question, question

LecU: Yes, you have a question?

U6.S7(TPNE): Is that conclusion talking about uhm the conclusion of the whole journal or maybe just for one article?

LecU: Uhm this is, we are talking about a conclusion for a particular article because this journal it's like, it's like a big book. Inside it we have these articles, and we are looking at the conclusion for this particular article.

(Excerpt from U6)

After asking why it is important to skim the conclusion in a journal article, LecU had at the end nominated a female student referred to as 'madam.' However, TPNE intervened before the nominated student answered the question and indicated that he had a question thereby 'forcing' the lecturer to recognize him. I observed TPNE doing something similar in many other instances. Furthermore, in U7 I observed TPNE secretly nominating another student TPPA who was also one of the TPs. LecU had been discussing rhetorical functions in academic reading texts and due to the unavailability of a projector, asked a few students to come in front and read loudly to the whole class from a laptop examples of paragraphs demonstrating each rhetorical function. In the excerpt presented below, LecU was talking about classification as one of the rhetorical functions and was looking for volunteers to come in front and read the example on the laptop to the whole class.

LecU: Uhm can somebody come and read this class- classification? You know when we read these examples, it also gives you a picture of how you can present a classification. I wanted again male-

[TPNE secretly suggests to the lecturer that he should nominate his colleague TPPA]

LecU: Oh okay yeah. Uhm sir can you help us read this, yeah at the back?

[Laughter. TPPA rises and walks to the front amid laughter and chatter from other members of the class]

LecU: Sir, what I expect you is to just read this part. Okay, ladies and gentlemen,

can you listen to this kind of classification as an example. Listen.

(Excerpt from U7)

In the above excerpt, TPNE who stood behind TPPA secretly suggested to LecU to nominate the latter by pointing at him. LecU picked the cue from TPNE and proceeded to nominate TPPA who walked to the front to read the text. In nominating a fellow student, TPNE perhaps not only seemed to be agentive. He seemed to show he could identify affordances for participation for himself and for other students. In addition, beyond the face of it, the act of nominating a fellow student for the lecturer could be a way of positioning the nominated student as well as a way of communicating to the lecturer to also consider nominating 'quiet' students such as TPPA to participate in the learning activities of the EAP course.

To summarize, although the lectures in Group U seemed to be interactive in the sense that the lecturer often asked questions meant to help students follow the proceedings, observation data on individual participation by the TPs seemed to show varied forms of participation as well as non-participation. While TPNE and TPKW could be said to have been relatively active the other TPs such as TPMMa and TPNG seemed to be less active. I did not observe TPGE and TPNI participating in any form in their individual capacity. On the other hand, the case of TPPA could be classified as 'forced' participation as he only seemed to have participated because he was nominated secretly. I will return to the issue of participation when presenting data from individual student interviews with the TPs in **section 4.2.1** later.

Participation by TPs in Group X

Group X also comprised of students from two programs. The class list for these two programs showed that there was a total number of about 40 students, out of which 3 (all male) became my TPs in the study, having been selected from CDSSs. I coded these 3 as TPCF, TPCJ, and TPMD. In **Table 23** shown below I provide a summary of the observed forms of participation by the TPs in this group.

Table 23

Summary of individual participation by TPs in Group X

Lecture Session	TP	Form and frequency of participation across lecture sessions
X1	TPCJ	-Answering questions from the lecturer *(///)* -Extending lecturer's explanation without waiting to be asked *(/)* -Asking for clarification without waiting to be nominated *(/)*
	TPMD	-Answering questions from the lecturer *(/)*
X2	TPCJ	-Answering questions from the lecturer *(////////)* -Interrupting the lecturer to ask a question *(/)* -Indicating to the lecturer that she's only nominating female students for the reading tasks *(/)*
X3	TPCJ	-Initiating the formation of a group in readiness for a group task
	All	-Taking part in group activity on writing essay introduction
X4	TPCJ	-Answering lecturer's questions *(////)* -Responding to the lecturer's concerns about absence of referencing in an essay writing assignment *(/)*
X5	TPCF & TPJC	-Taking part in group activity on referencing
X6	TPCJ	-Answering questions by the lecturer *(////)*
	TPMD	-Indicating to the lecturer that he did not receive his exam script *(/)*
X7	TPCF & TPCJ	-Taking part in group activity on note-making

The data on participation by the TPs in Group X as summarized from **Table 23** presented above shows the following:

a) Of the 3 TPs, only TPCJ seemed to have participated in more overt or clearly observable ways in most of the sessions. TPCF only participated in the group tasks.

The only other time I observed TPCF interact by way of saying something in class was in session X5 (Academic referencing) when LecX asked him his name in order to write it on the whiteboard as an example of an author. I have not included this in **Table 23** presented earlier because I did not regard it as a significant form of participation. TPMD seemed to have participated in two main ways: when he gave the spelling for 'hook' when nominated by the lecturer in session X1 and when he indicated to the lecturer that he had not received his marked script for the mid-semester examinations in X6. He also generally participated in the group task on writing essay introduction in X3 but skipped the other two group activities in X5 and X7 as he was not available in class when they took place.

b) TPCJ manifested relatively wide-ranging forms of participation with the most dominant form being the less agentive answering of questions posed by the lecturer which he manifested in sessions X1 *(///)*, X2 *(///////)*, X4 *(///)*, and X6 *(///)*. However, I also observed that he manifested other forms of participation which I considered to be more about voice and agency such as when he extended the lecturer's explanation without being asked (session X1), asked for clarification on a point without waiting to be nominated (X1), indicated to the lecturer that only female students were being nominated to read sample essay paragraphs (X2), initiated the formation of his group for a group activity on writing an essay introduction (X3), and when he attempted to respond to the lecturer to clarify why perhaps some of the students had decided to write an essay that did not include citations and references (X4). This could be indication that TPCJ perceived more affordances of participation than his other colleagues.

In summary, the observation data on individual participation by the TPs in Group X seemed to suggest varied forms of participation as well as non-participation. While TPCJ manifested more forms of participation, his other colleagues seemed to be less active. In addition, the absence from lectures by TPMD seemed to be a form of non-participation.

Participation by TPs in Group W

Group W was also made up of students from two programs and had about 55 students, 6 (all male) of whom were my TPs. These were TPDE, TPKI, TPZG, TPCV, TPHJ, and TPMK. However, I only observed some form of participation from TPDE and TPKI and none from the rest. In relation to TPDE, I observed him in three instances which I summarize here. In the first instance in session W5, when LecW had asked if anyone had a book which he wanted to use to explain a point on summary writing, TPDE volunteered 'his' book. In another instance in W6, LecW read a sample essay introduction and asked the group to guess its title. TPDE together with other students raised their hands but LecW nominated W6.S7 who gave his response first. When LecW wanted to nominate TPDE, he indicated that his response was similar to what W6.S7 had just given. In the last instance in W7, TPDE asked LecW to repeat the meaning of plagiarism so that he could take it down in his notes. On the other hand, TPKI's only form of participation came in session W8 when he asked LecW whether "we consider the alphabetical order" when listing the names of authors in a material authored by several people in the references list.

In summary, the observation data on individual participation in Group W sessions that I observed showed that there was very little participation by the 6 TPs in the group, unlike in other groups such as U and X. Even the two TPs whose participation I have recorded here seemed to be hardly a manifestation of voice and agency. Perhaps the domination of direct instruction and the occurrence of choral forms of response as explained elsewhere in this Chapter may have had the effect of stifling potential forms of individual participation.

Participation by TPs in Groups Q and V

Both Group Q and Group V had students from two different academic programs. The class lists for the two programs that made Group Q showed that there was a total number of about 50 students, out of which 13 (1 female, 12 males) became my TPs in the study, having been selected from CDSSs. I coded these as TPMJ, TPMY, TPMP, TPBD, TPTC, TPCL, TPMC, TPMM, TPLS, TPKS, TPMS, TPKH and TPFC. On the other hand,

Group V had about 40 students, out of which only 2 (all male) became my TPs. I coded these as TPKC and TPDA. In **Table 24** shown below I provide a summary of the forms participation that I observed from the TPs in the two groups. I continue to emphasize that my study was not interested in quantifying individually and cumulatively the number of times in which the TPs showed participation in a single lecture session observed or across all the lectures. I was mainly interested in the nature of or form in which the participation manifested.

Table 24

Individual participation by TPs across lectures in Groups Q and V

Lecture Session	TP	Form and frequency of participation across lecture sessions
Q1	TPFC	-Interrupting the lecturer to ask for repetition of some information in order to note it down.
	TPKS	-Providing oral peer feedback on a hook written by a colleague on the whiteboard as part of class activity.
Q2	TPFC	-Interrupting the lecturer to ask a question on whether the summary of main ideas in an essay conclusion should reflect the order of mention that was in the thesis statement in the introduction. -Asking a question on the kind of phrases one can use to signal that you are concluding your essay.
Q3	TPMS	-To know "what" Darwin was after LecV made reference to Charles Darwin and his theory of evolution when discussing the Cornell method of note-taking.
V2	TPDA	-Volunteered to write a hook on whiteboard for peer assessment as part of a class activity on writing an essay introduction.
V3	TPKC	-Asked a question on whether it was allowed to include a quotation in the conclusion of an essay.
V5	TPKC	-Interrupted the lecturer to ask if providing a solution as one of the strategies for concluding a persuasive essay could not be construed as introducing a fresh point. -Insisted on using Chichewa to ask his question because he wanted

		the lecturer to understand him clearly.

The data on participation by the TPs in Group Q and Group V as summarized from **Table 24** presented above showed that participation by the TPs was significantly lower both in terms frequency and forms of participation. In both groups, asking the lecturer a question seemed to be the most common form of participation. In Group Q where I observed 6 sessions and where the number of TPs was significantly higher (13) only three TPs manifested some form of individual participation with TPFC showing most forms of participation, while the rest of the participants did not. For example, in session Q1, TPFC interrupted his lecturer to repeat some content so that he could note it down, while in Q2 he asked what seemed to be exam-oriented questions relating to essay writing. Similarly, in Group V where I observed 10 sessions, the 2 TPs that were in this group showed some form of participation in the earlier sessions of the semester but such participation disappeared as the semester wore on. For example, in V2 TPDA volunteered to write a hook on the whiteboard in front, which was critiqued by his colleagues as part of the activity on writing an essay introduction. TPKC asked what seemed to be an exam-oriented question in V3 when he wanted to know whether one can include a quotation in the conclusion of an essay or not. In V4 TPKC interrupted the lecturer to ask another seemingly exam-oriented question on whether providing a solution as one of the strategies for concluding a persuasive essay cannot be mistaken for introducing a new idea, in the course of which he also insisted on using Chichewa claiming that he wanted his question to be understood clearly by the lecturer.

As I have observed elsewhere in this chapter, LecV's sessions with the two groups were characterized by direct instruction manifested through long stretches of teacher-talk in which there were also rarely any questions asked to the students relating to the content of what they were learning or to find out if they had prior knowledge about the course content on some of the topics. Also, as I have observed elsewhere, LecV seemed not to maximize the 2 hours allocated to each session in most of the sessions, with most sessions ending before one hour. While not trying to establish a cause-effect relationship,

it is possible that these tendencies by LecV may have had implications on general student participation, including that of the target participants with further implications for voice and agency in the course.

4.1.6 Summary on EAP lecture observations

In the sections above, I have presented observational data from the 5 EAP groups and four lecturers focusing on the instruction of academic reading and writing in the EAP course that was the focus of my study. Specifically, I have presented data relating to instructional approaches, resources for instruction (including language resources), activities for instruction/practice and assessment, and classroom participation by the TPs.

I have shown how the status of the EAP course as a service subject seemed to influence instruction, especially in the cases of LecU, LecV and LecX who brought the teaching of essay writing forward than stipulated on the course syllabus in anticipation that students would be given assignments and tasks requiring them to write essays in their content modules. I have also shown through the data presented that though the four lecturers in the study seemed to be using the same content for instruction, they adopted different approaches for instruction with all of them employing direct instruction with varied degrees across the topics, which seemed to have the effect of reducing learners to passive roles. Differences were also noted in the use of resources for instruction. While 3 of the lecturers used PowerPoint and a projector to aid instruction, one other lecturer (LecW) never used the same. In addition, even those who used the above, I have revealed through the data that they seemed to do so for various purposes, all of which however seemed not to engender criticality in the students as they reduced them into passive recipients of lecture content. Furthermore, I have shown that apart from the use of the PowerPoint and LCD projector, only LecX seemed to have brought a considerable variety of additional instructional resources. In terms of language resources, I have pointed out as to how the English language came to be assumed as the dominant medium of instruction by the lecturers who also displayed varied degrees of

use of Chichewa, the local vernacular, to achieve various effects in the classroom. I have also pointed out how in some cases lecturers such as LecV insisted that students should stick to English when speaking in the classroom, which seemed to deny such students agency and voice.

In terms of the actual skills of academic reading and writing, I have pointed out how the approaches as well the activities for instruction and practice seemed mostly to be driven by the need to prepare students for assessment. In the case of Group U, for example, I have presented data showing how the lecturer organized practice and revision activities in readiness for assessment and how assessment talk dominated most instruction in the group. On the other hand, LecV and LecW showed ambivalence in that though they tried to dissuade students from focusing on examinations during instruction, they inevitably found themselves talking about the same as they were teaching. I have also pointed out how instruction seemed not to provide the students with real opportunities for practicing the various skills and sub-skills in the EAP course. For example, in the case of writing apart from the fact that all the four lecturers seemed to focus on the essay as a product, with implications for agency and voice, only LecX seemed to have given students an assignment requiring them to write a full essay that also included citations and references.

Finally, I believe that I have also presented observational data that revealed that a large number of the TPs seemed to show little or no observable forms of participation whereas only a few such as TPNE (Group U) and TPCJ (Group X) showed more agentive forms of participation. Observation data on participation by the TPs also revealed various degrees of the dominance of teacher-talk and prolonged direct instruction and the lack of opportunities for students to participate in active ways, necessary for engendering voice and agency in the target participants in particular and the whole class generally. I propose to develop these emerging themes in Chapter Five. In the next section, I propose to present the data generated from interviews.

4.2 Data from interviews

In the previous section, I have presented data from EAP lecture observations. In this section, I present data from interviews with EAP lecturers and students. At the heart of a qualitative interview is the desire to understand the meanings participants attach to their everyday lived experiences rather than regard the responses they give as facts (Warren, 2001; Seidman, 2006; Kvale, 2007; Yin, 2010;). In the present study, I conducted interviews with twenty-one individual students who were also my TPs in the classroom observations whose data I have presented earlier in **Section 4.1**, two focus groups (FG1 & FG2) with the TPs from EAP classes that I was not able to observe, and the four EAP lecturers. The raw data from interviews helped me to relate the students' and lecturers' accounts with what actually transpired in the EAP lecture observations in light of my research questions. Since I interviewed many participants, I wish to reiterate at this juncture that I will only present selected data that I strongly believe can illustrate my research themes. Due to space limitations here, I have furnished the rest of the raw data in the form of interview transcripts in Appendix D. I now proceed to present data from the interviews, starting with data from interviews with the target student participants.

4.2.1   Interviews with student participants

I conducted individual interviews to allow the target participants' describe their understanding of the relationship between EAP to the other courses that they were studying at the university and how this influenced their learning of the EAP course and to describe their own participation during the EAP lectures with a view to identifying resources and activities for EAP instruction. I believe that this can help me come to terms with: how they found the EAP lectures useful for their learning and practice, the assessment practices in the EAP course along with the opportunities for learning and practice that they provided to them. Further to this, I believe that I could get a verifiable picture of the EAP classroom environment and how it promoted or constrained their learning of the course, and opportunities or constraints for EAP learning outside the

EAP classroom. I have explained in **Chapter Three** that I also conducted focus group interviews with participants from the groups that I was not able to accommodate into my lecture observation schedule. Thus, for purposes of triangulation and data validation, I used the focus groups not only to "achieve corroboration" (Barbour, 2017) but also to see if I could obtain parallel and yet insightful data to that obtained from the interviews with individual student participants from the classes that I had opportunity to observe. In this regard, my aims for conducting focus group interviews with the two groups were similar to those for the interviews with the individual target participants and both kinds of interviews enabled me to get an understanding of the EAP learning experiences of students selected from CDSSs. For the two focus groups, I employed an identical interview guide albeit with slight variations in the probing questions as necessitated by the responses from the participants. I have already presented the interview guides in **section 3.5.3** of my methodology chapter.

Interviews with TPs from the EAP classes that I observed

I asked each individual TP a set of five main questions, which also had subquestions. Their responses generally showed certain similarities and differences. However, due to limitations of space it is not possible to present data from each individual TP. Instead, I present selected strands of data with responses that showed remarkable congruencies, while also highlighting some differences wherever I noted them. Since the first three interviews were used to pilot the interview instrument, the data that I present in this section is from the remaining eighteen TPs. All of them answered the same questions and where necessary I asked them probing questions if I felt the need for clarification.

The first question focused on belief regarding the purpose of EAP. I asked the TPs to explain their belief about the purpose of the EAP module in their academic life. I identified about four different purposes from the interview data that showed what the individual TPs believed to be the purposes of the course, namely: communication and expression, academic progress, improving understanding, and improving language and grammar which I explain below. Firstly, some of the TPs believed that the EAP course was about teaching them how to communicate or express themselves as can be seen

from the excerpts presented below:

> TPKH: Uhm I can say that uhm in Language and Communication uhm as a module it helps a lot in the sense that maybe, uhm in the way of how we can write, how we can communicate uhm how we can interact with people in each and every circumstance.

> TPCJ: Alright uhm having studied much about grammar in primary and secondary I think uhm the university academics is aware that we are a bit conversant with the grammar and I only believe that EAP is there just to, to tell us or to teach us how to express ourselves in the various fields that we are going to take after uhm pursuing our various programs. So to me I only believe that LCOS is or EAP is there just to teach us how to express ourselves, how to express our opinions.

In the above shown responses, TPKH seemed to understand that the course was there to train him how to communicate or interact with people in various circumstances. On the other hand, TPCJ felt that the EAP course was a departure from the English language courses at primary and secondary school and focused on teaching him how to express himself in preparation for future roles after university.

Other participants seemed to understand the purpose of the course in relation to their academic progress at the university in terms of language skills as could be seen from the response by TPNE presented below:

> TPNE: Uhm I think here like at the university I believe that we are learning uhm LCOS [i.e. EAP] just uhm as to guide us so that we'll do better in other areas of study. For example, maybe it will assist us to write good essays uhm good reports…because you know as we coming from secondary school, it's not everyone who has got a good background maybe on languages.

In this way, TPNE seemed to view the EAP course as being there to help students do better in their areas of study by equipping them with language skills such essay writing skills.

Other participants also believed that the course was there to help improve their understanding of the English language as shown below:

> TPHJ: Uhm this subject language uhm it is very important to I [sic] as a student because it assist [sic] me to understand everything that I can learn here coz [sic] without the sci- without the language English, I can't understand even physics,

chemistry and so forth.

TPFC: Okay. Uhm I believe it's to increase knowledge on understanding and to increase uhm the way uhm the way we should understand English like to, to improve vocabulary.

The responses from TPHJ and TPFC as presented above, for example, show that they seemed to view the EAP course as being there to help them with their understanding of the English language, which was also the medium of instruction within the university.

Furthermore, other TPs understood the purpose of the EAP course to be improvement of students' language and grammar despite the fact that the EAP course did not seem to have any content relating to these. This belief was articulated by TPGE as seen from the excerpt presented below:

TPGE: Yeah. Uhm to my thinking the main, main purpose of Language and Communication [i.e. the EAP course] is to to improve the good language, to improve the grammar of the students at the university.

Although the EAP course had its stated aim on the course syllabus which was made available to the students electronically or in hard copy form, the responses in the above excerpts seemed to show that the TPs had their own understanding of the purpose of the course based on their experiences from secondary school and also in the EAP lectures that they had attended in that particular semester.

In the second question, I asked the TPs to explain the relationship that they had noted between the EAP course and their academic life at MUST and how such noticing had influenced their participation when learning the EAP course. Firstly, I asked students to explain if they had noted any relationship between what they were learning in the EAP course and what they were studying in the other content modules in the course of the semester. Responses from the TPs revealed that they largely noted a relationship in terms of the three language skills of listening, reading and writing. However, actual responses varied with some TPs talking about the connection in general terms. For example, TPMY gave a general response in which he talked about the EAP course as a bridge between secondary school and university as presented below:

TPMY: So LCOS [i.e. the EAP course] is like something that bridges the gap between the two levels [i.e. secondary school and the university]. And I think it's like it is very helpful in being able to like letting us know what to do in…various circumstances concerning the other modules.

In this regard, TPMY seemed to view the EAP course as helpful, giving them knowledge on what to do in other courses. TPMP noted a 'very big relationship' as there were courses where they needed to apply time management, listening and reading skills and referencing as presented below:

> TPMP: Yeah, there's a big relationship. Very big relationship because even other courses they need to apply time management. Other courses they need to apply referencing. What we are learning in LCOS. They need reading, listening skills. They even need reading skills academically.

Other TPs gave specific details of the perceived connection between other modules and particular topics or subtopics in the EAP course. I noted that in terms of writing, talk about the relationship between referencing learnt in the course and its application in other modules was the most cited by TPs such as TPHJ, TPKS, TPKW, TPMC, and TPNG. Here below is one such response:

> TPMC: Okay uhm in general I can say as I have already said in LCOS we learn uhm so many skills. For example, uhm I can talk about referencing. On each and every assignments [sic] we have been given uhm we need to acknowledge the source of the material we have been using. So we use those concepts uhm we have learnt in LCOS in any module we have been given assignment even biology. So we apply uhm those concepts.

The fact that referencing seemed to be the most cited connection might signal that students may have found it more relevant since it was also an entirely new topic than the topics on essay writing or reading, which some students explained were also found in secondary school where they were coming from. TPCK saw the connection in terms of essay writing, claiming he noted "a very strong relationship" between the skills for writing an introduction or conclusion of an essay taught in the EAP course and the essay writing in biology as pointed out below:

> TPCK: Yeah, of course I noted that there is a very strong relationship between LCOS and other modules. For example, if we go to biology, there are essays that we write in biology and the format of those essays are more or less the same like what we do in LCOS because we are supposed to come up with a hook a building sentence as well as a thesis of the uhm during, when we are writing an introduction. So it's more or less the same and how do we write a conclusion it's more or less the same as LCOS.

Although, the EAP course did not have content about writing laboratory reports, some TPs such as TPCF, TPFC and TPCJ claimed that some of the concepts in it were

applicable to the writing of this kind of report as TPCF explained in the excerpt presented below:

> TPFC: Uhm in LCOS module we do learn different, different topics which help uhm, which relate with the uhm with minor topics in the other modules, like the essay writing. Yeah, in the other modules we are, whenever we have like, we have had a lab by the end of a lab we are told to write a report of what we are doing in the lab. So it's an application from the LCOS class to, to the other, to the other course. So that's really help [sic].

In relation to academic reading, TPPA claimed that through what he had learnt in academic reading, he would now be a selective reader while TPNE claimed that he applied the principles learnt in the EAP course on reading to study and make his own notes. The excerpts shown below can help illustrate this:

> TPPA: Okay. On the part of reading, it will help me to be a reader who is able to, a, a selective reader that knows that thing will helpful [sic], is help [sic] to, is helpful to me and this thing is not helpful. So on that part it is more applied to any other courses.

> TPNE: I think they are very related uhm because uhm let's say for example when we learnt about, we learnt about reading and everyone knows that at a university you are supposed to read. You are just, you don't just depend on lectures. So for someone to be able to read and maybe obtain the correct information you need those skills. So having learnt uhm reading in LCOS, I try my best to apply, yeah for example, when I read these days, I try to have maybe a paper so that I take down some notes.

TPGE perceived connection in terms of spelling and grammar although these were not part of the topics in the EAP course or the content that was actually covered in the lecture sessions for Group U where he belonged. The excerpt shown below can help illustrate this:

> TPGE: Uhm connection is there because uhm we can see that in this language most mistakes were spelling. So spelling is needed everywhere, even in biology, physics, chemistry. So it means if I can be familiar with spellings it can be easy for me to pass even chemistry because I will write the same, same uhm spelling because change in spelling also change [sic] the meaning. So I think this one can helps [sic] to uhm it can helps [sic] to improve a grammar. It can helps [sic] to improve a grammar whereby you can write a good uhm good information in chemistry or physics and whatsoever yeah.

When I pointed it out to him that the EAP course did not cover content on spellings, he insisted that there were "several relationships" and this was just one of them.

In the second subquestion I asked the TPs to explain how the perceived connection between EAP and the other courses that they had articulated influenced their participation during EAP lectures. In the responses, some TPs described their participation in terms of attendance. Others talked about their participation in terms of answering or asking questions, listening attentively and taking down notes during lectures. There were also others who seemed to indicate that they actively chose non-observable forms of participation. TPCF, for example, described his participation in terms of attendance as indicated below:

> TPCF: Okay well, okay. Uhm when I realize that it pushed me to attend it uhm to attend each lecture, ask questions, coz if I fail LCOS, if I don't know L- about LCOS then I will fail lab reports. Then I'll fail, then I'll not know how to communicate to my friends, to my lecturers, to what. So things will go wrong. Then that pushed me when I realized that. It was like by default, you have to do this by default. You have to take it by default because without knowing how to write a report, then I cannot survive here coz we need to write lab reports.

TPCF seemed to consider attendance of EAP lectures as a default because he realized that he could fail to write lab reports if he failed the EAP course. Other participants such as TPWK and TPMC combined attendance as form participation with other forms such as writing down notes, asking or answering questions. For example, TPKW in the excerpt shown below seemed to describe her participation in terms of attendance, listening and taking down notes, and writing assignments among others.

> TPKW: Okay. Uhm upon realizing that this uhm listening communication studies is important to my, to me, or to my education I always attend all classes, all lectures and even listening [sic] attentively to what the lecturer is talking…uhm I always take notes when the lecturer is teaching and also I, I always write every assignment given by the lecturer concerning listening and Communication Studies and I also do some researches [sic] on Internet and also reading ma jou- reading journals.

Some TPs described their participation in terms of asking or answering questions or both. TPCJ, for example, explained that he participated actively and that he answered questions but also asked for clarification as shown below:

> TPCJ: So I do participate actively so that maybe I can surpass all my, I mean my fellow students. Yeah, so it has indeed influenced my participation. Yeah, so that I can make, I mean so that I make sure that I should grasp everything that is

necessary for our studies… Okay, yeah so I do answer to the oral questions, yeah uhm yeah I do answer to the oral questions, I do ask where uhm it's not clear to me.

TPKC explained that he participated by asking for clarification from the lecturer where he did not understand but also asked friends when he felt the lecturer's response was unsatisfactory.

TPKC: Okay, like maybe the part that I didn't understand. I asked a question if, if the lecturer didn't answer me like what I want, *eti* [right]? I go for my friends and ask them.

Other participants indicated that they actively chose not to engage in observable forms of participation such as asking questions or answering questions. These included TPCF, TPHJ, TPKH, TPKS, TPMK, TPNG, and TPPA. For example, TPCF indicated he mostly did not answer questions although he knew it was not a good thing to do, opting instead to participate in group discussions or group exercises as shown by the excerpt below:

TPCF: Mostly I don't answer questions, not necessarily that I don't know, but that's just what I plan to do. I'm fond of doing that but I don't think it's good whatever, but I'm just fond of, I, I like underground games sometimes. But that's okay, but my most of the participations, it's just group, when they, there is a group discussion. They've given us like a group exercise. So I have to participate.

On the other hand, TPKH explained that he had never answered or asked a question during a lecture despite sometimes feeling the urge to do so.

TPKH: Uhm okay I've never asked a question by the way and I've never answered a question. Not that maybe I can't answer or maybe I can't ask. But it just happens that maybe, I feel like I should ask but then maybe I'm just like "Aah okay, it's okay." …Or in case of maybe where I want to answer but then maybe somebody raise, raise [sic] up his or her hand and then he's picked and then he answers and then goes like that. So my participation is all about like getting the information than in terms of maybe saying or whatever like asking or answering questions, I've never done that before since we came.

Similarly, TPMK described himself as someone who focused much on "grabing" the content of the lecture but did not like to participate by answering questions to the whole class, but rather preferred answering question to himself than saying his response loudly

for everyone to hear.

Furthermore, TPKS, TPPA and TPJH indicated that they were shy. For example, TPPA simply indicated he was shy and elaborated further that even when nominated to say something he always felt some kind of pressure on him. On the other hand, TPJH indicated that he understood that just sitting in class and taking down notes was not enough but that he was supposed to ask or answer questions. However, he failed to do so because of what he called 'shame' and other unspecified factors, which, upon further probing, he attributed this to his schooling background.

> TPHJ: To say the truth sir uhm I can say that I didn't take uhm much part because I just listen what the lecture is saying. But I fail to ask some questions that is [sic] important. Uhm reason is that maybe uhm because of some, some shyness *[laughs]*…Uhm the source of this shyness is that uhm I myself I learn [sic] at community day secondary school. So there, teachers are not fond of speaking English. When we come here we see some people that comes [sic] from high school and they speaking [sic] good English rather than us. So we feel that, "Aah when I introduce my English maybe they can laugh on [sic] me." And we just keep quiet.

The response by TPHJ showed that as a learner in the EAP course, he was mindful of his background as a former CDSS student, compared himself to other students of different English learning backgrounds locally and felt inferior to them and on that basis decided to keep quiet when learning. On the other hand, other students such as TPCF and TPCJ, though aware of their background as former CDSS students, seemed not to regard such status as a hindrance to their learning. For example, TPCJ thought his performance was not any different.

> TPCJ: Yeah uh. Actually I can say uhm my fellow students are aware that uhm I'm from a community day secondary school just because I told them. But performance wise I think there's not much difference with them.

Finally, when asked about his participation, TPNE appeared to be noncommittal on whether the apparent connection between the content of EAP course and other modules influenced his participation during EAP lectures, opting to say it did in some way but not completely.

> TPNE: Uhm I would say it has influenced me somehow of course but not

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completely because uhm for example when we were learning uhm note-, is it note-taking...There was one method, which I really was interested in. Yeah, the the one they say, is it the Cornell?...I was really interested in that system because of the way it presents information and the way you are able to use it for studies…But my challenge was I didn't get it, uhm I think it's not that convenient for me to be able to follow those steps…Uhm but for maybe for the other part, maybe like listening active listening, uhm the lessons have also helped me to be like, it has, it has just helped me to enforce…what I already believe because uhm I already believe in maybe asking questions in class. And when I came to the lesson and said that oh the uhm the teacher was saying uhm active listeners uhm they need to be able to may be ask questions, so I said 'Okay, so that means what I was doing was good. So may be let me keep up.'

However, TPNE's response seemed to show that unlike some of his colleagues whose responses showed an uncritical reception of content by listening "attentively" and taking down notes or "grabbing" the content. As a learner in the EAP course he engaged critically with the content, evaluated his own abilities in light of it and evaluated its practicality to the skills in the course and decided whether he should use the skill or not.

On participation, therefore, data from the interviews seemed to corroborate the data from lecture observations presented in **section 4.1** earlier. The data also revealed that although most of the TPs seemed to appreciate the notion of the EAP course as a service course relevant to their academic life at the university, such appreciation did not seem to act as an affordance for them to adopt more active and critical forms of participation necessary for fostering their voice and agency to emerge and flourish. Instead it made them adopt passive roles. Finally, TPs such as TPHJ seemed to consider their English learning background as former CDSS students a hindrance to participation though others such as TPCJ used the same background to spur on their participation and EAP learning in general.

The next question focused on available resources for EAP learning. I asked the TPs to mention resources available for learning that they identified within and outside the EAP classroom and to explain how they found them useful for their own learning. In terms of resources available in the classroom, the use of the projector and PowerPoint came out as the most common resource for instruction in responses by most of the TPs. Because

of this, I decided to focus much on how the students found it useful for learning EAP. For some students, the use of a projector and PowerPoint for instruction acted as a resource for taking down notes as indicated below:

> TPDA: Yeah, in terms of the resources it's just trying [sic] to uhm take that uhm notes which he's trying [sic] to show us on a projector. That's what we really depending [sic] much on.

TPDA depended much on the notes shown on the projector. Similarly, TPMY claimed he did not know if there were any books for the course but relied on the lecture slides. For other TPs such as TPPA, TPNE, TPGE, TPKW, and TPFC the use of the projector and PowerPoint acted as a visual resource that enabled them follow the structure of the lecture, promoted understanding of content, helped them deal with language challenges related to listening in a foreign language, and break the monotony of always having to listen to the lecturer talking. For example, TPPA claimed the use of the projector enabled him to follow the lecture structure.

> TPPA: Okay. In terms of that part there's a projector which helps me to see the structure of the lecture that he's going this way. And I myself I always bring maybe a piece of paper or a book so that I can record the notes.

On his part, TPNE explained that the use of the projector helped him to understand content better. He gave an example of the topic on referencing where he said use of the projector and PowerPoint helped him understand better than if the lecturer had only used oral explanation. This view was also shared by TPKW.

> TPKW: Like projector helped, helped me a lot because *[silence]* because it put the lesson in the real *[hesitates]* real, real, real by visualizing *[laughs],* yeah. It helped in better understanding.

For TPGE, the use of a projector and PowerPoint contributed to understanding of the lecture because it enabled him to read the content on his own than hearing it only through lecture-talk as indicated below:

> TPGE: So I think when, when a lecturer is uhm is lecturing, so maybe he's using a projec- projectile [sic]. So where the students are not understand [sic], since you know the proje- the the lecturer is just read and explain [sic]. So there's some point uhm which uhm I can say it needs more clarification. So in terms of that condition uhm the lecturer is using the what, PowerPoint so that that point will be fully explained… Uhm projectile [sic] I can say helps [sic] uhm in terms

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of, you can read and understand. So maybe uhm in some uhm in some cases you fail to understand. So you just read on the projectile [sic] and get the information rather than maybe just just speaking without projectile [sic]. You, you can miss a point, very important point.

On the other hand, TPFC found the use of projector helpful for spellings when taking down notes.

TPFC: So when they bring the projector we are able to see what is being taught… Otherwise if they just speak without us seeing what is he saying we might find difficulties in spellings. So when there's a projector we really find it simple because we are able to see what is being taught.

The above cited responses seemed to suggest that for most of the TPs the use of the projector and PowerPoint largely acted as a conduit for a banking model of learning (Freire, 1998) in which the students took down notes without critically engaging with the content.

Apart from the projector and PowerPoint, however, fewer other resources came up in response to the question on resources for EAP learning inside the classroom. For example, TPCF mentioned a recorder and an audio listening text that the lecturer brought to class for his group (Group X) to practice listening and note-taking and claimed that it had 'pushed' him to search online and listen to lectures for other courses and learn through them. TPCK (also from Group X) mentioned books in general which he said the lecturer brought to class when there was a special exercise but lamented that they were not adequate as expressed below:

TPCK: And sometimes if there's an, a specia- if there's a special exercise, we see that she brings books so that we discuss in groups. Of course we, we may have some a bit large groups just because the resources I think they are limited because six, seven members per group it shows that may be the resources are not enough.

I noted that though I had observed LecX bring a number of resources in addition to the projector and PowerPoint for instruction during the sessions on essay writing and referencing as presented in **section 4.1.3,** these were hardly mentioned in precise terms by the TPs who came from this group.

Although the above TPs identified the projector and Powerpoint as a resource for learning in the EAP classroom, there were others who indicated that there were no resources despite coming from groups where I had observed their lecturer use the projector and PowerPoint on certain occasions during instruction. These included TPMP, TPKH, and TPKS all of whom came from Group Q where LecV used a projector and PowerPoint during 2 of the 6 sessions that I observed with that group.

> TPMP: Uhm we're not given the slides uhm because the, the LCOS teacher knew that if we might be given the cla- the slides maybe we might be lazy. So they say that, they said that we should be focusing whenever he's teaching. We should be attentive. We should be like more alert whenever he's so for us not to be lazy as student as university students.

Such responses perhaps revealed that the students would have considered it as a resource if the PowerPoint slides were made available to them directly maybe by giving them hard or electronic copies. By not mentioning it therefore, the implication might be that they did not perceive it as a meaningful resource or affordance for their learning.

I also asked the TPs to mention resources for EAP learning that they found on their own outside the EAP class and to explain how these were useful for learning. Some of the TPs claimed they did not find any resources outside the EAP classroom as seen from the response by TPPA presented below which was also echoed by others such as TPDA:

> TPPA: Uhm but this module in the library there is no any book of LCOS. So we only depend on the slides given by the lecturer and as I have already said that I always take down notes, I use those notes.

Although TPNE generally talked about the lack of resources outside the EAP class, he acknowledged that he had managed to find "some notes" on referencing in the library, which he later on clarified was in the form of a book on the reserve section.

From the interviews it also emerged that the decision not to provide the students with lecture notes in hard copy or electronic form seemed to have prompted some of the TPs to search for alternative sources of information to compensate for the shortfalls that they might have perceived from having to rely on the notes they took down in the course of the lecture. For example, some TPs such as TPMK and TPCK seemed to have found

course slides from previous years before the lecturers stopped giving hard or electronic copies of the PowerPoint slides used for instruction to students.

> TPMK: No, of course I relied much on the slides mainly. I should be sincere here, on the slides and the lecture itself…I always make sure I, I grab everything there, which is being lectured. Try to make it uhm, paraphrase it in my own my own style or to my own understanding. I always interpret them. If not fully understood there I always refer to what we call slides, slides on the lecture.

In the above shown excerpt TPMK said he relied on slides. This implied that he might have got the slides from another source since the lecturers in the course were not making the slides used for instruction available to the students, except for the ones on referencing, as was the case with LecV whom I observed confirming with students that he had shared the notes for the topic with the class (Group V). TPMK confirmed that there were slides from previous years circulating among some students. In his case, the slides acted as a fall back where he had not understood during the lecture sessions in his class. Otherwise, the Internet came out as a major resource outside the EAP class in the responses from participants such as TPCF, TPKC, TPKH, TPMP, and TPNE. TPCF, for example, indicated that the provision of free Wi-Fi by the university allowed him to access the Internet, enabling him to explore further the content covered in class such as when he used the Internet to search for information on how to write essay introductions. For TPMP, the decision by the lecturer not to provide notes provided him with an opportunity to use the short notes taken in class during lectures to search for further information on the Internet in order to "elaborate" or to "expand" them. The excerpt presented below speaks to this:

> TPMP: Uhm most of the time I use Internet. I myself…Yeah, I just go and have some, I just uhm source maybe, from the short notes. I just go there may be to elaborate the notes from the Internet…Yeah to expand them, for example, because to come up with those notes maybe I'm following up the short notes.

On the other hand, although he claimed to have used the Internet to search for books, TPNE claimed that it was not easy to find one book that covered the majority of the topics that appeared on the EAP course syllabus. The excerpt presented below speaks to this:

TPNE: I don't know if if it is that uhm LCOS as an area of learning does not have many books, I don't know. Or it's just that our library does not have many books because sometimes even if you go to the, on the Internet, to browse books about LCOS, it's not that easy to find just a, a book…covering all the topics in LCOS. You'll find a book on time management. Uhm you'll find a book on essay writing. So it's not that easy and I think I can say that it's very wide, I think this course is very wide.

The next question focused on the issue of language and had two sub-questions. In the first sub-question, I asked the TPs to explain to me the languages that were available for their use in the EAP classroom and how they actually used them for their learning in the course. In the second sub-question, I asked the TPs to explain the general language situation outside the EAP course and how it helped or hindered their learning of the course. I start by presenting data relating to the first sub-question. Responses by the TPs generally revealed a practice where most students acknowledged using English as well as Chichewa, the local vernacular which is also the *de facto* national language in Malawi. However, the TPs seemed to have established boundaries in terms of situations for using English or Chichewa. Responses from the TPs revealed that within the EAP classroom, there were certain domains of use that were only reserved for English. These included when asking a question to or answering a question from the lecturer, when making a contribution to the whole class, or during group discussions when a lecturer was around the group. This can be seen in excerpts from some of the TPs presented below:

TPCF: Sometimes we speak Chichewa with my friend while [name of lecturer] is teaching. I cannot lie. And I cannot run away from that. I can speak Chichewa, but I've never answered a question from the lecturer in Chichewa, only in English…Yeah I think. Chichewa, I always speak with my friends, just making noise in class.

TPMK: When arising [sic] an issue, of course we people we do when we are underground there the students or whenever we are talking to a fellow we always communicate in Chichewa. But whenever you are raising an issue to the lecturer or to the class itself you always make sure it's it's in English. But to be sincere whenever we are communicating within the Language, Language class itself, we always communicate in our native language, even during group work, yeah, that one we always communicate in Chichewa.

In the above shown excerpts, TPCF revealed he used Chichewa to speak with his friend or to make noise in class but never answered a question from the lecturer in Chichewa. Similarly, TPMK indicated that as students, they always spoke to each other in Chichewa in the background but ensured that they used English when they wanted to raise an issue with the lecturer or to the whole class. On the other hand, TPCK disclosed that though they communicated in vernacular during group discussions, they tried as much as possible to switch to English when the lecturer was around.

Even some of the TPs who claimed they did not like to participate in class through asking or answering a question or making a contribution to the whole class, such as TPHJ and TPKH, revealed that though they employed Chichewa during group discussions they understood that they were supposed to use English to ask the lecturer a question or to answer a question from the lecturer as can be seen from the excerpt from TPKH shown below:

> TPKH: Uhm to me mostly like in class though I've never asked or I've never spoken in front of a lecture but I don't think I can use Chichewa. But I do use it like to my friends whenever we usually communicate in Chichewa but when it comes like maybe I want write or speak to a lecturer, it's often I can, I mean it's obvious that means I'm supposed to use English.

TPKH seemed to acknowledge that though he had never asked a question or spoken during a lecture, he understood that he was supposed to use English when he wanted to write or speak to a lecturer. Thus, these responses seemed to suggest that for some students, certain situations in the EAP classroom seemed to be exclusively reserved for English usage for some of the TPs. On the other hand, TPGE claimed that he always used English even during group discussions despite indications from the rest of the TPs that they mixed English and Chichewa. He argued that the concepts in EAP required that English should be used to explain them. Also, TPMC claimed that in his group they used English for discussions and even set a rule for compulsory use of English in order to improve their speaking skills though he indicated he used Chichewa when he wanted to speak to a nearby friend. The excerpt presented below speaks to this:

> TPMC: Uhm most of the time we use English and we also set rules that at this group uhm it's compulsory to speak English so that we improve our speech and

whatsoever. Uhm it's because we as students uhm we have so many problems in English speaking during presentation and other things. So uhm we took it as very important thing uhm to speak English on whatsoever a piece of work we are doing so that we can become fluent in English speaking…But maybe uhm sometimes I used maybe to speak to my nearby friend in Chichewa. But when I speak to my teacher I always use English.

Data from other responses also showed some limited level of Chichewa use during groups. I noted that Chichewa use to clarify concepts or points for promotion of understanding during group discussions seemed to be the most cited one. For example, TPCJ cited the occasional use of Chichewa during group tasks to clarify a concept though he felt it was unacceptable to use any other language apart from English. The excerpt presented below can help explain this:

> TPCJ: There is no any other, yeah it's mostly English but it sometimes depends on the team there. But it depends on the team. Sometimes you speak maybe one member may produce like uhm a certain concept in English. You find that maybe your friends are not understanding that. You know. So apart from English we have got Chichewa as the second, being our mother tongue…So sometimes we try to put a little bit of Chichewa just for the sake of clarity of that part. But strictly it's English and I think that it is not even acceptable for us to speak any other language apart from English.

Such a response seemed to reveal an inherent English-only ideal held by TPCJ. On the other hand, TPFC claimed that as a learner, he was not allowed to use Chichewa when he wanted to ask or to answer questions. However, in groups they could use any language as evidenced below:

> TPFC: Yeah, as a learner we were only using English. We were not allowed to, to use Chichewa when I want to ask questions, yeah, when I want to answer. During groups we could use any language prov- provided we get the gist yeah.

TPFC's response seemed to show that the decision not to use Chichewa was not a voluntary one, with implications for voice and agency in the EAP classroom. Perhaps the only exclusive use of Chichewa I noted from the data was its use as an underground language away from and not meant for communication with the lecturer. I understood this use from some of the responses that I have already cited above. For example, TPCF indicated that he used Chichewa when speaking to a friend or to make noise while the lecturer was teaching. Similarly, TPMK indicated that they used Chichewa

underground or when talking to friends inside the class, which seemed similar to explanations by TPKH and TPMC. TPCK equally talked about how they used Chichewa during group discussions but quickly switched to English when the lecturer came around. TPMP also cited the use of Chichewa for fun or for jokes as seen from the excerpt shown below:

> TPMP: Uhm in terms of language English, we're using English all through but sometimes Chichewa, but Chichewa was just there for maybe fun, maybe you want to brought [sic] a joke or what. So you would use maybe Chichewa.

However, in terms of this underground use of Chichewa, TPCF's response seemed to show some degree of use of the vernacular language for subversive purposes, which in this case was to make noise in class.

The second sub-question focused on the language situation outside the EAP course. I asked the TPs to describe to me the situations and opportunities for English language use that were available outside the EAP course and explain how these promoted the learning of EAP or the English language in general. I categorized the responses that emerged into two main groups. Some referred to situations in courses other than the EAP course while others related to situations outside instruction. For those that related to the latter, there were those that referred to spoken interaction and those that were not about spoken interaction. In terms of situations in courses other than the EAP course, TPs exposed varied perceptions regarding opportunities for language learning that such opportunities presented to them. For example, TPNE saw the mid-semester examinations that they wrote for the different courses as an opportunity for him to practice English language skills such as grammar and spelling after having stayed a long time without writing an examination. The excerpt presented below speaks to this:

> TPNE: But maybe I would also just say maybe like the uhm mid-semester exams uhm I was able to practice may because it has been long maybe beca- since I wrote something maybe that's in English but I knew that this, this is now an English paper. I need to present my uhm grammar well, spellings. Yeah so in that area I think it also did help me to practice my English in terms of writing yeah.

On the other hand, although TPCJ, TPCK, and TPNG acknowledged the fact that other

courses were taught using English medium of instruction their perceptions of how this helped with their English language skills were different. TPCK and TPNG generally felt that although the other courses were taught in English, the wide use of vernacular languages like Chichewa for interaction once they were outside the classroom was not helpful for English language learning as they express below:

> TPCK: You go outside you find that people are just speaking Chichewa. And you cannot come up with your English there…We are learning language, English for Academic Purposes. So it's supposed to be English throughout the campus, not only in the classroom…But here at school it's necessary for us to communicate in English throughout the day. Yeah, that can also improve in terms of speaking, listening.

For TPCJ, although the other courses used English medium of instruction, the lecturers in those courses rarely focused on language issues such as those to do with spellings though as students they were generally expected to write with clarity, which he still regarded as an element of EAP as expressed below:

> TPCJ: Uhm they [i.e. the lecturers in other courses] mostly ignore the spellings if maybe you have miss-spelled a word but it still gives sense, yeah, so that one is marked right, yeah, right. But sometimes when you make a mistake maybe in spelling, it mean [sic] another thing, right, so yeah that one is marked as wrong. So emphasis on spelling it's not there. Yeah, but still more, we need to write something that is clear. Yeah so at least an element of LCOS is there.

In terms of situations outside instruction but referring to spoken interaction, I noted two different situations from the responses by some of the TPs. There were those who claimed that the MUST student community comprised different linguistic and ethnic groupings, which sometimes necessitated the use of a common language, which in this case turned out to be English, for communication. For example, TPCJ claimed that they mostly used English for communication when they were outside classes as expressed below:

> TPCJ: Okay. Uhm outside the, the I mean the LCOS class to be frank mostly we do speak English. Why speaking English? We are people from various communities, whereby we have got different mother tongues. Others are Tumbuka, the Lhomwe there, the Chewas, you see? Yeah so for us to come up, I mean to come into understanding each other easily so we do prioritize English speaking.

Although TPGE corroborated the use of English as a common language for promotion of understanding between students from different ethnic backgrounds, he indicated that most students used their own languages and only used English when they wanted to communicate with someone with whom they did not share any other common language. The excerpt presented below speaks to this:

> TPGE: Time, yeah there's time because mostly, most students including me once, once in [sic] knocking off the classes uhm uhm everyone is speaking his own language…Sometimes we communicate in English because maybe the one who you want to communicate with is Mtumbuka. So you are Mchewa. So I think without using English, you cannot communicate.

TPFC on the other hand painted a picture where even in a situation where there is a group comprising students with different linguistic backgrounds, those who shared a common language between them continued to interact in their language leaving those who did not understand out of the conversation and added that they rarely spoke English on campus, which he considered a hindrance as pointed out by him:

> TPFC: Okay. This is a multi-ethnic society. So we many, we have people from different locations. Probably 75% people at this campus they do speak Chitumbuka. Like in my room we are only two Chewas. So when they start speaking their language they can't, they can't switch to English uhm because they are used and they find it simple to speak in their own language. Although we get it but we can't, we can't respond in English yet we are getting it in Chitumbuka….Uhm normally here at campus we don't usually speak English. Very rare, in very rare occasions, that's when you find people speak English but uhm not that much.

This seemed closer to the situation painted by TPCK cited above who talked about wide spread use of vernacular Chichewa once they were out of classes.

Responses also revealed other situations outside instruction that provided opportunity for EAP learning but did not involve spoken interaction. These included browsing the Internet to identify materials for language practice, reading books from the library, and practicing language skills such as listening and note-taking while attending non-curricular activities that were conducted in English that a few students cited in their responses. Internet access from the free Wi-Fi provided by the university to students

provided TPCF and TPKW opportunity for EAP learning and practice. The excerpt presented below illustrates this:

> TPCF: Uhm the most thing because I am fond of using Internet and I think that contribute [sic] much. And that's an opportunity to me to know Language and Communication because at one point I used it when she gave us to write an essay, I used it to search, I searched how can you write a good essay, a good introduction, how can you do this, how can you do this and it helped me. Yeah I think uhm just because they provide us with Wi-Fi then I think it's an opportunity to me to know LCOS.

In the above shown excerpt, TPCF explained that he liked using the Internet for learning, giving an example when he searched for materials on how to write a good essay introduction after their EAP lecturer gave them an essay writing assignment. The use of books was also cited by TPMP who claimed he read different books to promote deeper understanding in reading. On the other hand, TPMC claimed he used the students' general assembly where the university vice chancellor addressed students in English to practice his listening and note-taking skills as expressed in the excerpt included below:

> TPMC: Uhm of course I'm just centering on listening. You know I can also talk about note-taking. You know at this university we used to have to general assemblies whereby uhm the vice chancellor uhm addresses us. So I used to take note on whatever she is saying.

Although the above cited expression seemed to demonstrate that the TPs generally perceived situations that presented them with opportunity to learn and practice their EAP or general English language skills outside the EAP course, TPMK and TPKS claimed they did not perceive any such opportunities.

The next question focussed on activities for practice and assessment and how they promoted independent learning and practice among the TPs and had three sub-questions. In the first subquestion I asked the TPs to describe the activities for practice and assessment that they did in the EAP course and explain how these promoted independent learning and practice among them. In the second subquestion, I asked the TPs to describe the forms of assessment feedback that they received from their EAP lecturers and how they found them helpful for their learning. In the last subquestion I asked the TPs to explain how the realization that they need to be assessed in the EAP

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course impacted their learning. I begin by presenting data from the first subquestion. I noted from the data that some TPs were able to describe some of the activities that they did and explain how they found them helpful for their learning in specific terms. For example, TPCF in the excerpt below explained clearly how a listening activity that they did in class 'pushed' him to go on the Internet and search for listening materials and practice listening and note-taking on his own.

> TPCF: I think, because uhm this other lesson when [lecturer] came with these speakers in the listening lesson, uhm with that it encouraged me and it pushed me, huh? To active, actively listen to audios, those audios, then because we sometimes use online audios, like online lecturings [sic]. So they produce audios. So how can we listen to those without knowing how I can actively listen? So that activity she brought helped me uhm to learn through online audio lectures.

Similarly TPDA cited an activity on writing an essay introduction that they did in his group in which students were told to write an essay introduction individually and then had a few invited to write parts of the introduction on the whiteboard in front, claiming that the critique that he got from his classmates helped him to know how to present a good essay introduction as expressed below:

> TPDA: Much because he also give [sic] us an opportunity to go there at a front [sic] and write something what you understand [sic] on that and there's some matter of correction in terms of what one is trying to write in front. There is some question [sic] asked to your fellow friends, 'Is it this a, a good introduction?' So some friends trying [sic] to say this is not supposed to be like that. Should be like this and this. So that helped me much because I'm more aware now to say how an [sic] good introduction is be- being presented.

Other TPs described group activities in general, explaining how these helped them learn from their colleagues. For example, TPCJ in the excerpt below explained that group work helped in understanding some things correctly.

> TPCJ: Yeah it's helping because during the course of lecturing, it's not everything that you understand, alright? Uhm uhm and it's not everything that you got it right. Sometimes you do misquote some things. So when you are discussing as a group you do correct your understanding saying, 'Oh so this one understood this in this way? 'What about that one in that way?'

With specific reference to activities for assessment that were scored, most TPs generally

explained that these had helped them to practice some of the skills, search for information as well as know their performance. For example, TPKH explained that having been given an assignment to write an essay introduction, it enabled him to practice how to write it on his own besides it being for assessment as shown below:

> TPKH: There's that mid-semester exam and the essay introduction…Yeah. Maybe like this introduction uhm essay writing. Yeah it's, it, it helped me like to, to be able how I can start writing an essay because the way I I knew and the way I I've, the way I look at it now it's it's different. So after I was taught I was able like to know what's, how we can start an essay. So I I practiced, in spite that I wrote this one but I could also practice on my own of how I can start it.

On the other hand, TPMC in the excerpt below claimed that assignments encouraged him to search for information when he met problems in the course of doing them:

> TPMC: Uhm this indeed has helped me because you know once you have been given an assignment to do when you have uhm met problems with it you go and search abroad [sic]. So as you are search [sic] uhm you gain a lot of skills…That's what happened to me…Uhm we had an assignment in groups. And we have just been given one in groups again.

For others, the assessment activities, especially the mid-semester examination gave them an opportunity to know their performance. For example, TPFC explained that the mid-semester exams enabled him to know where he was weak and where he was strong as shown in the excerpt below:

> TPFC: Uhm the mid-semester exam, I was assessed on what I've, I've been learning. So uhm I think that really helped me because I, I know, I had to know my stand uhm on how I should improve uhm where I'm strong, where I'm weak. So it really helped.

Similar responses also came from TPPA and TPGE, with the latter extending that the mid-semester exam made him realize that he was now in a different learning set up where he needed to cast off the assumptions of intelligence that he brought with him from secondary school as shown in the excerpt below:

> TPGE: Uhm the first uhm first one, uhm mid-semester exam, this one to me mid-semester, I think uhm was, stimulated me so that I should forget the secondary level and knew [sic] that I'm at university according to the performance…because uhm during the first time I think it's not only me but many students have an idea that uhm 'I have a knowledge.' [sic] 'If I manage [sic] to come here it means I'm I'm'- I'm intelligent' and there's poor study. But after,

after seeing the results of mid-sem now many students were working hard. So that maybe this one changed us.

I also noticed that most of the TPs seemed to recall with relative ease activities for assessment where they were scored than those that were for practice only, sometimes even mixing them up although I specified in my questioning that they should present them separately. This was the trend particularly with TPs from Groups U and X where I had observed the lecturers incorporate a number of activities during instruction as I have detailed in sections **4.1.3** and **4.1.4**. This might have signalled that either the TPs did not take the activities for practice seriously or the activities were superficially done for the students to see their relevance in their academic life or that the TPs mainly focused on assessment rather than learning. Furthermore, responses to this subquestion revealed that there were differences in the way different lecturers provided opportunities for practice and assessment to their respective groups, which also seemed to confirm what I had noted during the class observations. For example, in terms of assessment, while most TPs from groups Q, V, U, and X indicated that they had about three assessments in total comprising two assignments and the mid-semester examination, TPHJ (Group W) indicated that his group only had the mid-semester exam at the time of the interview. Similarly, in terms of activities for practice, responses from the TPs confirmed that groups Q, V and W had fewer activities. Although I did not take note of how the individual TPs performed during the mid-semester examination, responses from TPCF and TPMC seemed to suggest that those who came from groups where they had more activities for practice had an added advantage during the exam than those who just learnt the skills and concepts in an abstract way, devoid of any practice. For example, TPCF who came from Group X, seemed to suggest that he found the question on listening and note-taking during the mid semester exams familiar since the lecturer in their group brought them a similar practice activity during class as pointed out below:

> TPCF: So that activity she brought helped me uhm to learn through online audio lectures. And during my exam, I mean-
> ResK: The, the mid-semester?
> TPCF: Yeah. They brought, they brought us the same thing. So it was like uhm this thing we did it, we did it, we did it. I think it contributes me [sic] in a good

way.

On the other hand, TPMC (Group Q) felt that he faced problems with the listening and note-taking question during the same examinations because they did not have time to practice it in their class. This is expressed in the excerpt below:

> TPMC: Uhm actually I didn't feel good because uhm it's like I failed and I sat down and prepare myself and I thought that I traced myself where uhm didn't I do better, on which areas should I improve. So uhm this maybe because uhm it was uhm note-taking. So uhm just because we didn't do it before the exam. We didn't have any time to practice it. And it was for the first time for me to do note-taking. So I had so many problems.

The second subquestion focused on the issue of assessment feedback. I asked the TPs to explain how they found assessment feedback in the course helpful for their learning. I mainly based this question on comments that lecturers made on the marked scripts for assessment that I requested the students to bring with them to the interview although I noted that there were a few others who forgot to bring them. Data from the interviews revealed that most of the TPs generally felt negative about the feedback comments that they received from their EAP lecturers. For example, TPGE felt sorry after receiving the feedback from the mid-semester exam as expressed below:

> TPGE: Uhm I feel sorry. I feel sorry at that time [sic] and I thought that maybe probability of living here is very low *[laughs]*…It [i.e. the feedback comments] was clear because I, I knew that I was not, I was not good. Yeah, yeah, the feedback I think was true I can say, yeah, was true and only the solution is to take an action so that I will, it will never be.

Although he thought the feedback was clear and true, it made him feel that he was 'not good'. TPHJ also expressed a similar feeling. On the other hand, TPKW indicated that she did not "feel much better" because she felt she did not "perform very well." TPMC also indicated that he did not "feel good" because it was "like I failed" while TPMP felt that he was "weak" in those areas where the lecturer had written feedback comments. Data also revealed that some of the TPs found the feedback unclear. For example, TPMY felt confused with the lecturer's comments that he should reduce the use of personal pronouns when writing an essay as expressed below:

> TPMY: Like for myself he told me that I should have reduced the use of

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personal pronouns. He just wrote on on the paper, *eti* [right]? So that's the way
in which there was the feedback…Yeah, at first when I looked, I felt confused
because I don't, I didn't understand what he was, what he was *[hesitates]*, yeah,
what he was saying. Yeah, so I was, I just want to ask the lecturer.

Other TPs such as TPKS and TPNG used tentative language, suggesting that they might
have been unsure of the exact meaning of the feedback comments. For example, TPKS
used language of tentativeness to describe how he felt about the feedback, which
seemed to suggest that he was not sure of its exact meaning as expressed below:

TPKS: Okay uhm *[hesitates]* I can say uhm of course the, those feedbacks [sic]
[i.e. feedback comments written inside marked scripts] proved me to be
somehow, somehow wrong maybe because he said on some uhm maybe a
question he wrote 'What is this?' I was just trying to explain things but maybe I
failed to define them first and explain. So he said 'What's this?'

TPNG also indicated that the feedback comment "inadequate detail" written on one of
his answers made him "feel like" he should improve on providing examples. Such
tentativeness could signal that he was not sure about what such a comment exactly
meant. The fact that students seemed not to understand the exact meaning of the
assessment feedback comments could be an indication of lack of learner agency and
voice in assessment while pointing to teacher-centred assessment practices.

In the last sub-question, I asked the TPs to explain how the knowledge that they would
be assessed in the EAP course impacted their learning. Data from interviews revealed
that the prospect of assessment generally had the effect of making the TPs study or work
hard in the end though different TPs described the experience in various ways. Some
TPs such as TPCJ, TPKH, TPMK and TPNG described how the prospect of assessment
inititialy left them with negative feelings of stress and fear, which in the end made them
work hard. For example, TPCJ explained that hearing about assessment was stressful
for him but it gave him the resolve to work hard so that he should not be embarrassed as
expressed below:

TPCJ: So it's so stressful to hear about the exams or assessment. Yeah so being
afraid of that means we try to prepare, I try to prepare much so that I should not
be embarrassed on that time… Yeah so hearing more about the assessments,
about examinations, I think that gives me much, I mean much like much

mentality that I should work extra hard, that I'm not here to play maybe but yeah to do much work *[giggles].*

TPKH, TPMK and TPNG described their feelings in terms of fear. TPMK for example claimed that the prospect of assessment frightened him a bit and in turn made him to concentrate during lectures as expressed below:

> TPMK: So uhm on that, on that module, I actually had, I had like confidence yes but I, I was a bit afraid that one time I will be assessed. So that I've, as I've already said I always have like concentration to get what is being taught uhm exercise them. Yeah, so that I should be familiar with them such that when I'm being assessed I don't see them being new, I don't see them being new. Yeah, so it just initiated a hardworking spirit like yeah on myself.

TPNG in his response made specific reference to the topic on note-taking that they did in class saying that though learning from the lecturer that the topic would be examined during the mid-semester exams initially made him afraid since he realized that he did not know how to take notes using the various styles that they learnt, it made him to ask a friend to assist him. TPNG's response also showed that in situations where the lecturer indicated that certain content would be examined, such prospect made some students focus on specified content during study. This is also what seemed to come from TPPA and TPNE. For example, TPPA explained that when he realized that certain content would be assessed, he worked on it so that he could do well as expressed below:

> TPPA: Okay, after realizing that maybe a certain part will be assessed, I always work on that so that I can do well.

In this way, data seemed to confirm that the prospect of assessment coming from lecturer-talk on specific examinable topics made some students adopt an attitude tethrered to learning for the sake of examinations, which is common in banking a model of education, where assessment is regarded as a form of reaping with zero regard or concern for sowing (van Lier, 2004b, p. 98).

In summary, data from interviews with TPs who came from the classes that I observed revealed that students held different beliefs regarding the purpose of the EAP course in their academic life, that the TPs also perceived different relationships between what they were doing in the EAP course and other courses, revealing that they understood the

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service nature of the course, though such beliefs did not seem to translate into affordances for more active and critical forms of class participation necessary for fostering voice and agency in them. Also, though most TPs identified the use of PowerPoint and a projector as the most common resources for EAP learning in the classroom, they mostly seemed to perceive it as a tool for receiving content rather than as means for engaging with content critically. Furthermore, I have pointed out elsewhere in this Chapter how the TPs generally acknowledged the differentiated use of English and Chichewa the local vernacular in the EAP classroom where the former was mainly used for communication with the lecturer when asking or answering questions or making contributions to the whole class. On the other hand, the latter was reserved for underground use when communicating with each other, during group discussions when the lecturer was not around, and for making noise while the lecturer was teaching. Outside the EAP class I have presented data that reveals that while some TPs perceived opportunities for EAP learning such as the use of the Internet from the free Wi-Fi to access EAP resources, the use of English in other courses and in some extra-curricular situations, others felt that the widespread use of vernacular languages once outside the EAP class was not helpful for EAP or general English language learning. Lastly, I have pointed out that though different TPs cited different activities for practice and assessment and how they found them useful for their learning of EAP, there seemed to be differences across the groups in terms of activities and opportunities with some showing that practice was almost non-existent, affecting their performance during mid-semester exams. Some TPs also generally felt negative about their lecturer's written feedback comments while others found such comments unclear or confusing, pointing to teacher-centred assessment practices that did not take into consideration learner voice and agency, among others. I have every intention to return to these points in Chapter Five where I propose to discuss the findings in light of the RQs that I have set out to investigate as stated in Chapter One and Chapter Three. I now proceed to present data from focus group interviews with students from the EAP classes that I did not have the opportunity to observe.

Focus group interviews with participants from EAP classes I did not observe

I conducted focus group interviews with two groups of former CDSS first year students that came from groups whose EAP classes I was not able to observe due to time constraints. I managed to conduct the interviews in the last weekend of the last teaching week to ensure that I did not disturb the learning schedules of the pariticipants and to have enough basis for the interviews since they centred on what had transpired in the EAP course in that semester. I named the two groups FG1 and FG2. I also gave the participants codes depending on the first instance each participant contributed to the discussion during the course of the interview and maintained the same code the next time the same participant made another contribution. In this way the code FGP1.1, for example, stood for focus group participant 1 from focus group 1, implying that this was the first participant to contribute during the interview. FGP2.3 stood for participant 3 from focus group 2. The focus groups helped me to investigate further and obtain more nuanced insights about the issues that I had focused on during the interviews with individual students discussed earlier I now present the data based on the five questions that were the main points of the discussion in the interviews, though I have not presented them in the order in which they appeared during the actual focus groups.

The first question focused on the purpose of the course and its influence on participation. In the first sub-question I asked the focus group participants from the two groups to explain what they understood to be the purpose of the EAP course in their academic lives. Data from the discussion that ensued in each of the focus groups continued to reveal how the participants held various views regarding the purpose of the course despite the fact that the course had a stated purpose/aim on the course syllabus that was made available to them. For example, participants in FG1 thought that the course was there to train them to speak although I observed that this was neither stipulated in the course nor the focus in the actual instruction. A participant from the focus group indicated that he thought the main purpose of the course was to improve "English speaking", which he called "a worldwide language." This point was elaborated further by another participant that as an international language, English

could help in situations where it is the only common language as expressed below:

> FGP1.2: Yeah as he has already said, it can help us like maybe we go to places where we can't like find the language like we use here, like some other languages we use here and the ones they use there are different. So you find that mostly as we, as far as English is concerned it's known to be like an international language. So we can opt for this one so that we can get to communicate and understand.

Participants in the two focus groups also described the purpose of the course in terms of writing although the kind of writing focus they described seemed to be different from the writing that they did in the course. For example, a participant from FG1 seemed to refer to writing with a focus on sentence construction in his response as expressed below:

> FGP1.4: It also help us uhm in our academic in terms of when you are writing other modules. For example, biology. You cannot cons- con- contrac- con- you cannot form a sentence without knowing English.

In the response cited above, the participant saw the purpose of the EAP course in terms of the writing done in the other modules where he said one could not form a sentence without knowing English. On the other hand, a participant from FG2 said the purpose of the course was to produce book writers as expressed below:

> FGP2.3: And in addition to that [i.e. to a point raised by a participant earlier], LCOS in general can uhm it can produce writers who can wrote [sic], write several books.

However, although these participants seemed to understand that these were the purposes of the course, the lecture observations that I had and the course syllabus did not include these.

Further to that, another participant from FG2 explained that the purpose of the course was to prepare students on how they could handle "public issues" as expressed below:

> FGP2.2 It's I think uhm LCOS the main focus of LCOS is uhm to prepare us on how we can handle public issues like how we can reference, yeah, how we can produce professional documents, how we can relate with the public, how we can communicate with them. Yeah, I think that's the main focus of LCOS.

In the response cited above, apart from the issue of referencing which formed part of

the content of the course, the issues of production of professional documents and relating and communicating with the public were never part of the course content. The responses from the focus groups regarding the purpose of the EAP course, therefore, seemed to confirm further that although they had done the course for an entire semester, most of the target participants still seemed unaware of its real purpose, which could have implications for their agency.

The second sub-question focused on participation. I asked the participants to explain how their awareness of the purposes of the course influenced their participation during EAP lectures. I noted that in their responses, participants described their class participation in general terms. For example, a participant from FG1 described his participation as "active" because he expected to learn something new everytime he went a lecture for the course as expressed below:

> FGP1.1: It's like you are ready for, it's like you uhm of course sometimes LCOS is seen like a weak module or what but if you can look at another angle it's like a mother to all the…modules because it's difficult like we have said uhm my friends have already told you to do well in the other modules without…LCOS. So whenever you have gone through LCOS classes, it's like you try to be active because you know that each and every lecture means you will learn a new…concept. So you try to grasp that concept so that we apply it in the other modules.

However, the 'activeness' was in terms of grasping the new concepts so that he could apply them in other modules. On the other hand, FGP2.1 explained that she was always inspired and that her momentum was always high when learning the course. Upon further probing, she explained that she participated by taking down notes and asking questions as expressed below:

> FGP2.1: Okay, to me I've always been inspired when I'm learning LCOS. So my what, my momentum has been very high since I just started learning LCOS. So it's just like since I started doing the course, even now I'm just interested to learn LCOS because it's like I'm discovering new things that I didn't know that can help me as I live here at the university.
>
> ResK: Uhuh. So how exactly do you participate… during LCOS lessons?
>
> FGP2.1: Okay, taking down notes, asking questions so that we should know

more.

FGP2.2 explained that he participated by trying "to get involved in what the lecturer is doing" and gave an example of his participation during presentations as expressed below:

> FGP2.2: Okay so uhm after I realized that it is important, I try my best to uhm participate. I try to get involved in what the lecturer is doing. For example, presentations, I realized that I had weaknesses in that field. I could not uhm I could not speak in public. So I had to push myself, I had to force myself to make sure that I participate so that I can improve in that field.

However, the focus groups also revealed that the lecturer's instructional approach, the size of the class, other students' reaction to a colleague's attempt to use the English language in class, and manner in which lecturers marked students' work were some of the issues that seemed to affect their participation in EAP lectures, according to some of the participants especially in FG1. For example, FG1.2 seemed to suggest that the lecturer's direct instruction approach did not provide opportunity for equal participation for all students during lectures as expressed below:

> FGP1.2: And I already said to say uhm like like a lecturer he puts no effort to say like for today, today's class, everyone will participate, no. All he does is uhm teach and those who are like feeling like to say we have to participate and they have got problems and they want to get clarification, they want to make contributions are the ones that do so. So maybe if there is a possibility that at times they can say, they can come up to say okay this class everyone has to participate. Or else, if uhm that cannot work then maybe the group works can do it.

This approach according to him meant that the few who wanted to participate by seeking clarification or contributing to the lecture for a particular day on their own volition were the ones that did so. Another point relating to the lecturer's approach and how it affected participation concerned the manner in which lecturers sometimes viewed all students in class with the same lens as university students with similar English language learning backgrounds and knowledge, which sometimes influenced the way in which they responded to questions posed by students in class. This was raised by FGP1.2 and supported by FGP1.1. FGP1.2 referred to an incident during an EAP lecture in which a colleague asked the lecturer to explain the meaning of a

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particular word that he used while teaching. The latter declined to give a response on the basis that the one who had asked the question was a college student and therefore should know the meaning of the word. However, FGP1.2 felt the lecturer did not need to have responded that way as expressed below:

> FGP1.2: I remember sometime back or I can say that he views us as if, okay since we are college students we are coming from secondary school, we've been at primary school. So he just looks at us as if 'Aah these guys should know anything', that is. Like maybe we should talk about grammar. 'These guys should be like well uhm they should be good that side' because I remember sometime back we were learning something. So there was a word like a certain student found it difficult so he had to pose a question like what does that mean. And the teacher had to say 'I can, I cannot give you the meaning because you are a college student.'…The reason was because he is a college student, so I looked at as it was like I think he didn't have to do that.

For FGP1.2 this was an example of how the lecturer held a generalized view regarding the students' English language learning background and proficiency.

Although most of the participants reported that their class sizes were okay, FGP1.4 and FGP1.5 reported that their group was very big and according to the former this led to only a few students participating during lectures as expressed below:

> FGP1.4: I can say that uhm environment is not okay uhm in the sense of the same congestion coz [sic] during our LCOS time, it is like uhm we are uhm that is uhm so it is like we are many, *eti* [right]? So during the maybe during the questions, only few are able to answer.

The manner in which fellow students reacted to a colleague's attempt to use English during classes also stifled participation. This point was raised by FGP1.1 who explained that some students laughed at their colleagues when they attempted to construct a question in English which was "our second language" as expressed below:

> FGP1.1: But maybe just on the, like our fellow students and even sometimes also you find that maybe someone is like I said earlier that we try to communicate you know. So someone maybe is speaking English and we know that this is our second language. Yeah so it means though all or most of us we are learning, so when maybe you have tried to construct a certain question others are laughing. It means that one is, it's not giving morale [sic] that next time she'll do it. So you find that instead of participating a person just stays.

On the other hand, FGP2.3 admitted that he found problems with the English language which was the medium of instruction in the EAP course as well as other courses in the university owing to his CDSS background, with implications for participation and eventually voice and agency as expressed below:

> FGP2.3: Uhm as she already said…me I always find it difficult uhm to to analyse, I mean to grasp all the information that has been taught at that particular time because it seems as yeah you know that we are coming from CDSS so it's somehow difficult for me to to understand. Or even the language itself, I find it difficult.

The manner in which some EAP lecturers marked students' work also seemed to affect participation. This point was raised by FGP1.4. His contribution revealed that students from different EAP groups sometimes compared how their lecturers marked their work and felt discouraged from participating during lectures when they felt that their lecturer awarded them less marks than a colleague from another group taught by a different lecturer who wrote a near similar response as expressed below:

> FGP1.4: But also uhm the way of marking somehow makes students maybe to stop participating in classes. For example, uhm I can take the paper, which I wrote and compare with uhm other classes maybe showing some equivalent things. But the marks? Haaa! Our marks was [sic] so low… So this makes us uhm a lot of students not to participate or starting bor- uhm bored, yeah, bored [sic].

In support of the point made by FGP1.4 above, FGP1.1 added further that with the designation of the institution as a university of science and technology, lecturers run the risk of discouraging students from attending EAP classes and participating if they adopted approaches and practices that students found challenging or discouraging as expressed below:

> FGP1.1: It's like it will make the students not to attend the classes. They will be feeling like 'Uhm you know it's just a waste of time. Maybe I should just go and look for the resources, I read on my own.'…That instead of yeah…like the mentality maybe that is out there that we are a a science university and also we have the LCOS, they should be uhm…the content should be delivered in a way that will arouse us so that we attend the…classes. But if we keep facing a lot of uhm uhm challenges it means we'll be just uhm we'll not be attending the classes maybe just in case we'll just go for the resources and then we read on our

own and the performance there goes down.

The next question focused on the issue of resources for EAP learning. I asked the participants to think about the resources for EAP learning that were available and how they found them useful for their own learning. Participants in the two focus groups cited the issue of the projector and the Internet as the most available resources. However, they pointed out that the course did not have books and that the Internet and projector were not adequate. In terms of the projector, participants in the two focus groups confirmed its role in helping them to follow lecture content in situations where they missed the oral explanation by the lecturer and also that it removed the monotony of having to listen to the lecturer all the time as expressed below:

> FGP2.2: I think the use of the projector basically uhm it helped me to easily grab the concepts as the lecturer was explaining. So so there the- there were sometimes where when the lecturer is explaining you don't really like get what he's saying or what he or she is saying. So when you just see what is written uhm what is being projected, you get an idea of what he's saying.

However, these explanations still reflected that as an affordance for learning, projector use did not seem to contribute to voice and agency as it did not promote criticality in students but rather seemed to make them passive recipients of lecture content. In addition, others seemed to face problems with the use of the projector owing to their background as former CDSS students. For example, FGP2.3 explained that at first he found it hard because the lecturer seemed to move too fast between slides for him to follow and take down notes. This was corroborated by FGP2.1 who seemed to imply that lecturers sometimes used PowerPoint and the projector to cover a lot of content within a short time at the expense of student understanding as expressed below:

> FGP2.1: It [i.e. the content] should balance with the hours because sometimes you can have let's say uhm fifteen s- fifteen slides in 30 minutes, it happens. Yeah, fifteen slides in 30 minutes of which for the minds to grab everything, it's, yeah it becomes hard. So at least the content should balance with the time.

Participants, especially from FG1 also cited the Internet afforded by the free Wi-Fi that the university provided for students as a resource that they used to supplement on the information that they took down from EAP lectures. However, despite such a provision,

they indicated that the Wi-Fi was usually congested during daytime and only picked up speed late in the night when they were supposed to be sleeping as expressed below:

> FGP1.1: Uhm yeah I support him because some of the resources in LCOS it's like uhm most of them they are maybe we go to the Internet to, to try to look at [sic] them. So needing the Wi-Fi here it's like congested. So we fail to uhm to what? To access those resources which are there. And if you don't have a [data] bundle it's like it's like a challenge to some…Yeah it's like when the Wi-Fi is okay then that maybe around 12[a.m].

However, other participants in the group argued that the issue was not really about the unavailability of resources but had much to do with the attitude that some students had towards the EAP course. For example, FGP1.3 felt in, his opinion, that resources were available but students were not interested in the course and considered it a waste of time because of the conception that the institution was a university of science as expressed below:

> FGP1.3: To me the resources is [sic] there but the problem is with students, most of them they are having no interest with this course. They, they take it as they are wasting time with that because they know that here we, this is a university of science. So they concentrate on sciences only.

Although other participants felt this perhaps only applied to him, his point found support from FGP1.5. For illustration, FGP1.5 narrated a conversation she overhead between two students in which one of the interlocutors seemed to imply that there were other difficult courses than EAP, such as Physics and Biology, which required more attention as expressed below:

> FGP1.5: No, it is not only for him. I've heard [sic] a certain day someone was asking someone saying that 'Where are you going?' 'I'm going to for discussions.' So he said 'Aaah so you are going to discuss LCOS [i.e. EAP]?…You can, you cannot discuss LCOS while you have physics, you have biology, you have something to do. LCOS is so, it it is not something you…can discuss. You can just go straight in the examination room and write.

Notwithstanding what I have stated so far, I asked participants in the focus groups to explain some of the activities for practice and assessment that they did in the EAP course in their various groups and how these promoted learning. I also asked them to explain how talk about the prospect of assessment during EAP lectures influenced their

learning. I finally asked them to mention the types of assessment that they would prefer and why. In terms of the first sub-question, although participants continued to describe activities in general terms such as individual work and group work, they felt that there was not enough practice in the course. FGP1.1, for example, felt that the course needed to be more practical with opportunities for students to practice with the English language, arguing that the language problems that students faced when the lecturers were delivering content originated from the fact that the course was not practical as expressed below:

> FGP1.1: And just to add on that I think they should be, they should try to make this this course uhm this module more practical because without practice it means there won't be some improvement…For example, maybe if we'll be encouraged to maybe use this uhm this language each and everytime then it means even you, you won't face problems when you'll be delivering the what, the content. We fail maybe to, you face pro- challenges when delivering the content because somewhere it means uhm you didn't put this one as practical thing.

Similarly, FGP1.2 argued that the lack of practice meant that they were learning EAP for the sake of examinations, although he gave an example relating to spoken practice as expressed below:

> FGP1.2: I was, uhm the way I've looked at this course, ever since I've been here it's more like the way he has said, it's not practical. We just learn this once uhm for exam's sake. I will talk about maybe like practicing speaking English uhm it's not common here. The moment we are done in classes, we have spoken English in classes we are done for the day. And we use our languages for the rest of the time until we go to that class.

With regard to talk about the prospect of assessment by EAP course lecturers and its influence on learning in the course, participants seemed to hold diverse views. Some such as FGP1.1, FGP2.2, and FGP2.3 viewed the practice positively. For example, FGP2.3 felt that it gave him more encouragement. Similarly, FGP1.1 was of the view that such talk encouraged him to study. For FGP2.2, this practice was good because it motivated him to listen attentively during lectures and because, as first year students who were new in the university system, it enabled him to know how questions were

asked and how they should focus when preparing for examinations. FGP1.2 and FGP2.1 held contrary views as they felt that such practice was not good for learning because it made them narrowly focus on what would be examined as expressed below:

> FGP2.1: On my part I think it's not good. It's not good. It even, it introduces, makes us not to be hardworking. It just makes us to focus on only that part, leaving out the other parts.

The responses both in favour and against seemed to suggest that the practice promoted banking education instead of being an affordance for EAP learning for the students.

In the final question, I asked participants to describe the language situation outside the EAP course and explain whether it made the course relevant for them. Responses generally confirmed some of the findings from the interviews with individual TPs as presented earlier in this section. The students used English when interacting with their lecturers but used vernacular languages when interacting among themselves, although they seemed to understand that outside the university, there will also be times when the use of English will be required. In addition, they used English when interacting with visiting international groups, such as a group of Koreans who came to perform at the university, and occasionally when interacting with the few international students the university had as expressed below:

> FGP1.2: We have seen like some groups, we can simply call them organizations yes uhm they've been coming over. I remember one time there was this group of Koreans. They had to come over. So uhm for us to interact with them we simply had to use English and we also find that we have got international students around here. Some of them they are not even good at our greeting, the the Chichewa one.

In summary, data from the two focus groups I had with students from EAP classes that I did not observe generally seemed to confirm the findings from the interviews with individual TPs from the classes that I observed. For example, as it was the case with data from interviews with individual TPs, data from the focus groups also reveals that the participants held varied views regarding the purpose of the EAP course, which seemed to differ greatly from the stated aim of the course. In addition, data from the focus groups also seemed to confirm students' perception that the EAP course lacked

adequate teaching and learning resources as well as opportunities for practice, arguing that the latter had potential of turning the course into one where students were learning for the sake of examinations. Furthermore, as was the case with data from interviews with individual TPs, data from the focus groups revealed the participants understood their participation in the course in general terms, revealing further that factors such as class size and manner in which lecturers marked their work affected classroom participation. In addition, through the focus groups, I obtained other data that I could not obtain from the individual interviews. A particular example was the admission that some of the participants revealed that students held a negative attitude towards the EAP course which also may have affected their perception of resources for EAP learning.

4.2.2   Interviews with EAP course lecturers

I conducted interviews with all the four EAP course lecturers whose classes I had also observed. I coded these as LecU, LecV, LecW and LecX, having adopted the same codes that I used during the lecture observations. I used the first interview with LecW to pilot the instrument to detect elements of unclarity, repetition and ambiguity in the interview guide questions. I have included full transcripts of the interviews I had with the EAP lecturers in Appendix D2. The interviews with the EAP course lecturers helped me to make comparisons between the actual practices of the lecturers from the class observations described in section **4.1** and how they themselves described their practices in light of the issues that I had set out to investigate as spelt out in my main RQ and SRQs. I now present the data based on the interview questions that were the points of focus in the interviews. I continue to present summaries of my understanding from the data due to limitations of space and where necessary include excerpts from the transcripts. Further to this, I have furnished fuller versions of the data in Appendix D.

The first question focused on the lecturers' beliefs. I firstly asked individual lecturers to describe their belief regarding the purpose of the EAP course and explain how they reflected this belief in their practice. In the second sub-question, I asked the lecturers to describe their belief regarding the need for students to produce correct language and

explain how this influenced their classroom practice during EAP lectures. In response to the first sub-question, LecU explained such belief in relation to the role of English as medium of instruction. The lecturer believed that EAP was "very important" since as a medium of instruction, there was requirement for students to be "very familiar with this language so that they communicate effectively, they get what lecturer is saying." LecU further explained that if students excelled in the English language chances were "very high" that they would "also excel in these other courses" that they were doing. In terms of how this belief influenced classroom practice, LecU claimed he always made sure he engaged the students in activities so that they practice the skills as expressed below:

> LecU: So it has really influenced my teaching because I would make sure, when I'm teaching I would make sure that my students really get the skills. That's why in most cases I would engage them in activities so that they really do what I want them to do. In the course of doing they acquire the skills.

In this way, the explanation seemed to reflect a service orientation to EAP as LecU believed that students' success in the other courses was contingent upon their success in the skills that they learnt in the EAP course, although as I have argued in section **4.1.1** actual practice with Group U seemed to be dominated by long drawn out sessions of teacher-talk in which students hardly had any real chances to practice the actual skills. On the other hand, LecV explained belief about the purpose of EAP that was "two-fold": that on the one hand, it was aimed at preparing students for academic life which the lecturer claimed had "its own demands" and "its own rules" and therefore was meant to help students realize those demands to be able to to live to the expectations of academic life. On the other hand, LecU also explained that it was also meant to prepare students for life beyond university by teaching them "how they can handle themselves" outside the university. The lecturer explained that because of this belief, he always made sure that teaching emphasized on these two elements. However, LecV acknowledged the challenge that students generally perceived the EAP course as one of the courses they had to do and pass "to fulfill a requirement of the university" and that because of this perception, he always tried to bring it to the students' attention that they should not regard the course as such. Beyond merely offering advice, however, LecV did not

provide any other practical ways of helping students refocus their perception of the course. For LecX, "good communication skills" such as the ones being imparted in the EAP course were "very crucial" for success in academic life and beyond. LecX believed language was "the great link" between students and the outside world and students and lecturers. Because of this belief, LecX made the students aware of the importance of the link as expressed below:

> LecX: And I've tried to mention this most of the times in…the class uhm by telling the students how important this uhm this link is…So I try to tell the students that link and I think there are certain…topics which try to, to bridge those skills. The first one is trying to give them these listening uhm writing all those, reading skills. They are going to help out in uhm gaining the right skills to pursue this function.

In the second sub-question, I asked the EAP lecturers their belief regarding the need for students to produce correct English and how this had influence on their practice. Both LecU and LecV believed in producing or using correct English for communication and that this was what they expected from the students though it did not turn out to be the case.

> LecU: Yeah, uhm uhm our students have to produce good, correct English everytime they are…communicating…And, for example, if a student is given an essay to write, this is just an example. We expect that they use correct language…So uhm really…it's important that they use correct language, correct English every time they are communicating whether verbally or even in written form.

However, when I asked both lecturers a follow up question to describe the general English language competence of the students in their classes, they acknowledged that the students had some challenges. LecU for example indicated the students were generally "able to communicate," acknowledging that there was "a little competence" and that there were "problems here and there." LecV on his part indicated that there were a few who were "excellent" and "very good" but that the majority were good which he explained as follows:

> LecV: But uhm the majority uhm are not, they are at that level where I'm saying they are good because you, you ask them a question or you give them a chance

to ask a question they struggle to construct a sentence. You find that they are code-mixing, you find that they start…speaking a local language, for example, Chichewa. You tell them, 'No, can you speak English?' Then they will just say 'Aaah.'… And they'll not ask the question. So that's the challenge…But in general terms I think we have students who are struggling.

In this way, LecV seemed to regard students' language practices such as code mixing as problematic although he himself engaged in the same practice during teaching. In terms of how the belief influenced practice, LecU explained that he always made sure that he checked the students' language whenever he gave them a writing or speaking activity and brought it to their attention when they "missed a spelling" or came up with a sentence that was "not well constructed" in order to "perfect their language." On his part, LecV "always" emphasized to the students during teaching that they should seriously consider spellings and grammar when "learning," "communicating" or "doing assessment." Suffice it to say that the responses by LecU and LecV seemed to reveal a prescriptive view of language in which there seemed to be an ideal that students were expected to produce or use even when most of the students were, according to their own observations, yet to reach the level for such production or use. On the other hand, LecX gave a less prescriptive response that seemed to show awareness of the students' status as English second language learners, although it seemed to portray students as transgressors who needed forgiveness for making language mistakes as expressed below:

> LecX: That's a bit tricky in the sense that these students are second language uhm speakers. So you do know that there are certain things that might limit them uhm to uhm to produce English as uhm as a first language speaker…They didn't have the right, they didn't have the books, they didn't have uhm they didn't hear the language as much as somebody else who was immersed in that way. So sometimes you would want to forgive them *[laughs]*…for making uhm for making uhm uhm incorrect sentences and all that. Not to be too prescriptive.

In addition, LecX also believed that anyone learning any language "should strive to learn it well" and as a result emphasized to students that "they should write correct English" and speak "good English," with the role of EAP lecturers being that of putting "interventions" aimed at helping learners achieve "fluency" in their communication. In

terms of actual practice, therefore, LecX explained that she held one-to-one sessions with those who had "poor English skills" where she explained how they could have done better while avoiding negative comments such as "'Your English is…bad.' 'You are a failure.'" In this way, LecX claimed, she struck a balance between understanding the students' ESL background and the need for them to do things in a certain way. In such descriptions, LecX described students from CDSSs who were also the focus of this study as those who were "not good" but were "trying to learn" and attributed their 'not being good' to not having had "much access to certain things" because of their secondary school ELL background. Thus, although all the three lecturers seemed to acknowledge the challenges that the students generally faced in the ELL efforts, it was left to individual lecturers to determine and decide on the strategies to assist struggling students.

The second question focused on the issue of resources for EAP learning and had two sub-questions. In the first sub-question I asked the EAP lecturers to describe the resources for EAP learning that they made available to students and how they thought these promoted independent learning. All the three lecturers acknowledged that there were fewer resources that they made available to the students for their learning during lectures. For example, LecU conceded that there were no enough resources but attributed it to the large number of students that he handled as expressed below:

> LecU: Yeah, but to me uhm I know it's not enough. We, we, we need to do more
> than that especially on the resources uhm anyway but sometimes because of the,
> the number of learners the resources may not be enough.

For LecV, while acknowledging that he did not provide the students with sufficient learning resources, he attributed this to the shorter length of the semester, as the university was trying to synchronize its calendar with the government calendar for all public education institutions. However, as noted in **section 4.1.1,** LecV hardly exhausted the first hour in most of the sessions that I observed and often left without giving the students any work or indicating to them what they should do with the remaining time.

In terms of actual resources though, LecU and LecX readily mentioned the projector and PowerPoint and explained that it helped in a number of ways though LecX seemed to have reservations. For example, LecU explained that he used the projector so that students could see what he was teaching, follow the discussion properly and correctly capture what he was teaching though he hinted that there were some topics where use of a projector did not help as expressed below:

> LecU: Yeah, yeah everytime I would want to use a projector because whatever I'm teaching I would want to them to see again. And not only seeing but they should also be able to capture that correctly. And, and I know when you are teaching sometimes some topics, it doesn't help when you project whatever you have uhm but bringing the projector, I wanted them to be able to follow the discussion properly.

LecX also acknowledged that the use of PowerPoint and a projector was good for speed during teaching and also that it enabled students to see the content but had reservations as she felt that it turned students into passive and non-agentive learners, who always waited for the lecturer to give them lecture notes instead of engaging with the content as expressed below:

> LecX: I will take the projector with me, if I want to be uhm quicker. Yeah, so it is fast coz [sic] it's there then you, but then I don't think that they do much more apart from they see everything there, you see them they are just sitting there…They are not taking any notes and all they want is for you to give them uhm all those slides. I want them to be more uhm not to depend on those slides. To listen, to write more, to engage more and not just 'Oh everything is there then as long as we get it.'…So I, I would like maybe if we could try to balance up uhm the use of the projector which is good that they have the information right there. But also, so that they shouldn't be uhm lazy, yeah.

The responses by LecU and LecX above seemed to confirm my observation that use of PowerPoint and a projector did not seem to promote any criticality in the students but instead promoted banking education, pointing to the need for careful reflection on how such a resource could be used to promote voice and agency in EAP learning among students.

In the second sub-question, I asked the lecturers to mention the available language resources and how they were deployed for EAP learning in their classes. The responses

that the lecturers gave showed that each held different views, especially about the role of the local vernacular Chichewa during learning, with implications for learner voice and agency. For example, LecU's response seemed to reveal an English-only monolingual ideal that however was unrealistic because he found that students in the classes still used Chichewa. In his response, he cast himself as someone who used English "most of the time," "if not all the time" and that he expected the students to do the same when answering or asking questions. However, he found that students often used Chichewa during group tasks and felt that they should be reminded to use English, arguing that though they might still be communicating while using the vernacular, it could be "to their disadvantage" and they might be "losing something because they are not using the appropriate language" for the ideal situation, which in this case turned to be English. On the other hand, LecV while acknowledging that the main language "as per the policy" of the institution was English, revealed that he was flexible enough to allow the students express themselves in Chichewa sometimes, arguing that restricting them to English only could have been tantamount to "not giving them chance to ask questions or to speak out or to contribute" especially with the awareness that there were some who could not express themselves in English as expressed below:

> LecV: I was uhm flexible to allow students in some cases…I would allow them to express themselves in Chichewa as long as what they are saying is directly related to what we are discussing that day or it, it's something that will help or will shape the lesson or uhm the discussion that we are having…So uhm it was not an explicit rule that you can speak in Chichewa but just looking at the situation you could just allow a student to uhm speak Chichewa.

In addition, unlike LecU who cast himself as using English "all the time," LecV acknowledged that he also used Chichewa on some occasions when he felt the need to bring in "a context or a situation that could easily be relatable" to the students, a practice he claimed also contributed to "a relaxed atmosphere" that enabled students to use Chichewa if they felt they could not express themselves well in English. In this way, LecV seemed to show that his approach towards using vernacular for instruction and allowing its use among students was a conscious strategy meant to confer them with voice and agency. LecX claimed she used English for instruction "99% or 98% of the

time" and used Chichewa only occasionally "to explain something", "for maybe clarification or maybe jokes," and because it was a language that the students knew, singling out one programme where she indicated she used less vernacular because there was an international student in the group. LecX also indicated there were times when students responded to questions in Chichewa but insisted to them that they should use English in order to be comfortable with and gain expertise in the language as expressed below:

> LecX: The learners themselves yeah, there are times when you ask something and then they will answer you in in Chichewa. So we, I had to tell them that 'No, no you speak uhm speak English.'…Then they'll be like, 'But I know Chichewa more.'… I'm like 'No, no, no' *[laughs].* 'I want you to uhm express yourself in English so that you, you are comfortable where you, you gain expertise.'

Suffice it to say that the descriptions concerning medium of instruction that the three lecturers provided generally seemed to fit with the data from observations that I have presented in section **4.1.2**.

I also asked the EAP lecturers to describe the approaches and activities for EAP instruction that they used and explain how these promoted independent learning among students. LecU referred to his approach as "learner-centred" and "interactive," claiming that he always involved students, engaged them, told them to do the tasks, asked them questions, and told them "to make presentations" to make sure that they were "actively involved in the learning process." In terms of activities, he indicated he "mainly" used group work though "in some cases" he also used pair work and explained that he strongly believed that students assisted each other when they were put into groups as expressed below:

> LecV: They work there because I strongly believe uhm when they work in groups they really help each other. You know our students are different. Uhm because they are different, so when I mix them in a group then they, they help each other and you also come in to help.

On his part, LecV described his approach as "lecturing" or "one-sided lecturing" which he attributed to "time constraints" brought about by the length of the semester. He explained that because of this approach, "not much of the activities could…be fitted in"

but stated that asking the students "questions or giving them an opportunity to ask questions" were "basically the activities that…were given to the students," which he claimed "were good and also…helped the students" without further elaboration. For LecX, her approach was "interactive" explaining that she made sure that the students had tutorials for every topic where they worked on their own but also practiced different things instead of abstract learning as expressed below:

> LecX: So I tried to put them in those groups but I also, also uhm put them in those groups so that they should uhm they should practice the different things, so that it's not just theoretical that you talk about referencing or you talk about listening and then they don't do anything.

In a related question, I asked the EAP lecturers how a number of factors might have influenced their approach to instruction in the course. I singled out six (6) main factors and asked each lecturer to explain if and in what way each of those factors influenced their approach though in some cases I added a few more to probe the responses and get clarity from the lecturers. The first factor was the need to follow and complete the stipulated syllabus for EAP. All the three lecturers agreed that this had some influence on their approach to teaching. LecU conceded that this influenced his approach especially in light of the shortened semester, which forced him to teach in "a fast manner" and leave a lot of work for the students to do on their own. On his part, LecV in addition to the shortened semester, which he claimed forced him to adopt the lecturing approach so he could finish the syllabus, cited the arrangement where different EAP lecturers are assigned to teach different groups. As a result of this arrangement, LecV argued, each lecturer was forced to teach in order "to be at par with the rest of the lecturers," "to do or cover everything that even your colleagues have covered." For LecV, this was good but also not good. Good in the sense that it ensured that all the content listed on the syllabus was imparted to the students. However, in the event of a shortened semester resulting from administrative arrangements to fit the calendar with the national education calendar, as was the case in this particular situation, it was not good because lecturers ended up rushing through content and not engaging the students more as expressed below:
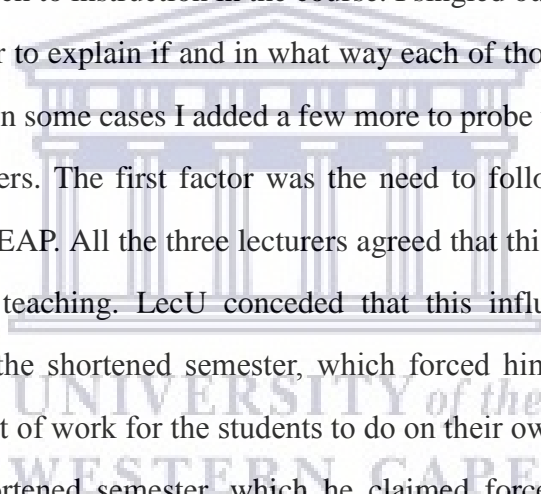
> LecV: Uhm it's, it's good but also it's not good…It's good because everything that is included on the syllabus is important to the students because you want the students to, to learn everything, to get the skills, and in this case Language and Communication, you want them to get al.l the skills, we are talking of all the four skills…But the downside of it is that you end up rushing through content. In the end you don't engage the students more uhm because I believe Language and Communication is supposed to be learner-centred approaches.

LecX also conceded that this influenced the approach that she took especially towards the end of the semester where she thought she rushed through the last topic on summary writing, having asked students to do it on their own instead of giving them more practice. Although LecX attributed this to time constraint, there was another reason explaining why they did not focus much on this particular topic: the fact that it was not going to be examined during the approaching end of semester examinations as expressed below:

> LecX: But then as you are s- uhm the other thing is that for, I was like okay, it wasn't even coming, it's summary writing, it wasn't coming in the exam. Then I was like okay, they can go and do it on their own…Yeah, so there is a bit of you focus more, you can focus more on things that you know uhm they are going to be assessed.

In this way, despite the different explanations from the three lecturers, the rallying point in all the responses was that the lecturers adopted approaches that seemed not to provide the students with favorable affordances for learning, voice and agency.

The second factor was the need to have the students assessed and scored. The lecturers gave different responses. LecU contended that though he knew that students needed to be assessed, this did not influence his approach to teaching. He argued that his main concern was for the students to acquire the skills as expressed below:

> LecU: But, but that one, uhm yes, you, you, you know the students in the end will have, will need to be graded. Uhm but, but that one does not really influence to me, it doesn't really influence the teaching the way it is done because uhm I'm teaching them these topics. And my questions will also come from the same topics. Uhm so I don't see the grading influencing my teaching.

This response seemed to contradict the actual observed practice as I have reported in sections **4.1.1** and **4.1.4** earlier. Similarly, the argument about the skills did not seem to

have much support in actual observed practice where, for example, students only wrote parts of an essay rather than a full essay with references and citations, where no actual reading activities were given for students to practice the skills, among other things. On the other hand, LecV conceded that this had a certain impact on his approach to instruction, arguing that assessment enabled him to know the students' level of learning and understanding and in turn informed him "in terms of how best to approach…the class or the teaching." As for LecX, I have already pointed out how in the response to express the need to follow and complete syllabus, she conceded that sometimes knowledge that an examination will have or not have content on a particular topic determined how much emphasis would be put on it during instruction.

The third factor related to the need to have students practice a variety of skills. I asked the lecturers to explain whether the need to have students practice a variety of skills influenced their approach to EAP instruction. LecU affirmed that this "definitely" had an influence on his approach, pointing to how he made sure during teaching that the "students do the activities." LecV agreed that this factor had some influence although he conceded that it was superseded by "the pressure to finish the content" which he claimed forced him to adopt an approach that would help him "finish the syllabus, ignoring the other important part which is uhm giving the students an opportunity to uhm to practice uhm language learning." For LecX, this had "a lot of influence," claiming that she really wanted the students to practice the skills and added further that there was need for the department to have "more good ways" through which to approach the issue of students practicing a variety of skills.

On the fourth factor, I asked the lecturers whether consideration that students in the EAP course were individuals with different language needs and opportunities for English language use had any influence on their approach to instruction. All the three lecturers affirmed that indeed this had influence and each outlined different strategies that they adopted in the course of teaching as evidence that they had deliberated on this in their practice. LecV mainly pointed to his flexibility regarding the issue of language of instruction as evidence because he recognized that there were "students with varied

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[English] language competence." He explained that he believed code-switching or code-mixing "could enhance learning" as a way of accommodating all students but argued that it must be used judiciously as expressed below:

> LecV: So uhm for me code-mixing or code-switching could be something good if we are uhm to accommodate all students uhm but that must be done as way of clarifying on a point uhm or a way of uhm emphasizing a point, not uhm using a local language as a language of teaching throughout, language of instruction throughout but as a way of complementing or trying to help or to, to emphasize on those areas where the students are having problems.

On the other hand LecX explained that she tried to give the students "chances to…express themselves" during class but also arranged for consultation hours for one-on-one sessions with students who felt they had problems although she noted that students rarely utilized them and only came to the office when they did not perform well in an assignment or an exam. In addition, also despite attempts to use group discussion as a strategy to address this, LecX noted that there were still challenges with group work as some students dominated the discussions, while others were left out or just hid in the groups without doing anything as expressed below:

> LecX: Sometimes in the group works they hide within there…They hide within their groups. There are some who are very domineering in the groups. So maybe even to sit more in the groups too and to try to see who you- try to engage them more that even those who are not, I remember there was a time there was one who was sitting, just sitting and I was like "Why are you not taking part in the group?" And I could see that there are others who had dominated…the discussion.

LecU's strategies seemed to be similar to those by LecX: he asked the students a lot of questions during learning, sometimes even asking a similar question to several students to gauge their understanding; he put the students into groups because he knew that they had "different capabilities" and therefore could assist one another when put in groups; and he held "one to one interaction" with the students in order to help individuals who had problems.

The fifth factor related to the status of EAP as a service course. I asked the lecturers to explain whether the service status of the EAP course influenced their approach to

instruction. LecU and LecX affirmed that this influenced their approach. On the other hand, LecV while affirming the same argued that such status was not good because of the attitude that students had towards the EAP course. LecU explained that he was aware than when teaching EAP he was "servicing these other departments" and therefore made sure that the students aquire the skills because he knew "for sure" the skills will also be required in these…other courses." On her part, LecX thought that such a status was "a very important thing" and as a result took time in her classes to explain to the students so that they see "why it is important" but also tried to link the course to whatever the students were doing. LecV explained that on the one hand, the service status of the course influenced his approach in that he was able to monitor the progress students made from being someone who came from secondary school into a person who was able to do things, write, handle him- or herself the way a university student is supposed to. However, he argued that students' attitude towards the course showed that the service status of the course was not being appreciated, acknowledging that students seemed to be "well aware" that they were not selected to study EAP at the university.

The last factor focused on the need to assist all students to transition from secondary school into university while at the same time being aware that as individuals, they had different secondary school English language learning backgrounds and experiences. LecX acknowledged the students were at "different levels" and that the department needed to take measures to assist those "who might not have had a lot of opportunities." LecU acknowledged that it was "obvious" that students joined the university at different levels and with different backgrounds and outlined a number of strategies that he took because of this awareness such as involving all learners in doing the activities, using group work to mix the students so that those with no skills could get assistance from those who had them and providing written feedback comments meant to assist individuals "depending on the blunders made." LecV felt it was "incumbent" upon lecturers to realize that they had students with different ELL backgrounds and competencies and always be mindful of that when teaching. For him, teaching from

known to known and code-mixing or code-switching were some of the strategies he adopted to "scaffold" learning because he could not "expect [first year] students to be as good as the second years" since they were just coming from secondary school.

The other question focused on the issue of opportunities and/or constraints to EAP learning outside the course. I asked the EAP course lecturers to describe any opportunities and/or constraints to EAP learning for students that they thought existed outside the EAP course. LecU's perspective was that opportunities existed since he "strongly" believed that students would use the skills acquired in the EAP course, such as academic essay writing, in the other courses, which he called "a chance for them to practice." However, he claimed that he might not have been sure if there were any constraints. LecV also claimed that there "so many" opportunities since the students still used the English language "whether it's in physics class, whether it's in a chemistry class," arguing that language learning could not only be restricted to the EAP class. However, he wondered whether the students themselves knew that such opportunities were also learning opportunities and proposed that there should a way of making them aware, which he claimed he was already doing as expressed below:

> LecV: But the question is do they know that those situations are also learning opportunities? Probably that's, that's the challenge…One way is to point out to them uhm I think in, whenever we are meeting them in class. They should know that uhm learning is not only in class. Language learning particularly is everywhere.

LecX's response dwelt much on the constraints rather than opportunities and singled out three constraints: the attitude of some of the students towards the EAP course itself; the attitude of some members of faculty; and the lack of other resources that could provide students with opportunity to practice what they learn in EAP. LecX acknowledged that there were some students who felt that because they were selected to study engineering, for example, then they should not be bothered to study EAP, a point similar to what was also raised during the focus group interview with FG2 as I have presented in section **4.2.1** LecX also felt that lack of infrastructure for language practice meant that students had little opportunity outside the EAP class to practice the skills

such as writing, especially when considering the English language background of the students that join the university from first.

The last question focused on assessment and had three sub-questions. Firstly, I asked the EAP course lecturers to describe the forms of assessment that they employed and explain how they thought these promoted learning among students. LecU described his assessment as being focused on application rather than recall, where students were asked to apply the skills learnt and not just to recall the concepts as expressed below:

> LecU: And, and the way I do it when uhm I want to assess my students, I always, I try to give my students a task that will require maybe something like application…Yes, they acquired the knowledge, they got the skills, but the task that I should give them it should be a task that will involve them apply that knowledge, use those skills…So my questions are always like that, application. Not recalling what they heard from me, no.

In this way, LecU seemed to believe that asking application questions promoted learning among the students. LecX described three assessments: "the ones that we score," "other exercises…which are not going to…appear in the in the grade," and the mid-semester exam. She gave the essay writing assignment as an example of the first type. Like LecU, LecX also claimed that they tried to make the assessment "practical." For example, she explained that the writing tasks were meant to see if the students incorporated all the elements such as "the referencing…how to write an introduction, how to write topic sentences, how to write building sentences, how to write a conclusion and all that," which seemed to reveal a focus on the product. On his part LecV cited group work and what he termed as "exam-based" assessments. He explained that the rationale behind group work was that students "should learn from their peers" and gave as example the assignment on writing an essay introduction whose aim was "to see if they can introduce something in writing." For the exam-based assessment, LecV argued that these brought out "little" in terms of language learning because students only focused on the exam questions.

In the second sub-question, I asked the lecturers to explain the forms of assessment feedback that they provided to their students in the course and how they thought they

promoted learning. All the three lecturers mentioned feedback comments written on students' marked scripts. LecU indicated that he wrote varied feedback comments on students' scripts depending on what an individual student wrote. When I probed him to indicate whether any student after receiving a marked script came back to him to ask if they did not understand a particular feedback comment, LecU explained that he had never had such an experience, arguing that he tried "as much as possible" to make the comments "explicit" for students to easily understand. LecV explained that such comments were used to point out to the students "what they did not do well" and "what they can do to improve." However, he claimed that students often never took such comments seriously as their main focus was on the score. LecX explained that for those students that "failed" they were asked by writing on their script to come to the office for one-on-one sessions and claimed that most of the students in her group "really came" and were given individual feedback tailored to their performance, something LecV also claimed he did but indicated that only a few came. LecV referred to students' focus on grades as the "biggest problem," explaining how he had noted during lectures that students often asked questions where they wanted to know how a question on a certain topic or sub-topic would be framed in an examination. When I probed him to explain what could be done to get students to focus on learning than on exams and scores, LecV claimed that it was a systemic problem beyond the department or even the university and that all the lecturers could do was to continue to talk to students during lectures to stop focusing on examinations as expressed below:

> LecV: It's beyond…the Language and Communication [Studies Department] but also I think we can do our part…I think it's a systemic issue. It's something to do with the system. Uhm our system, by our system, not just MUST but our educational system focuses on passing exams. So a student is uhm classified or is regarded to be brilliant if he or she gets an 80, 90, not in terms of his ability to apply uhm what he or she has learnt. Uhm so we are so focused on the grades, our system is so focused on the grades and the students are just adapting to…that because…for them they also want to pass.

LecX and LecU also indicated they provided general feedback in class. For example, LecX claimed she used this to point out "the general things" that were "problematic" for the students in the assessment while LecU declared that he used the general

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comments provided in class to tell the students how they were supposed to handle a particular question.

The last sub-question on the issue of assessment focused on the impact that the prospect of assessment had on the lecturers' approaches to EAP instruction. LecU explained that he "valued" assessment as a "very important component" of his teaching and as result started assessing students "right there in the lecture room" through questions to see if students were following or not. He also gave them "tasks in the form of assignments" in addition to tests. LecV acknowledged that the prospect of assessment forced him to cover the syllabus but also helped him "shape up the approach" in that in some cases he had to respond to the way the students were learning. For LecX, the prospect of assessment gave her "certain pressure" to finish the content in order to assess it though she argued that she always told students "that they shouldn't learn in order to be assessed." In a way therefore, all the three lecturers acknowledged that the prospect of assessment impacted their approach to instruction though with varied levels.

To summarize, data from interviews with the EAP course lecturers seemed to confirm that given the same length of the semester, individuals adopted different approaches and techniques for instruction, incorporated different activities for learning and assessment and used different resources to teach their respective group, with implications for agency and voice in the TPs who were the main focus of the study. This had the potential of resulting in differentiated levels of learning experiences across the groups. For an institution that seemingly lays emphasis on grading its students, these differentiated learning experiences might have contributed to a situation where students in some groups were more "groomed" for examinations than others although all the teaching and learning supposedly emerged from the same guiding instrument, the course syllabus which however only specified the aims and objectives, the topics of study, and the dates for assessment.

4.2.3   Summarizing data from interviews

In this section I have presented data from interviews with students and the EAP course

lecturers who were the target participants of the study. In the next section, I propose to present data from my analysis of relevant documents.

4.3 Data from document analysis

Documents in qualitative research are useful in a number of ways (Bowden, 2009). With reference to this study, however, data gleaned from documents helped me to understand the environment or the ecology so to speak within which language instruction took place in general and specifically in which the research participants operated. It also served to verify or uphold findings from other data sources, in this particular case the lecture observations and the interviews. In the sense that some of the documents seemed to shape the lecturers' consciousness about the environment in which they undertook the duty of instruction, determining what they could provide and how they provided it to the students under their charge, I therefore found data from documents useful for this study. In view of this, I collected and analyzed various types of documents that I loosely classified into three groups using my own criteria as administrative documents, documents for actual teaching and learning, and assessment documents. I propose to present these in the subsections below starting with data from administrative documents.

4.3.1   Data from administrative documents

I wish to point out at the outset that the university which was my research site was at the time administering an oath of secrecy to all its staff upon their employment which bound them against disclosing confidential and sensitive information both within and outside the institution. Because of this factor, I decided not to present certain documents under this category either in full or to include their fuller version in the appendix. This is especially true of documents such as minutes of meetings, which were my main source of information under this subsection. In cases where I have referred to such documents therefore, I have presented only the excerpts that I felt contained relevant data. Since all the participating EAP course lecturers alluded to the issue regarding the length of the semester as having had impact on instruction, I took it upon

myself to specifically look for official communication around the matter so that I could verify the authenticity of the claim. I came across minutes from one school meeting where this information was shared. I present the relevant excerpt in **Figure 1** below:

Figure 1

Excerpt from minutes relating to the adjusted academic calendar from a meeting for one of the faculties at the university

	ACADEMIC CALENDER
04/011/2018	It was reported that the teaching weeks have been trimmed from 14 to 11 weeks, the reason behind is that there is a need to match the Academic Calendar completely to the need of government's requirement.
05/011/2018	It was suggested that the Academic Calendar should come from the Academics not from Management though with that challenge members were advised to provide healthy teaching within the allocated weeks.

Source: Minutes of the school meeting for the MIT, held on 26 November 2018

In the excerpt of the minutes from one faculty meeting presented in **Figure 1** above, the chairperson informed members from the school present at the meeting that university management had trimmed the actual teaching weeks for the semester from 14 weeks to 11 weeks due to a need to match the university calendar to the needs of the government. Although this need was not fully explained in the minutes, my interview with LecV revealed that government had requested all institutions regardless of their level to align their academic calendars with that which the Ministry of Education, Science and Technology (MoEST) released before the beginning of every academic year as a guide around which public as well as private educational institutions were supposed to plan their events. Before this, under normal circumstances, the university used to have 18 weeks, 3 of which were left to planning and administering end of semester examinations, 1 was for a mid-semester break and the remaining 14 weeks were dedicated to teaching and learning, including formative assessment. As seen in the excerpt in **Figure 1** presented above, those present at the meeting seemed to protest and suggested that the academic calendar should come from academics rather than from

university management but were seemingly overruled and advised to ensure that they provided "healthy teaching" within the 11 weeks. As data from the interviews with the EAP course lectures presented earlier has revealed, as a result of this directive lecturers ended up adopting certain approaches to instruction, which might have contributed to inadequate affordances for effective learning to take place and to the neglect of students' voice and agency. Although the reduction of the teaching weeks might have affected all courses across the university, the case of the EAP course was a special one because this was a skills course that was taught only in the first semester at first year, when students are still in the process of transitioning from secondary school to university, but whose skills they would require for their entire academic life at the university and beyond. In addition, although some may argue that this could be a one-time event, its occurrence served as a stark reminder that within university systems, there exist certain dominant structural forces that, like in this particular case, influence course lecturers to adopt teaching approaches that mirror the transmission model or banking education despite their awareness that the ELL backgrounds and experiences of most of their learners, including those that this study focused on were not good enough for university education.

4.3.2   Data from documents for teaching/learning and assessment

The course syllabus
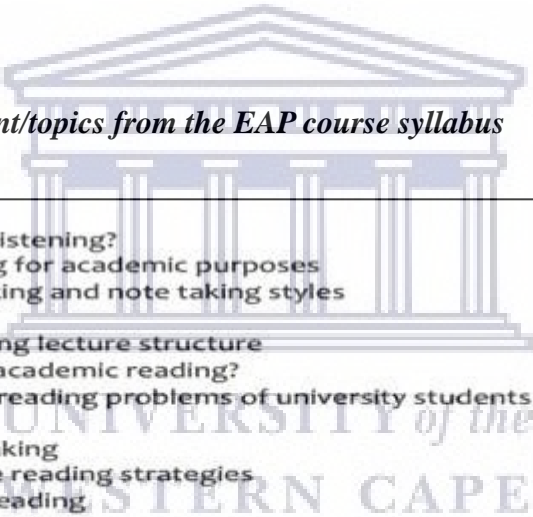
At the outset, I wish to point out that the EAP course upon which this study is based seemed not to have a formal course book for use by both lecturers and students at the time of data collection. Consequently, lecturers used a course syllabus to plan instruction and it was recommended that they share it with the students. The syllabus specified the aim of the course, the topics/content to be covered in their chronological sequence, teaching and learning methods/activities, continuous assessments and the week in which they should be administered, percentage composition out of 100% for the continuous and end semester assessments, general instructions for the course, rules for submission of assignments, and prescribed and recommended textbooks, among

other things. I have included the full course syllabus in Appendix E1. However, I have provided an excerpt from the syllabus that shows the topics/content relating to EAP in **Figure 2** presented below. I have excluded the content specification for Week One (Introduction to Communication), Week Two (Time management), Week Seven (Library skills), Week eight (Mid semester break), Week nine (Mid semester exams).

The syllabus had a stated aim that partly indicated that the course was aimed at developing students' "language and communication skills necessary for academic life and beyond." Apart from this general aim, there were no specific objectives relating to the specified topics/content that were divided chronologically according to weeks in the lesson structure section part of which I have provided in **Figure 2** below:

Figure 2

Excerpt showing content/topics from the EAP course syllabus

Week three
- What is listening?
- Listening for academic purposes
- Note taking and note taking styles

Week four
- Organising lecture structure
- What is academic reading?
- General reading problems of university students

Week five
- Note-making
- Effective reading strategies
- Critical reading

Week six
- Structure of reading texts
- Rhetorical functions in academic reading texts
- Summary writing

Week ten
- Introduction to essay writing
- Types of essays
- Parts of an essay

Week eleven
- Planning an essay
- Consulting sources

Week twelve
-Practicing essay writing (drafting and editing)

Week thirteen
- In-text citation
- Quotations in the essay
- Paraphrasing in essay writing
- Summarising information in an essay

Week fourteen
- Referencing

Week fifteen
- Referencing

Source: LCOS-111 course syllabus for 2018/19, MUST

The syllabus seemed to list the content/topics for the skills of listening, reading and writing but did not specify the activities or tasks that students would be required to do for their own independent learning and practice. This implied that individual lecturers were left to plan activities for their respective groups with potential for differentiated learning experiences across the groups despite the fact that the lecturers seemed to share the same set of notes for use during instruction. In addition, in the form that the EAP syllabus was, it had potential for different interpretations for teaching and learning since it just listed the topics or content for study without including the activities or tasks for learning and practice in a course that was being put across as a skills course. Bearing in mind the fact that the participants in the study came from a secondary school system of learning that research revealed was dominated by teacher-centred methods of teaching and learning (Chimombo, 2010), the EAP course syllabus in the way it was designed as demonstrated in my explanation above seemed to have potential for encouraging students to always look up to the lecturers to give them activities and tasks for practice and assessment instead of encouraging self-practice and assessment. However, as lecture observations revealed, not all lecturers included enough activities during instruction. In this way, the syllabus had potential for teacher-centred instruction, with negative implications for nurturing learner voice and agency in the EAP course. In addition, the manner in which the syllabus specified the content seemed to lay emphasis on teaching these as topics of study or input rather than as skills to be practiced through activity with the possible exception of Week 12 which it was clearly indicated would focus on practicing essay writing (drafting and editing). With reference to writing, it can be seen that the content specified in Week 10 as 'Types of essays' and 'Parts of an essay' seemed to suggest a focus on the essay as a product. Taking into consideration the topics listed the way they were, it was also highly probable for students to search for content for study rather than to practice the skills on their own. Such an organization of content seemed to presume a transmission orientation where students could view the lecturer and other sources that they consulted as fountains of knowledge and themselves as passive recipients. With reference to assessment, I noted that the syllabus specified a weighting which gave more prominence to the final exam which contributed

60% to the final score that a student would get at the end of the course than on continuous assessment which was weighted at 40%. I also noted that the syllabus listed down 6 types of continuous assessment, the form they would take (i.e. whether they would be individual or group work) and indicated the week in which each one would be administered to the students though this was not followed in practice by all the lecturers. However, in listing these down the syllabus seemed to reduce the role of students into that of non-agentive recipients than as co-constructors of assessment with their teachers whose choices and actions could have helped shaping assessment practices in the course (Adie et al., 2018).

Teaching notes

I have already highlighted that all the four EAP course lecturers used a similar set of teaching notes in PowerPoint formats to guide their instruction. I have also highlighted that the lecturers agreed not to provide these notes directly to the students as in sharing with them hard or electronic copies, with the exception on the notes for the topic on referencing. The expectation was that students would sit through and listen to the lectures and take notes from the lecturer's oral presentation and/or the accompanying visual content shown using a projector. Though in some cases the notes were beamed to the students using a projector, in limiting students' access to the notes by refusing to gives them hard or electronic copies, the lecturers seemed to maintain their powerful role as custodians of knowledge and content in the course. I have included full sets of notes that were used for teaching the topics on academic listening, reading, writing and referencing in Appendix E2. The notes themselves stated the objectives for a particular topic. They also had the content for a particular topic mainly in the form of definitions and explanations of concepts and in some few cases steps, instructions or guidelines for doing certain things. In some few cases, such notes contained activities for practice which individual lecturers would choose to do with the students in class, ask students to do in groups or on their own during their own free time. The dominance of definitions and explanations of concepts and steps, instructions or guidelines seemed to foreshadow a transmission orientation to instruction in which students would be

reduced to passive recipients. In **Table 25** below I present an extract of the objectives for some of the lecture sessions that are presented in the lecture notes that I was given access to and are included in Appendix E2.

Table 25

Extract of objectives from lecture notes for academic listening, reading, writing and referencing

	Academic Listening	**Academic Reading**	**Academic Writing**	**Academic Referencing**
Topic Objectives	By the end of the session, you should know: • How to take notes from a listening source (e.g. a lecture) using different styles. • How to use symbols and abbreviations when taking notes from a lecture. • How to follow the general structure of a lecture.	By the end of the session, you should be able to: • Adapt your reading to purpose. • Use different approaches and strategies to the reading of academic texts. • Recognize different ways in which academic texts are organized or structured. • Recognize various rhetorical functions when you meet them in your academic texts.	At the end of the session, you are expected to: • Define an expository essay. • Recognize the structure of an expository essay. • Practice writing the different parts of an expository essay on a given topic.	At the end of the session, you are expected to: • Define referencing. • Explain situations in which referencing become necessary. • Explain why referencing is important. • Note the differences between the APA and MLA referencing styles. • Write references accurately in assignments.

From **Table 25** presented above, the lecture objectives seemed to address students

directly as seen from the use of the pronoun 'you' in the opening statement and also seemed to position them as the doers of the actionable tasks listed such as taking notes from a listening source, using different approaches when reading academic texts, or practicing writing parts of an essay or writing references in assignments. In directly addressing the students as they did, the objectives seemed to imply some sort of independent and practice-based learning, with potential for fostering voice and agency. However, the content of the notes which the lecturers used as a script for instruction seemed not to actualize these. Instead, they seemed to focus much on defining and explaining concepts and giving guidelines than on giving the students tasks and activities for practicing what the objectives spelled out. For example, the notes for reading had an activity on determining one's reading speed and another one at the end where students were asked to practice making notes using any of the methods covered in the lecture on a sample text the lecturer was supposed to provide in class. The ones on academic writing focusing on the expository essay had two exercises. The first one asked students to read sample thesis statements and determine if they contained a topic, the writer's position and main idea while the second activity asked them to identify parts of a conclusion from a sample concluding paragraph of some essay, which seemed to give away a product orientation to writing. Such activities did not seem to address the core skills that the students were supposed to learn and practice in the course. In this way, it was up to individual lecturers to decide and design the kind of activities to practice with the students, which essentially made teaching and learning in the course to be teacher-centred.

Other materials sourced by individual lecturers

The lack of a formal course book and the perceived inadequacy of the shared teaching notes seemed to force individual lecturers to source other materials to use during instruction. However, this seemed to depend much on a lecturer's ingenuity, as I seemed to notice that there were differences in the way individual lecturers used additional resources thereby also contributing to differentiated learning experiences among students in the different groups. I have pointed out in **section 4.1.2** that while the

other lecturers seemed to rely heavily on the shared teaching notes, LecX sourced a variety of additional materials mostly in the form of loose handouts photocopied from book chapters with content related to some of the topics and subtopics in the course. These were often distributed to students and used in class discussions to consolidate some of the points raised during direct instruction. For example, in sessions X1 and X2 focusing on essay writing, LecX brought in loose copies from *College Writing Skills* by John Langan (1992) containing a full essay of roughly 500 words and 5 paragraphs titled 'Reactions to Disappointment', which selected students read loudly followed by a discussion in which the lecturer led the class to appreciate how the essay seemed to exemplify various elements of the parts of an essay such as the introduction and the main body thus, focusing on the essay as a product. **Figure 3** presented below shows an excerpt from the first two paragraphs of the essay.

Figure 3

Excerpt showing partial essay from a handout for instruction in session X1

Reactions to Disappointment

Ben Franklin said that the only sure things in life are death and taxes. He left something out, however: disappointment. No one gets through life without experiencing many disappointments. Strangely, though, most people seem unprepared for disappointment and react to it in negative ways. They feel depressed or try to escape their troubles instead of using disappointment as an opportunity for growth.

One negative reaction to disappointment is depression. A woman trying to win a promotion, for example, works hard for over a year in her department. Helen is so sure she will get the promotion, in fact, that she has already picked out the car she will buy when her salary increase comes through. However, the boss names one of Helen's coworkers to the spot. The fact that all the other department employees tell Helen that she is the one who really deserved the promotion doesn't help her deal with the crushing disappointment. Deeply depressed, Helen decides that all her goals are doomed to defeat. She loses her enthusiasm for her job and can barely force herself to show up every day. Helen tells herself that she is a failure and that doing a good job just isn't worth the work.

Another negative reaction to disappointment, and one that often follows depression, is the desire to escape. Kevin fails to get into the college his brother is attending, the college that was the focus of all his dreams, and decides to escape his disappointment. Why worry about college at all? Instead, he covers up his real feelings by giving up on his schoolwork and getting completely involved with friends, parties, and "good times." Or Linda doesn't make the varsity basketball team-something she wanted very badly—and so refuses to play sports at all. She decides to hang around with a new set of friends who get high every day; then she won't have to confront her disappointment and learn to live with it.

The positive way to react to disappointment is to use it as a chance for growth. This isn't easy, but it's the only useful way to deal with an inevitable part of life. Helen, the woman who wasn't promoted, could have handled her disappointment by looking at other options. If her boss doesn't recognize talent and hard work, perhaps she could transfer to another department. Or she could ask the boss how to improve her performance so that she would be a shoo-in for the next promotion. Kevin, the boy who didn't get into the college of his choice, should look into other schools. Going to another college may encourage him to be his own person, step out of his brother's shadow, and realize that being turned down by one college isn't a final judgment on his abilities or potential. Rather than escape into drugs, Linda could improve her basketball skills for a year or pick up another sport-like swimming or tennis-that would probably turn out to be more useful to her as an adult.

Disappointments are unwelcome, but regular, visitors to everyone's life. We can feel depressed about them or we can try to escape from them. The best thing, though, is to accept a disappointment and then try to use it somehow: step over the unwelcome visitor on the doorstep and get on with life.

The rest of the handout which the lecturer gave to the students and asked them to study on their own contained other sections with sub-titles and seemed to provide direct instruction to readers, reflecting transmission. For example, under a sub-heading 'Understanding Support' the accompanying text provided explanation part of which read:

> "Here, essay 2 [i.e. the essay from which the extract in **Figure 3** was taken] is more effective, for it offers specific example of the ways people deal with disappointment. We see for ourselves the kinds of reactions people have to disappointment…Essay 1 on the other hand…"

Another section had a heading 'INTRODUCTIONS, CONCLUSIONS, AND TITLES' and two subsections headed 'Introductory Paragraph' and 'Concluding Paragraph.' The text accompanying the main heading explained:

> "So far, this chapter has been concerned with ways to organize the supporting paragraphs of an essay. A well-organized essay, however, should also have a strong introductory paragraph."

The sub-heading on Introductory Paragraph opened with an explanation "A well-written introductory paragraph will perform several important roles:" and then proceeded to list and explain four different roles. Thereafter, in a sub-subheading 'Common Methods of Introduction' it listed, explained and provided an example each on how an essay can be introduced in six different ways, including using a quotation, asking one or more questions, and using an incident or a brief story. Another sub-subheading 'Activity' gave the reader the following task as expressed below:

> "The box on the next page summarizes the six kinds of introduction. Read the introductions that follow it and, in the space provided, write a letter of the kind of introduction used in each case."

The subheading 'Concluding Paragraph' had an opening explanation and then two sub-subheadings. The first sub-subheading read 'Common Methods of Conclusion' and listed, explained and provided an example for each of the three methods a person may use "to round off your paper," namely: 'End with a summary and final thought,' 'Include a though-provoking question or short series of questions,' or 'End with a prediction or recommendation.' The final sub-subheading was an activity which read:

"In the space provided, note whether each concluding paragraph ends with a summary and final thought (write S in the space), end with a prediction or recommendation (write P/R), or ends with a question (write Q).

In this way the explanations given seemed to focus on the product and to mirror a banking approach in which the reader was told directly through explanation and example. The isolated activities in the handout did not also seem to provide students with opportunity to actually practice writing an essay.

Another resource for instruction that I noticed being used, especially by LecU in a revision session, was a print out with three different types of activities on APA referencing. I describe the first two activities here but have included the full text in Appendix E3. The first practice activity asked students to write a reference list in APA format using three sources that were in the form of pictures: a print journal article, an electronic journal article that showed a DOI number, and a book. The second activity opened with a statement that read "Write a list of references for an essay from the fictitious details given below" and then gave jumbled details for each of ten 'fictitious' sources ranging from books, journal, articles, newspaper articles, and chapters in edited books. The jumbled details related to issues such as the author's name, date of publication, name of publisher and city of publication (if it was a book), title of publication, and volume number (if it was a journal article), among others. Students were expected to sift through the jumbled details to reorder the information using APA guidelines and then compile these as if they were compiling a references list for sources used in an essay.

Although the three exercises provided the students with opportunity to practice, they were isolated, as they were not based on any writing that the students had done. In addition, for the two lecturers (i.e. LecU and LecV) that decided to use the activities on the printout for instruction, I noted that there were differences in the approach that they took. LecU actually gave the activities as a practice revision exercise for his group, part of which they did in class while he monitored them and the rest they were asked to do at their own free time. On the other hand, LecV chose the second activity and gave it as a

group assignment for the two groups that he in charge of. I noted later that the end of semester examinations had a question of similar format to the second exercise. I present data from documents on assessment below.

4.3.3 Documents on assessment

Examination papers

Students wrote two main exams in the course: the mid semester examination and the end of semester examination. I have included the two examinations in Appendix E4. However, here I provide a summary of my observations only on the content of the end of semester examination due to issues of space.

The end of semester exam had four questions. Question One focused on Time Management. Question Two seemed to focus on academic reading and had four parts a), b), c) and d). Part a) asked students to explain two problems university students would encounter if they failed to adapt their reading strategy to purpose. Part b) asked students to explain any two reasons why critical reading was suitable for university students. Two c) asked students to explain the importance of skimming the blurb, the index, the glossary, the references, and the author of a book. In Question Two d) students were asked to read a a text of about 440 words focusing on water purification and make notes from it using the mapping method. Parts a) to c), as can be seen, seemed abstract in nature, requiring students to recall from lecture content on reading that they had covered in their respective classes. On the other hand, part d) which required students to make notes after reading the passage on water purification seemed to be practical. However, the fact that students were asked to use the mapping method out of about three possible methods that had been covered in class seemed to limit not only their choice but also their voice and agency and to give away impression that students made notes for others to read and mark though in reality they are supposed to make notes for their own use in studying using a style they are comfortable with. In addition, the question on note-making also seemed to reflect what LecU explained to his group during session U7 when he told the students as they were going through the topic that

during examinations "we make a choice for you" and "we expect you to use that method that we have mentioned in our question." Question Three seemed to focus on listening and had two parts, a) and b). Part a) asked students to explain the importance of "making guesses on what is to be presented" and "following signaling devices" during listening. Part b) gave students a list of five context-less phrases and asked them to say what each would signal if a presenter in a presentation they were listening to used such a phrase. I noted that the phrases seemed to be the same phrases that were available in the teaching notes and were discussed during class activity in sessions W2, V8, and U4, for example. In this way, Question Two seemed to be almost similar to the question on listening that was also part of the mid semester examinations. Question Four focused on essay writing and referencing and had two parts, a) and b). Part a) focused on essay writing and asked students to write "a two paged essay" on the topic 'The role of technology in development.' Since the lecture observations had shown that only LecX had given students in Group X a task to write a full essay for continuous assessment, the inclusion of this question in the end of semester examinations meant that students from the rest of the groups were writing a full essay for the first time in a highly controlled and time conscious activity. On the other hand, the specification on length (i.e. "a two paged essay") seemed to reflect a focus on the product and an attempt to make the writing controlled in terms. The specification in terms of the topic and length seemed to be attempts to limit the students not only in terms of choice but also in terms of their voice and agency. In Part b) students were given a list of four reference sources with jumbled details and asked to compile them in a references list using the APA format. The list of sources included two books, one of which was a 9th edition written by one author while the other one seemed to be a 1st edition written by three authors, a chapter in an edited book, and an electronic journal article written by five authors. The question seemed to require students to recall the guidelines for APA referencing that they had covered during lecture sessions in their respective groups and use them to sort out the jumbled details in the listed sources and then compile these into a references list that was not based on any actual writing. I believe that this particular question seemed to be similar in terms of what it required the students to do to another

activity that was on a print out containing three activities on referencing that LecU used with his group to conduct a practice activity as presented in **section 4.3.2** earlier**.** LecV also gave a similar activity for continuous assessment to students in groups Q and V.

I conclude on documents on EAP examinations, therefore, by stating that data from the mid semester and end of semester examinations past papers seemed to reflect a concern with assessing and scoring students rather than assigning due value to their voice and agency. I present data from documents on student assessment feedback below.

Written feedback on student assessment

In this study, I also collected and analyzed lecturers' written feedback comments for continuous assessment from marked scripts of 15 of the TPs who remembered to bring their scripts to the interview where I also used the feedback comments as one of my talking points during the interview as indicated in **section 4.2.1**. Because of the little amount of actual essay writing that I witnessed in the EAP course as explained elsewhere in this chapter, I asked the TPs coming to the individual interviews to bring with them their marked scripts for any type of written assessment done in the course. I observed that most of those who remembered brought with them marked scripts for the mid-semester exam as this seemed to be the most common form of individual assessment that they had done where they had also received feedback at the time of data collection. In analysing data in the written feedback comments, I was guided by the eight categories by Hamp-Lyons and Chen (1999) which they also adapted from the initial six first proposed by Straub (1997), though I discarded the quantitative orientation in their studies and chose instead to focus qualitatively on what the feedback comments were communicating. The eight categories by Hamp-Lyons and Chen (1999, pp. 211, 212) included praise ("positive", "non-controlling" comments), criticism ("negative," "authoritative" comments or evaluations), imperative (stated in imperative form and instructing the student writer "to do or change something"), advice ("suggestive comments" stated in a "conditional mode"), closed questions (requiring a 'yes' or 'no' response or "a simple one-word answer"), open questions (requiring more than 'yes' or 'no' and often started with 'what,' 'where,' 'why,' 'who,' 'when' and

'how'), mechanics (focusing on grammar, punctuation, spelling, word choice etc.) and '?' (no comment except a '?' to mean "'don't understand'"). I have included samples of marked scripts with written feedback on them in Appendix E4, having first carefully edited out information that could give away the identity of the student participants. I now provide my analysis of the feedback comments.

In **Table 26** below, I present a summary of examples of some of the feedback comments, especially those pertaining to imperatives, criticism and open questions. Further examples can be verified from the samples of included in Appendix E4. My analysis showed that imperative feedback comments were more dominant than any other form followed by circling or underlining of words or phrases either to indicate incorrect spelling, grammar or some other issue regarding accuracy of the idea being expressed. For spelling sometimes sometimes 'sp' was used alone at the top of the misspelled word or in combination with underlining or just underlining while issues regarding accuracy were in other few incidences indicated by outright cancellation of phrases or words. This was followed by feedback comments in the form of criticism, double or single question marks probably signaling that the lecturer did not understand what the student was saying and few incidences of open questions. I did not come across any feedback comments in the form of praise, advice or closed questions.

Table 26

Examples of feedback comments on marked scripts of some of the TPs

Form of feedback	Example
Imperatives	"Label properly", "Do not use complete sentences", "Don't use both", "Explain the 5Rs clearly", "Explain the different quadrants separately", "Present the principles in good order", "Just label and present the explanation elsewhere", "Check your style", "Use short sentences."
Criticisms	"Title very long", "Your goal doesn't make sense", "Some

	information has been left out", "Goal not well presented", "The principles not well presented", "It doesn't say the <u>How</u>"
Open questions	"How relevant is your goal?", "What?", "What is it?", "How?", "How did you measure that?"

Written feedback can act as an affordance for students learning to write if they are able to process their teachers' feedback comments in order to use them to develop their writing (Agbayahoun, 2016). This is possible when such feedback is "suggestive" and "clear and easy" for the students to decode, giving them a "sense of ownership of their writing," rather than "prescriptive", in "form of instructions and criticisms" (Agbayahoun, 2016, p. 1896) which the students find disempowering. The dominance of imperatives and the absence of praise, advice or suggestive feedback in the samples of marked scripts as I have explained above could signal that the EAP course lecturers often carved powerful positions for themselves. However, as indicated in **section 4.2.1** earlier most of the TPs generally indicated feeling negative about the feedback comments that they received from their EAP lecturers.

Summary of chapter

In this chapter, I have presented data that I collected through lecture observations, semi-structured individual and focus group interviews and analysis of documents. Through these forms of data, I believe that I have demonstrated that the EAP course at MUST in the form that it was used at the time of my research seemed not to be suited for engendering voice and agency in the target participants of the study who were students selected from community day secondary schools. I propose to use **Chapter Five** to discuss and interpret these findings in light of the MRQ and SRQs that I had set out to investigate as stated in **Chapter One** and **Chapter Three**.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF FINDINGS

5.0 Introduction

This chapter is a sequel to the previous chapter on data presentation and analysis in that it continues the story of my investigation of learner agency and voice in the EAP course at MUST. At this juncture, I wish to reiterate the aim of the study. The main aim of the study is to investigate whether the current EAP course at the Malawi University of Science and Technology (MUST) can engender voice and agency among first year undergraduate students transitioning from community day secondary schools (CDSSs). I have approached the study believing that the following main research question (MRQ) and sub-research questions (SRQs) would enable me to investigate what I set out to achieve:

MRQ:

Can the EAP course at MUST engender voice and agency among the first-year undergraduate students transitioning from CDSSs?

SRQs:

1. What affordances for EAP learning exist at MUST and how do they relate to language learning agency and voice?

2. How do learners transitioning from community day secondary schools into the university manifest agency and voice when learning various aspects of the EAP course at MUST?

3. What factors influence agency and voice in EAP among learners transitioning from community day secondary schools into university at MUST?

4. How do EAP lecturers at MUST understand learner agency and voice as revealed from their teaching and assessment practices in the EAP course?

I also wish to submit that in my attempt to make my study truly a work of creative discovery and inquiry, I have made the decision to present this chapter by making considerable reference to the strands of the substantive and methodological theories that I have already presented unreservedly in the Literature Review Chapter (**Chapter Two**) and Methodology Chapter (**Chapter Three**) respectively. In light of this, I believe that such reinforcement is necessary for strengthening my epistemic stance throughout this study. My theoretical stance (couched in critical pedagogy, theory of affordances and theory of positioning), the qualitative case study design embraced in the study, and the thick descriptions demonstrated in the data analysis necessitate my reaffirming my philosophical beliefs before proceeding with the chapter as these play an integral role in the process of discussion and interpretation of findings which this chapter is meant to do.

5.1 Reinforcing my perspective

Towards the end of the Literature Review Chapter (**Chapter Two**), citing Berthoff (1999) I avowed my belief in the need for constantly reflecting on the role of an awareness of awareness, of thinking about thinking, of interpreting our interpretations in the process of conducting research. The current chapter then is a continued manifestation of such a belief as I attempt to demonstrate my continuing desire to raise my thinking and practice to a higher level of understanding through interpretation of the research findings. Having also expressed my firm belief in naturalistic inquiry and thus demonstrated in practice in my methodology and data presentation and analysis as outlined in **Chapters 3** and **4**, I now understand how the desire for constant reflection in me influences my stance against logical positivism and my acceptance of the context of this research as a means of constructing and interpreting knowledge. Such a stance necessitated my avoiding abstract and universal research questions devoid of context but instead contextualize such questions to the "temporal and local particularity" of my research site and from the participants' "expressions and activities" (Flick, 2009, p. 21) within their context. This requires that I reinforce my pedagogical and research

perspectives before embarking on the task of discussing and interpreting the findings of this research.

In advocating for pedagogy that values learner empowerment by nurturing voice and agency in EAP at MUST, my study discusses the following issues in order to reinforce my perspectives: Rejection of objectivity, EAP pedagogy and the rejection of monologic and rationalist approaches to instruction, rejection of teaching as an act of reaping, reinforcing constructivist research, and a rationale for discussion and interpretation of the findings.

5.1.1   Rejection of objectivity

In the Methodology Chapter (**Chapter Three**), I expressed my avowal to the subjectivist view of inquiry for indeed as Polanyi (1962) affirms, attempts to eliminate the human perspective from our view of the world can only lead to absurdity. It is therefore important at this juncture that I reiterate my rejection of objectivity. In its assertion that any experience or knowledge exists outside the individual and therefore that in any endeavor to understand such knowledge one needs not to be influenced by personal feelings or opinions but only by facts, objectivity ignores the role of context in social research and the important fact that as human beings, we always interpret, negotiate and give meaning, create, define, and rationalize our actions (Babbie & Mouton, 2008). This research subscribes to the view of social reality as being subjective, subtle and complex as it is the perceptions of the participants and the values and aims of mine as the researcher that shape it. Therefore, this research is an attempt to assign centrality to local, temporal as well as contextual issues specific to the study as a way of resisting issues that are ubiquitous, universal and timeless which typify research with objectivist outlook.

5.1.2   Rejection of monologic and rationalist approaches in EAP instruction

Monologic instruction draws its name from monologism which has been part of a major tradition in Western philosophy and science (Linell, 2003, p. 6). Monologism attempts

to reduce the world to rational subjects and verifiable objects and views language and knowledge as independent of the subject (Linell, 2003). Although monologism acknowledges subjects as individuals holding intentions and knowledge, it distrusts such individuals, portraying them as often mistaken in their performance which is regarded as being full of errors. Thus, in monologism, there is some kind of guru, "someone who knows and possesses the truth and instructs someone who is ignorant of it and in error" (Skidmore, 2000, p. 284 citing Bakhtin, 1984). As a result, monologism has been accused of adopting a "fault-finding" perspective (Linell, 2003). This contrasts sharply with dialogism where knowledge is perceived as "constructed, negotiated, and (re)contextualized…in situ and in socio-cultural traditions and…in dialogue with others" (Linell, 2003, p. 6), thereby acknowledging the intersubjective nature of communication. A monologic conception of pedagogy is more concerned with "the transmission of pre-packaged knowledge" (Skidmore, 2000, p. 285). On the other hand, a dialogic conception of the same leads to "emancipatory" (Lyle, 1998) teaching with opportunities for knowledge co-construction involving the teacher and the learners and among the learners themselves where their experiences and interpretations are also valued and explored. Monologic instruction seems antithetical to a critical pedagogy necessary for learner empowerment through voice and agency as it is disempowering to students. It is likely to lead to instruction in which the teacher is the knower and students are positioned as passive recipients of pre-packaged knowledge, typical of banking education (Freire, 2000). In relation to reading, monologic instruction has potential for imposing the teacher's reading as the only right reading (Sivasubramaniam, 2017) or the author's meaning as the only meaning. In terms of writing instruction, the fault-finding perspective in monologic instruction is likely to lead to forensic examination and judgment of students' writing which has been found not to be beneficial as it engenders in them "a 'crime and punishment' approach to writing" (Sivasubramaniam, 2011a, p. 70). This study therefore rejects a monologic worldview as well as its conception of pedagogy as it precludes learner agency and voice.

The study also rejects rationalist approaches to language instruction. This is a stance I have already voiced in the Literature Review Chapter (**Chapter Two**) of this study. Rationalist approaches have been used to justify the often taken for granted view of EAP as a service subject leading to the adoption of utilitarian principles and skills approaches eventually leading to the neglect of personal, contextual or cultural issues during instruction (Pennycook, 1994b). Rationalist approaches have resulted in the view of students as closure-focused individuals and to the view of teaching and learning as closure-focused activities that are timeless, universal, as well as quantifiable and justifiable (Sivasubramaniam, 2011a & b) with potential for adoption of teaching and assessment approaches that deny students voice and agency because of the view that there is only one right way to interpret our world through reading and writing.

5.1.3 Rejection of language teaching as an act of 'reaping'

Obsession with the desire to see immediate results from or evidence of learning in the form of scores and percentiles often influences researchers and teachers alike to view language teaching and learning as acts of reaping (van Lier, 2004a, p. 12). As a result, teaching becomes more an act of preparing students to pass examinations leading to the view of the teacher as 'the correct-answer-guru' while students view each other as competitors rather than collaborators and adopt a survivalist orientation (Sivasubramaniam, 2004). While recognizing the need to have students' performance assessed, this study rejects this conceptual view of teaching and learning because of the potential it has in precluding voice and agency in students as it has a likelihood towards encouraging a deficit view of learners and promoting teacher-centred practices in the classroom.

5.1.4 Reinforcing constructivist research

As a continuation of my rejection of positivist and rationalist epistemology, I also reinforce my devotion to constructivist research. As a constructivist researcher, I do not believe in quantitatively measured and value-free knowledge. I believe that knowledge is personalized and that any attempts to understand and interpret such knowledge

should be based on the everyday real life experiences of human beings. Therefore, any conceptualization of language teaching and learning ought to account for the lived through experiences of teachers and students (Sivasubramaniam, 2009, p. 54). I have partly demonstrated these beliefs in my data analysis and presentation in the previous chapter where I have attempted to present data from the lived through practices, experiences and perspectives of the research participants in the EAP course within the context of the research site. This data has so far contributed to an emergent understanding which forms the basis of discussion and interpretation of the socially constructed realities, local generalizations, interpretive resources and knowledge presented in this chapter.

5.1.5 A rationale for discussion and interpretation of research findings

As far as my current study is concerned, the findings in it are meant to indicate whether the current EAP course at MUST can engender voice and agency among first year undergraduate students transitioning into the university from CDSSs. In light of this, I have been able to point out the varied themes that emerged during the presentation of the data in **Chapter Four**. However, the analysis and deeper discussions and interpretation of the data have been reserved for **Chapter Five**. Although the study had one major aim, I approach this section with the belief that this aim could be investigated by translating it into the MRQ and then breaking the MRQ further into four SRQs, all of which I have recapitulated in the introduction to this chapter. I have therefore broken down my discussion and interpretation in this chapter into four major sections which also correspond to the four SRQs and combine findings obtained by means of the various research techniques used for data collection as a way of upholding my study's trustworthiness. Each section will present the discussion under sub-headings and provide a summary of the discussion to reinforce the argument. However, I hasten to emphasize that the sections reinforce the interrelated aspects of the research questions and the interconnected explanations of the investigation of voice and agency in the EAP course at MUST.

5.2 Affordances for voice and agency in EAP at MUST

In this section, I propose to discuss and interpret the issues that constitute the affordances for EAP learning at MUST. This necessitates my discussing the first sub research question (SRQ) that I proposed:

1. What affordances for EAP learning exist at MUST and how do they relate to language learning agency and voice?

For purposes of discussion and elucidation, I propose to approach this question by referring to affordances for EAP learning within the institution. These will serve as a preamble, addressing how such affordances relate to agency and voice in the EAP course. However, there is need that I first revisit what affordances are. I acknowledge that there exist several definitions and explanations of what affordances are as acknowledged by Harwood and Hafezieh (2017) and that it is beyond the scope of this study to embark on a journey of defining such a widely understood and interpreted concept to a full and complete understanding by everybody. In line with my subjectivist orientation therefore, I offer again an understanding that I find relevant to this study that some may agree with and hope once again that by doing so I avoid the reductionist straitjacket.

Affordances are opportunities for meaning making that emerge from an agent's perception of meaningful ways of relating to the environment (van Lier, 2002). van Lier (2000) emphasizes that affordances need to be perceived as opportunities for action arguing that an affordance is a particular property of the environment that is relevant - for good or for ill - to an active, perceiving organism in that environment. Thus, it is active and engaged learners who are more likely to notice affordances in their language learning environment and make use of these in language use provided that the learning environment provides opportunities or a "rich semiotic budget," that is, semiotic resources for engagement in meaning making activities (van Lier 2000, 2004a) for active language users. In this way, the ecological view from which the notion of affordances emerges focuses more on the interactions between the agent and the

environment than on what the agent knows or learns because it is from such interaction that the agent picks up the affordances and pressures of the environment and in turn where the environment changes as a result of the behaviour of the agent (Lasern-Freeman, 2019; Steffensen & Kramsch, 2017). Strong et al. (2014) conceptualize the realization and perception of affordances as a unique and individual journey of discovery involving learning, overcoming obstacles and misdirections. van Lier (2004a) argued that language learning will occur when the information in the environment is not just transmitted to the learner. Rather, the learner first needs to be active and then pick up the language information while being engaged in meaningful activities, with guidance from the teacher and other learners. It is the argument of the current study that agency and voice in EAP learning accrue when students are positioned favourably for active learning in the entire pedagogical process that may transcend the EAP classroom. Such positioning can lead them into identifying affordances for learning.

5.2.1 Affordances of pedagogy and social structure in EAP learning at MUST

The foregoing discussion raises several connected take-home points that I find valuable for interpretation of the research findings of the study and I would like to highlight these below and utilize them as points of discussion for this section:

a) The agent who in the case of the current study is the EAP learner at MUST perceives the affordances as meaningful in relation to the EAP learning environment as well as the general academic and social environment. I understand this to imply that perception of meaningful affordances for learning will occur when learners see a fit between a learning need that they have and what the environment is offering. This learning should not be imposed on them and delivered to them as pre-packaged knowledge using forms of instruction that are disempowering and therefore reduce them to passive participants in the process of learning. In the data presented in **Chapter Four** under **Section 4.2.1** students during individual and focus group interviews expressed widely varied understandings of what they believed to be the purpose of the EAP course in their academic lives, some of which included to train them to speak or to improve their

English speaking, to train them in sentence construction, to produce book writers, to train them on how to handle public issues, to improve their language, vocabulary and grammar among others. I include a few excerpts below for ease of reference by my readership:

> TPFC: Okay. Uhm I believe it's to increase knowledge on understanding and to increase uhm the way uhm the way we should understand English like to, to improve vocabulary.

> TPGE: Yeah. Uhm to my thinking the main, main purpose of Language and Communication [i.e. the EAP course] is to to improve the good language, to improve the grammar of the students at the university.

> FGP2.2 It's I think uhm LCOS the main focus of LCOS is uhm to prepare us on how we can handle public issues like how we can reference, yeah, how we can produce professional documents, how we can relate with the public, how we can communicate with them. Yeah, I think that's the main focus of LCOS.

These seemed to differ in various degrees from the observed focus as well as the aim of the course stipulated on the course syllabus which the students had access to in various formats. Considering that the interviews came towards the end of the semester when the participants had covered most of the content in the EAP course in their various groups, one would expect that they would now exhibit a fair understanding of the course's aim based on the topics that had been covered during the different lectures that they had. However, these responses might also have been reflections of their own needs and expectations for language learning and may have had implications on their ability to perceive and actualize the various potential affordances for EAP learning that the environment at the university had to offer in relation to such needs. Notwithstanding the fact that the course syllabus which lecturers confirmed was shared with the students had a clearly stated aim for the course highlighted in **Section 4.3.2** where I presented data from documents for teaching/learning and the fact that the course lecturers also had their own understanding of the same as presented earlier in **Section 4.2.2,** these variations in understanding of the purpose of the course seem to point to the need for a negotiated understanding of the course and its aims between students, the lecturers, and what the course syllabus states if meaningful learning is to take place which will also

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lead the students into identifying appropriate affordances for their learning. This could assist in ensuring that there exists a balance between the language learning needs of the transitioning students in the course and the need to initiate them into the discourse practices of the academy and help to steer away from the current situation where all students are subsumed under the deficit view brought about by the taken for granted justification of EAP as a service course. Peng (2011, p. 321) argues that "beliefs are emergent and context-responsive." In a qualitative study investigating changes in the beliefs about English teaching and learning of one first-year college student in a Chinese EFL context, Peng (2011) found that local classroom affordances such as meaning-focused activities, teaching methods, familiar topics, and teacher and peer support gave rise to the emergence of Weitao's beliefs. It is the view of this study that most of the target participants (TPs) in the EAP course at MUST did not identify adequate affordances to enable them have a clear understanding of the purpose of the course. A possible explanation for this could be the dominance of direct instruction and the lack of meaningful activities for EAP learning in the course.

b) The realization or perception of affordances is a unique journey for every individual learner and may involve learning, overcoming obstacles and misdirections. This brings to the fore a number of related points for discussion. Different learners have different language learning histories and needs and different goals for such learning although they might be coming from a set of schools that for purposes of management by authorities are grouped together as CDSSs. These histories, needs and goals form part of the language learning trajectories of individual students and need to be mediated properly in the EAP classroom in order for the students to become successful in their language learning. For this to be achieved, the EAP learning environment needs to avoid the wholesale adoption of instructional approaches that subsume all learners under one group such as the deficit view imposed by the service orientation in the course or the assessment driven teaching that manifested in the course as revealed under relevant subsections on writing and assessment in **Section 4.1.1** of the data analysis chapter. There is evidence in the data presented earlier in **Chapter Four** that

some students regarded their English language learning background as former CDSS students as an obstacle to their learning in general and to classroom participation while others did not consider their CDSS background as an obstacle to participation. Examples of the former include TPPA, TPHJ and FGP2.3 while the latter were exemplified in TPCJ and TPNE as presented in the interview data on participation in **Section 4.2.1**. For example, TPHJ in the excerpt from the interviews below clearly pointed to his CDSS English language learning background and how it made him feel inadequate to participate during lectures as presented here:

TPHJ: To say the truth sir uhm I can say that I didn't take uhm much part because I just listen what the lecture is saying. But I fail to ask some questions that is [sic] important. Uhm reason is that maybe uhm because of some, some shyness *[laughs]…*Uhm the source of this shyness is that uhm I myself I learn [sic] at community day secondary school. So there, teachers are not fond of speaking English. When we come here we see some people that comes [sic] from high school and they speaking [sic] good English rather than us. So we feel that, "Aah when I introduce my English maybe they can laugh on [sic] me." And we just keep quiet.

Similarly, FGP2.3 in the excerpt below from focus group interview data seemed to cite how he felt his CDSS background made it difficult for him to understand information during lectures.

FGP2.3: Uhm as she already said…me I always find it difficult uhm to to analyse, I mean to grasp all the information that has been taught at that particular time because it seems as yeah you know that we are coming from CDSS so it's somehow difficult for me to to understand. Or even the language itself, I find it difficult.

On the other hand, TPCJ did not consider his CDSS English learning background a hindrance to participation or performance as seen here below:

TPCJ: Yeah uh. Actually I can say uhm my fellow students are aware that uhm I'm from a community day secondary school just because I told them. But performance wise I think there's not much difference with them.

ResK: Alright

TPCJ: You know some, even some of them turn to, yeah to oppose what I tell

them that I'm from community day secondary school. They say, 'Aaah no, you are from a high school. Maybe you are just lying to us.' You see.

[ResK laughs]

TPCJ: So to be frank they do rate me as maybe one of the best students there. Yeah, for the part of my fellow students.

I wish to reiterate here what I have already explained in **Section 3.4.4** of the methodology chapter that throughout the entire data collection exercise I took care not to reveal to the groups and to the TPs themselves that I had selected them because of their learning background as former CDSS students because, based on experience, I inwardly felt that such a revelation would attract ridicule from other students who saw themselves as coming from 'better' schools and in turn affect the participation of the TPs in the study. The data from TPHJ, FGP2.3, and TPCJ presented above, however, seems to reveal that the TPs were conscious of their identity and the possibility that other students with a different learning background could use it either to ridicule their language learning efforts or to question their performance and that for some students, the CDSS background generates feelings of exclusion which seem to affect their English language learning generally but also specifically their sense of classroom participation, empowerment, voice and agency. There seems to be evidence in the data on participation from lecture observations presented in **Section 4.1.5** that acts of self-positioning such as those demonstrated in the excerpts above may have had significant influence on one's ability to identify affordances for participation and utilize them for learning. Thus, participants such as TPPA who identified themselves as shy due to their CDSS English language learning background in the interviews hardly exhibited any forms of overt participation while those that did not regard their background as former CDSS students as an obstacle such as TPNE and TPCJ exhibited varied overt forms of participation, although it is debatable how empowering such participation was. I have summarized such data in **Tables 21, 22, and 23** in **Chapter Four** above. Although the EAP course lecturers acknowledged that they took into consideration the fact that the students in the EAP course were individuals with different English language learning experiences and backgrounds in response to the

question on how various factors influenced their approach to instruction presented in **Section 4.2.2** and therefore took deliberate steps to address this, such as through code-switching (LecV), use of group work to mix students with different abilities (LecU), organizing one-on-one feedback sessions and giving students opportunity to express themselves (LecX), the transmission approach to instruction adopted in most of the lectures, the service orientation of the course, and assessment driven teaching may have resulted in fewer affordances for real empowering learning. For example, all the three lecturers (LecU, LecX, LecV) in the interview data presented in **Section 4.2.2** felt positive about the EAP service tag although LecV expressed some misgivings that the service tag seemed to make students "well aware" that they were not selected to study EAP at the university.

c) For the agent to perceive, notice or identify these meaningful affordances, they need to be active and engaged in the language learning environment they are interacting with. Thus, perception of meaningful affordances is contingent upon active student engagement in meaningful activities in the language learning process. There is evidence from this study that students who positioned themselves strongly and positively such as TPNE and TPCJ as also explained in point (b) above also participated actively during learning as shown in **Tables 22 and 23** on analysis of participation by the TPs presented in **Chapter Four**. This can serve to confirm the identified niches for their participation and, in the case of TPNE, how it identified niches for others. TPNE, for example, identified affordances for participation for his colleague TPPA when he secretly nominated him to LecU to read a sample text on rhetorical functions as explained in the data on participation in **Section 4.1.5**.

d) The language learning environment must be rich in semiotic resources necessary for engaging the learners in meaning making activities. Thus, emphasis is on semiotic resources and meaning making activities. Semiotic resources have meaning potential and a set of affordances based respectively on their past and possible uses by the language learner and these will be realized in tangible communication contexts (van Leeuwen, 2004, p. 285). From the perspective of voice and agency, the meaning

potential and set of affordances in the semiotic resources imply that language instruction needs to be conceptualized as a site for multiple meaning making or construction and negotiation of meaning by learners rather than a closure-focused endeavor where there is only one right approach to reading or writing as is currently reflected in the product-centred approaches to reading and writing instruction I have reported in the data for reading and writing instruction in **Chapter Four Section 4.1.1**. I once again include excerpts from lecture observation on writing instruction below which seem to exemplify product-based focus with emphasis on parts of an essay, for example:

> LecU: *[making reference to a diagram beamed on a slide in front for the whole class to see]* Fine, if this is a 5 paragraph essay then paragraphs 2-4 will make the body of that essay, the body now, sometimes we call it the main body, that's the body of the essay. So you have the first paragraph, the introduction and these other paragraphs in-between making the body. But you also have the last paragraph and, ladies and gentlemen, the last paragraph is always the conclusion. You are concluding on what you are writing. That's what we expect you to be doing. Introduction, then the body, and finally ... the conclusion.
>
> <div align="right">(Excerpt from U1)</div>

> LecX: So don't write essays without paragraphs. You have to have paragraphs and in the paragraphs you should have the introduction, you should have a body, you should also have a conclusion. Alright? Introduction. The introductory paragraph. The introductory paragraph as the name or the word or the term introductory paragraph itself, what does the introductory paragraph do? Yes?
>
> X1.S21:   It contains the topics that will be in the main body.
>
> LecX: So it contains the...main ideas that will be found in the, in the essay. So it introduces the essay. Alright? So the paragraph, the introductory paragraph introduces the reader to the, to the essay. Alright? It introduces the reader to the essay. So what does it do? Or what should uhm an introductory paragraph do? It should create interest in the essay. (Excerpt from X1)

Furthermore, we need to be aware that the meaning potential and set of possible affordances that semiotic resources carry derive respectively from their past and possible uses by the learner. In literacy terms this corresponds to the reading of the word and reading of the world that Freire and Macedo (1987) talk about. Freire and

Macedo argue that our reading of the word is always preceded by our reading of the world and that reading the world is ever present with us in our reading of the word (1987, p. 23). In other words, our meaning making in language learning always derives from our experience of the world and it is in our anticipation of living in the world that we find affordances for our negotiating and constructing of meaning. This is what makes language learning meaningful and entails that language instruction need not be couched from a deficit perspective reflected in the current EAP course at MUST. Without losing sight of the fact that the purpose of EAP is to initiate its learners into the discourse practices of the academy, such initiation, however, needs to gradually build on the language learning experiences of the learners through carefully planned activities that they find meaningful and at the same time enable them to identify other possible meaning making opportunities or affordances in the English language within the academy or outside. Taking into consideration of the foregoing discussion, affordances will arise in a classroom pregnant with meaningful learning activities in which learners draw on their semiotic resources to construct and negotiate meaning in acts of voice and agency. There is some evidence in the data presented in **Chapter Four** that clear and meaningful activity led some students into identifying affordances for their own learning such as the Internet. For example, when presented with the activity of listening to and making notes from an audio text of a speech by Michelle Obama in Group X, TPCF indicated in the interview data in **Section 4.2.1** that this activity propelled him to search for further video and audio listening texts on the Internet for his practice and further perfection of the skill of listening and note-taking as expressed in the interview excerpt below:

> TPCF: I think, because uhm this other lesson when [lecturer] came with these speakers in the listening lesson, uhm with that it encouraged me and it pushed me, huh? To active, actively listen to audios, those audios, then because we sometimes use online audios, like online lecturings [sic]. So they produce audios. So how can we listen to those without knowing how I can actively listen? So that activity she brought helped me uhm to learn through online audio lectures.

Similarly, after learning listening and note-taking in class, TPMC found the address by

the university's Vice Chancellor as an affordance to practice the skill. Whether these two activities cited by TPCF and TPMC involved meaning making or receiving information is debatable. But they illustrate the potential students have to identify further affordances when presented with meaningful activity.

e) The focus in affordances is on what the agent can do through active engagement with the environment. This points to a learner-centred approach to instruction rather than the monologic teacher-centred approach to instruction or direct instruction characteristic of the transmission model or banking education. In this approach, the agents who are the student participants must be actively engaged in meaningful activity for them to identify affordances for learning. There is support in literature for this point in Jiang et al. (2019) who in their study on perception of English learning affordances and agency among university students in a Chinese EMI classroom established that activities that required students' active engagement were the ones the students found meaningful and proved to be the affordances for English language learning that they perceived more positively. In the current study observational data and interview data from students and lecturers alike revealed a lack of adequate and meaningful activities, assessment driven teaching and learning, and dominance of direct instruction. For example, in **Section 4.1.1** where I presented lecture observation data, I have reported how LecW used direct instruction to teach the topic on essay writing covering the introduction, the main body and the conclusion in one sitting during session W6. The lack of adequate and meaningful activities, assessment driven teaching and learning, and the dominance of direct instruction meant that learners were often positioned unfavourably in passive roles where they could not perceive meaningful affordances for voice and agency.

f) The role of the teacher is that of guide, mediator, or facilitator in assisting students identify affordances for exploring and constructing multiple meanings through reading and writing. To achieve such a role the EAP course lecturer needs to ditch their 'curriculum-clerk' self-perception (Sivasubramaniam, 2009b) and assume the role of creators of potential affordances by making resources available in the environment and guiding the perceptions and actions of students "towards arrays of affordances" that can
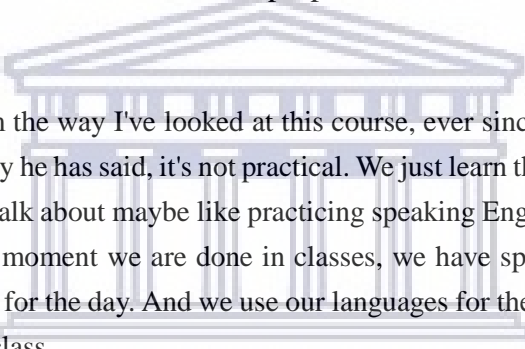
further their goals for EAP learning (van Lier, 2007, p. 53). Research suggests that EAP teachers in EFL/ESL contexts sometimes find themselves in situations of dilemma between adopting approaches of instruction that provide affordances for voice and agency to emerge and flourish among their learners on the one hand and the desire to act on behalf of their institutions' mandates on the other. For example, Canagarajah (2015) found that his role as a teacher which also invested him with institutional power and made him a representative of dominant educational discourses often conflicted with his multilingual identity and sometimes influenced the manner in which he provided feedback to his student Kyoko. There is evidence in the current study that the lecturers in the EAP course at MUST may have regarded themselves as curriculum clerks of some sort who conformed to the institutionally accepted view of EAP as a service course and also ensured that they complete the course syllabus for fear that if they did not, students under their charge would be disadvantaged during examinations. I have cited in the data from lecture observations (see **Section 4.1.1**) how LecU, LecX, and LecV, for example, decided to bring forward to the beginning of the semester the teaching of essay writing and referencing in response to expectation that course lecturers in content courses would give students assignments requiring them to write essays and cite reference sources. This in my view seemed to reflect a deficit view of the learners. LecU as well as LecX and LecV made reference to this during instruction as exemplified in the excerpt from session U1 included below:

> LecU: Now today, we want to look at academic writing and this will also take us to referencing. Why we are bringing this at this level...normally we teach this towards the very end of the semester. But ladies and gentlemen, I'm sure in a few days' time or in a couple of weeks' time you will start getting assignments. Now, when you start getting assignments, we don't want you to panic to say 'How do I plan the assignment?' That's why...it's just a deliberate move that quickly this week we talk about academic writing and referencing. If we talk about it in haste, then we will also spare sometime at some point to maybe do the same in terms of revision or what but it is important that I introduce academic writing at this stage.
>
> (Excerpt from U1)

This might have led the course lecturers to adopt product-based teaching where also opportunities for real practice were almost non-existent. The directive to shorten the

teaching weeks from 14 weeks to 11 in order to realign the university calendar with the national government's school calendar as revealed in the minutes of one faculty meeting which I have provided in **Figure 1** (**Section 4.3.1**) seemed to have made matters worse and all the EAP lecturers cited this during teaching as well as during interviews as one of the reasons that made them have little time for classroom practice or adopt direct transmission during teaching. Potential effects of adopting such approaches to instruction are that learners fail to see real affordances for learning and begin to view the course as being there for purposes of examinations only. This is a point that emerged in focus group data presented in **Section 4.2.1** where FGP1.2 expressed the view that the lack of practice activities in the course made him think that the course was only there for examination purposes as can be understood from the excerpt below:

> FGP1.2: I was, uhm the way I've looked at this course, ever since I've been here it's more like the way he has said, it's not practical. We just learn this once uhm for exam's sake. I will talk about maybe like practicing speaking English uhm it's not common here. The moment we are done in classes, we have spoken English in classes we are done for the day. And we use our languages for the rest of the time until we go to that class.

The foregoing excerpt may perhaps help explain why most of the TPs interviewed could not clearly describe resources and activities for EAP learning available in the course and how they found them useful for their own learning as well as other opportunities for EAP learning outside the course as presented in the data from interviews with the TPs in **Section 4.2.1**. For example, I have explained how the projector and PowerPoint came up in the responses of some of the TPs as the only resource for instruction, which they clearly identified in the interview data related to available teaching and learning resources while others such as TPMP, TPKH, and TPKS claimed there were no resources at all. When asked how they found the PowerPoint and projector useful for their own learning, the responses in the interview data revealed that as a potential affordance, the projector and PowerPoint did not enhance voice and agency but instead acted as conduit for passive learning which

enabled students such as TPPA and TPKW, for example, to see or visualize lecture content which was elaborated further by TPGE that seeing the content afforded him opportunity to compensate for failure to understand when the lecturer was speaking. Observational data presented in **Section 4.1.2** also confirmed that the lecturers, with the exception of LecX, hardly used additional resources for instruction in the course or asked the students to identify and bring their own resources for use during some of the activities for instruction and practice. This may perhaps signal that most of these transitioning students from CDSSs could not identify clear affordances for their learning, voice and agency in the EAP course.

5.2.2 Summary of points discussed in this section

The discussion in this section of the study has focused on the following:

- Learners need to see a fit between their learning needs and what the EAP learning environment offers in order for them to identify and make meaningful use of the available affordances. This calls for a negotiated understanding of the purposes of the EAP course between EAP course lecturers and all EAP learners.

- Different learners have different English language learning histories, needs and goals which form part of their trajectories for EAP learning and may influence how they perceive or not perceive affordances for critical and active learning, voice and agency.

- It is through active engagement in the EAP learning environment that students are able to perceive affordances and niches for meaningful learning and occupy them for learning in acts of voice and agency.

- An EAP learning environment that is rich in semiotic resources for engaging learners in meaning making activities is necessary for learners to identify affordances for voice and agency. This may necessitate conceptualizing EAP instruction   as a site for multiple meaning making or construction rather than a closure-focused endeavor that precludes voice and agency.

- EAP lecturers need to ditch their self-perception as 'curriculum clerks' or

'knowledge gurus' acting on behalf of institutional or some other external authority to uncritically accept and adopt the service tag of EAP, complete the syllabus or score students. Instead, they should assume flexible roles as guides, mediators, or facilitators in assisting students identify and use affordances for voice and agency by adopting instructional approaches that encourage learners to explore and construct multiple meanings in their learning.

- Working on the premise of the above arguments and the evidence from the data provided in support, the EAP course that was the focus of this study seemed not to offer adequate affordances that the target participants could identify and utilize as affordances for meaning making, voice and agency.

In the next section, I propose to discuss the second research question.

5.3 Manifestation of voice and agency in the EAP course

I now propose to discuss and examine the issues that constitute manifestation of voice and agency by the target participants in the EAP course. This necessitates that I focus on the second SRQ of the study:

2. How do learners transitioning from community day secondary schools into the university manifest agency and voice when learning various aspects of the EAP course at MUST?

I would like to state at the beginning that my purpose here is not necessarily to quantify the manifestations of agency for, as acknowledged by Zyphur (2020), as an observer it is not possible to be fully aware of the full range of resource and contextual factors that may influence acts of agency. However, I feel buoyed in this endeavor by Seppällä (2015) who proposes that in order for education to support life-long learning it is crucial for research to uncover the different manifestations of learner agency and be able to identify which ones are truly empowering for our students. I am aware of attempts by scholars trying to classify learner agency using different typologies such as van Lier's (2008, p. 69) classification of six manifestations of agency as passive, obedient, participatory, inquisitive, autonomous and committed. I understand

typologies as guides rather than absolutes because sometimes they may fail to capture other nuanced characteristics about phenomena that may be context-dependent and time-bound. For example, what van Lier (2008) labels as passive agency, has over the years, through context-dependent research come to be understood as resistance or oppositional agency. However, I propose to approach the discussion of the above stated question by clustering it into three subsections, namely: from resistance to opportunity, building learner agency and empowerment into our EAP courses, and laying groundwork for agency and voice in academic reading and writing.

5.3.1 From resistance to opportunity

In **Section 2.2.4** of the literature review (**Chapter Two**) I submitted that the essence of investigating manifestations of agency is not to gloss over the fact that students can enact or express agency in a diversity of forms, but that such a discovery should inform and assist in improving practice in the teaching and learning of EAP in the process of learner empowerment. This is a view I hold dear to my heart and would like to reinforce at the launch of my discussion of this SRQ. This view finds support in Huang (2009) who observes that oppositional agency "can afford us to problematize the teaching situations and to critically examine the power relations in the second/foreign language classroom as well as learners' choices and rights" (p. 32). Depending on the view that one holds about our learners and pedagogy, therefore, oppositional agency or resistance could either be a lost opportunity or an opportunity for reflection, negotiation and making of meaning. Thus, for example, TPNE's act of nominating a fellow 'quiet' learner (TPPA) to LecU so that he could read the text exemplifying classification as one of the rhetorical functions in academic reading texts reported in the data on participation by the TPs in the EAP course in **Chapter Four Section 4.1.5** could be interpreted in several ways. For some, this act could be perceived as an example of a good compliant student who recognizes opportunities for participation for himself as well for others. Some could see it as an attempt by TPNE to position himself strongly while also positioning his colleague in a disadvantaged way by exposing his non-participation to the lecturer. For others, however, the same

could be a symbolic act by TPNE of sending a message to the course lecturer to ensure that he or she involves all learners including those who may not raise a hand or be perceived as inactive in the learning activities in the classroom. In a similar way, students' acts of interrupting their lecturers in the midst of instruction to ask a question as presented in the summarized data on classroom participation by the TPs in **Tables 21-24** in **Chapter Four** could be viewed as an act by a good student who wants to ensure that they understand a point clearly or, from a resistance perspective, as a way of opposing the dominance of lecturer-talk or a form of letting the lecturer know or think about the need to involve students in the session if such a class is dominated by direct instruction or transmission.

In keeping with my subjectivist and constructivist orientation, however, I maintain the view that oppositional agency or acts of resistance present an opportunity for meaning making and reflection and therefore more important when it comes to contributing to pedagogy so that it qualifies meaning making or meaning negotiation as the principal goal in EAP instruction. I am emboldened in this view from my reading of Morita (2004) and Fogle (2012) both of whom argue for the need to view acts of oppositional agency in positive light instead of interpreting them as trouble, failure to learn or shyness. As teachers and researchers, therefore, it is our duty to always attempt to understand acts of resistance so that we interpret them correctly by ensuring that we establish their intentions instead of marginalizing our learners because of their resistance, which may manifest through silence, non-participation and other forms. There is evidence in research that when teachers do not take initiative to understand student resistance but instead proceed to label it as deficiency, such labeling has led to students dropping out of English language programs (Harklau, 2000). Because of this view, I have made the decision to focus on manifestations of resistance as the mainstay of my discussion and interpretation of this SRQ. With this understanding, I would like first of all to focus my discussion on silence and non-participation as a form of resistance in the EAP course. This perhaps begs the question: When does silence or non-participation become agency and resistance? I find Ha and Li's (2012) explanation a convincing response to this

question. For Ha and Li (2012), silence or non-participation becomes an act of agency when it is about choice, right and resistance when the underlying factors behind its use go beyond language barrier issues. Their argument is based on a qualitative study focusing on the experiences regarding the use of silence by four Chinese students who were enrolled in postgraduate courses in an Education Faculty at an Australian university. The participants gave various reasons for their silence which showed that they were conscious about their choices and were not ashamed for making them. None felt that their silence was a problem that needed to be corrected or remedied. This seemed to contrast sharply with the commonly held view in education circles that silence was a disadvantage and instead portrayed their silence as a form of agency or active resistance. There is evidence from the interview data presented in **Section 4.2.1** of the present study that some students actively chose silence or non-participation in the EAP course out of choice rather than as indication of some form of language deficit. In response to a question in which the TPs were asked to explain how their understanding of the purpose of the EAP course influenced their participation during EAP lectures, some of the TPs such as TPCF, TPKH and TPMK gave responses that suggested that they actively chose not to answer or ask questions during lectures as can be seen in the excerpts below:

> TPCF: Mostly I don't answer questions, not necessarily that I don't know, but that's just what I plan to do. I'm fond of doing that but I don't think it's good whatever, but I'm just fond of, I, I like underground games sometimes. But that's okay, but my most of the participations [sic], it's just group, when they, there is a group discussion. They've given us like a group exercise. So I have to participate.

> TPKH: Uhm okay I've never asked a question by the way and I've never answered a question. Not that maybe I can't answer or maybe I can't ask. But it just happens that maybe, I feel like I should ask but then maybe I'm just like "Aah okay, it's okay."…Or in case of maybe where I want to answer but then maybe somebody raise, raise [sic] up his or her hand and then he's picked and then he answers and then goes like that. So my participation is all about like getting the information than in terms of maybe saying or whatever like asking or answering questions, I've never done that before since we came.

> ResK: Uhm how would you describe your participation during Language and Communication classes?

TPMK: Uhm much I would say on, I don't much, I don't much participate like answering questions and whatever, but whenever a question has been asked I always try to answer it on myself without raising it up to the whole class. Yeah of course that part I'm like I'm not on that part *[giggles]* mainly.

From the excerpts presented above, TPCF indicates that his choice not to answer questions was not because he did not know but it was something that he planned to do. Similarly, TPKH indicates that his decision not to ask or answer questions in class was not because he could not answer or ask. TPMK also indicates that he chose rather to answer questions inwardly without having to raise his hand and saying his response loud for the class to hear. In this way, all the three responses seem to suggest that this is something that the participants actively chose to do.

Notwithstanding the issues voiced above, Zhou et al. (2005) found in a study that sometimes a student's reluctance to participate came about as a result of interaction between an individual's personal characteristics and the classroom context, emphasizing that classroom processes may have a strong influence on a student's participation. Ha and Li (2012) also revealed that sometimes the teaching and learning environment may contribute to making other students actively choose silence in class. Based on their study, they observed that behind what seems like harmonious environments there sometimes exist "fierce silent competition among students" (p. 245) resulting from, among other things, the result-driven assessments. These, for example, make students to view each other as rivals rather than partners in the process of learning, resulting in selfishness and unhealthy competition where other learners are viewed as impediments and the goal of learning as that of doing better than the other in examinations (Ha & Li, 2012). Unfortunately, the issue of competition among students transitioning from secondary school in Malawi is very pertinent because of the national education system which seems to glorify competition among learners from as early as primary school through secondary school and finds its way into universities which most of the times tend to perpetuate it instead of attempting to root it out through closure-focused assessment systems that are weighted in favour of summative assessment. LecV seemed to acknowledge this during teaching as revealed from his talk

about an article he had read about 'straight A' students in the lecture observation data presented under assessment talk in **Section 4.1.4** and in the interview data (**Section 4.2.2**) where he portrayed the problem of focus on passing examinations by students as a national systemic problem for the country. I reproduce the interview excerpt below for confirmatory support to illustrate this argument:

> LecV: It's beyond…the Language and Communication [Studies Department] but also I think we can do our part…I think it's a systemic issue. It's something to do with the system. Uhm our system, by our system, not just MUST but our educational system focuses on passing exams. So a student is uhm classified or is regarded to be brilliant if he or she gets an 80, 90, not in terms of his ability to apply uhm what he or she has learnt. Uhm so we are so focused on the grades, our system is so focused on the grades and the students are just adapting to…that because…for them they also want to pass.

Suffice to say, however, that the picture painted by Ha and Li (2012) above might help us appreciate the explanations behind the silence by some of the participants in the present study such as TPHJ. In response to a question around the issue of participation captured in the interview data presented in **Section 4.2.1**, TPHJ gave a response that seemed to suggest that he understood that he needed to ask questions where he had not understood but did not do so because he feared that his colleagues who came from better schools and spoke 'good' English would laugh at him. In this way, the fear that those who came from the 'high schools' and spoke 'good' English could be revealing of an underlying problem of competition or even humiliation rather than collaboration, which forces those who fear humiliation to actively choose non-participation and/or silence. The views by TPHJ cited here may perhaps help highlighting an unproven fact that the literacy practices at the Malawi University of Science and Technology could be privileging students coming from well-resourced secondary schools, while those coming from the less privileged schools such as CDSSs are forced by the system to play catch-up. However, we need to realize that with the catchment area for selecting students into the university changing with time to include more students from marginalized, less privileged and poorly resourced schools such as CDSSs, there is also need for the university to transform current literacy practices in order to respond to

these realities. Based on this, I would like to submit that the EAP course as one of the few courses aligned to the social sciences and humanities and which for some students might be the only one with such a leaning in their entire life at the institution need not be the place where students such as the TPs in the study continue to feel marginalized because of their CDSS language learning background. To achieve this, EAP at the university needs to provide a better foundation for everyone regardless of their language learning background through curriculum that fosters voice and agency by making provision for learning activities that encourage expression, multiple meaning exploration, negotiation and construction which will assist learners gain confidence in the English language first so that they can launch their career into the academy on a sure footed grounding. In this way, even topics such as essay writing or referencing would be understood from the perspective of assisting us express our meaning and our ideas instead of being construed as a mechanism for just accepting what other authors are saying which would not be different from transmission.

In addition to silence and non-participation, sometimes students also manifest agency by openly flouting established (explicit) or implicit norms of the academy or the EAP class, in order to achieve certain effects. Data presented in **Chapter Four** earlier supports this argument and I illustrate it by the following two examples both of which are taken from **Section 4.1.2** under exploitation of local language resources. The first example shows how students from Group X where TPCF, TPCJ and TPMD were members who seemed to have deliberately chosen to write an essay assignment without including any references, which seemed to have displeased the course lecturer as seen from the excerpt presented here below:

> LecX: Didn't I say at the beginning, essay writing, right? That we, we need to see your thoughts but they have to be backed up by things that have already been, didn't I say that?
>
> SsX: *[chorus by a few]* You said it.
>
> LecX: It's about your thoughts yes, but other people have said something maybe about that area, even if they haven't you have to still say, huh? So you mean *basi mwangolemba zanu zanu basi ngati munali oyamba inuyo kulemba za* [you just

wrote your ideas as if you were the first ones to write about] the importance of science...*Ndinu oyamba* [Are you the first]?

SsX: *[chorus by a few] Ayi* [no].

LecX: Yeah, *ndiye ndikaperekatu apa ma* zero [then I'm going to award zero marks].

[TPCJ addresses the lecturer directly. He says something but at a very low voice].

LecX: Uhm, I didn't say that you don't need it. I said that uhm since we haven't learnt referencing uhm I will not, I will not necessarily uhm mark the referencing. But that doesn't, didn't mean that you shouldn't include it.

<div align="right">(Excerpt from X4)</div>

In the above cited excerpt, LecX seems to be displeased by the revelation from the class that they wrote the essay assignment given to them over the Christmas holidays without any references, threatening to award zero marks for the failure to cite any sources. The excerpt also reveals that the lecturer expected the transitioning students to cite sources in the essay assignment although they had not yet learned or practiced referencing at the time the assignment was given to them. In this way, LecX's reaction seemed to reveal that failure by the students to cite sources was regarded as a form of transgression that warranted some 'punishment' in spite of the fact that students might not have been familiar with the practice of referencing because of the secondary school background where they came from where referencing is not taught or practiced. The act by the students not to include references might reflect their view regarding knowledge ownership from their secondary school background or beyond which the lecturer ought to have understood. On the other hand, it might reflect the dilemma the students faced in trying to express their thoughts while they were expected at the same time to support such thoughts from their reading as intimated by the lecturer in the opening utterance in the excerpt. This is a dilemma that transitioning students face (Bhowmik & Kim, 2018) in the academy where they are encouraged to express themselves, to be original and subjective and at the same time write objectively or to justify their own position without using personal preferences. Wingate (2006), Hendricks and Quinn (2000), and Chanock (2007) decry the tendency by EAP teachers to view referencing as technical knowledge and way of doing that simply needs to be added to a student's repertoire after which they

are expected to be ready to employ it in their own writing. On the contrary, students struggle trying to understand how to select sources and how to understand them critically as well as why and how they should cite (Lea & Street, 2000). What is needed is EAP pedagogy that helps students move away from a view of knowledge as uncontested facts that need to be absorbed and reported in one's writing to one where students are taught to view knowledge as constantly developing and contestable (Wingate, 2006, p. 463) through pedagogy that promotes meaning making, voice and agency. The second example is demonstrated by TPKC who in an act of agency went against the implicit understanding that he should communicate in English while in class. TPKC 'flouts' this implicit rule when he decides to ask a question regarding how to write an essay conclusion in Chichewa, the local vernacular language. When LecV interrupts to ask him to use English, TPKC continues to explain in the vernacular language that he used Chichewa because he wanted the lecturer to understand him clearly. I provide the excerpt supporting this incident below:

LecV: Yes

V5.S2(TPKC): I mean providing solution, *kodi kupanga* adding solution in conclusion *sungakhale ngatinso ukupereka idea ina* but different to the topic? [When adding a solution in the conclusion, won't it look like you are bringing in another idea different from the topic?]

LecV: The solution, the solution is in line with the issues that you have discussed, not something contrary to what you have uhm you have discussed. It has to be in line. You are providing a solution to what you have been discussing. So it's not necessarily bringing a new idea which is not part of.

V5.S2(TPKC): So *tiyerekeze kuti tapereka* [Let's imagine that we have given] *[attempts to continue speaking in Chichewa but is interrupted by the lecturer]*-

LecV: Uhm English

[Laughter]

V5.S2(TPKC): *Ndufuna kuti mumvetsetse bwinobwino* [I want you to understand clearly]

LecV: No I can, I can get it in English, I will I will understand him.

[Further laughter]

V5.S2(TPKC): Ok, let's say there's a point of, there's a point of uhm smoking.

[V5.S2(TPKC) attempts to resume in English but his colleagues continue to make noise. LecV intervenes]

LecV: Let's listen, he's he's uhm asking.

V5.S2(TPKC): *Eee* (Yes) smoking is hazardous to health. So to come up with a solution, that, those that continue smoking you will going [sic] to die. So a reader *yo sakhala ndi* point *yoti-* [won't the reader have a point that-]

[Laughter interruption]

V5.S2(TPKC): A reader *yo sakhala ndi* point *yoti* how? *Sabwera ndi* question yoti [Won't the reader ask] how is it hazardous?

LecV: It means you have provided in your body how that will lead to.

(Excerpt from V5)

That the act to use vernacular was deliberate and therefore an act of agency than of deficiency is proven by the fact that the same student was able to ask other questions in English in other sessions such as session V3 where he asked, "Are we allowed to put a quotation in the conclusion?"

Students can also resist passive learning when they perceive that they are reduced to recipients of instructional content from the lecturer as is dominant in transmission models of teaching (Huang, 2018). In a qualitative case study involving four undergraduate student participants studying in an EMI Taiwanese university college of commerce, Huang established that the students often manifested resistant behaviours in monologic courses, some of which included spacing out, using smartphones, chatting as the lecture was in progress, or staying away from the lecture. There is evidence in the data presented in this study that some of the students found monologic instruction demotivating which made them think that they were learning EAP for the sake of examinations as demonstrated in the data from focus group interviews in **Section 4.2.1**. For example, in agreement with an earlier point raised by FGP1.2 regarding lack of practice in their EAP group, FGP1.1 mentioned that lack of student involvement during lectures created room for student resistance through students choosing to stay away from EAP courses buoyed by the feeling that they are studying in an institution

designated as a university of science and technology where, by implication, EAP was a peripheral course.

There is also support in the data that students manifested agency by staying away from EAP classes. Data from FG1 (see **Section 4.2.1**) showed that students resisted the EAP course by choosing to skip classes. FGP1.4, for example, reported that some students resisted EAP because they understood it was not a core subject since they had come to university to study something else or because they felt EAP was less important or easier than other courses such as Maths or Physics.

The acts of resistance manifested by the TPs as evidenced from examples of data that I have provided in this section could benefit the EAP course which is the focus of this study if we begin to view them positively as opportunities for reflection enabling us to think about how we can make learning in the course a truly meaning making endeavour that builds in learner empowerment through voice and agency.

5.3.2 Building learner empowerment through voice and agency into the EAP course

Agency is never a 'property' of a particular individual but rather a constantly co-constructed and negotiated relationship between an individual and the environment, immediate or at large (Lantolf & Pavlenko, 2001). Such an understanding seems to play into the hands of the debate between agency and structure that I highlighted in **Section 2.2.4** of the literature review chapter and seems to recognize the role of both the individual agent and the mediating environment whose role in view of the present study is to offer potential affordances that the individual must recognize as providing them opportunity to enact their voice and agency in the process of language learning. While the agency-structure debate may still be raging on, we must never lose sight of the fact that the following is the role of the environment which is part of the structure: to offer potential affordances for multiple meaning making which the learner will identify and use to enact their voice and agency. I share Seppällä's (2015, p. 200) view that higher education should support the development of learner agency and consider among other

things what kind of agency is empowering to students and needs to be supported through pedagogical choices and decisions. I am inclined to understand this to mean that not all expressions, enactments or manifestations of agency may be empowering to our students to give them voice for meaning making which is the underlying purpose for all the talk about agency in EAP learning. Indeed, it is possible for some learners to seem to be active without actually being agentive in an empowering way. Seppällä's (2015) observations are based on an in-depth study she conducted in an elective EAP course at a Finnish university. In the study with one focal participant named Katri, Seppällä found that although the participant proved to be active in the course, she seemed to be restricted by the assumed expectations of academic language use that were built into the course, leading Seppällä (2015) to conclude that the design for the particular EAP course failed to factor in empowering agency. There is evidence in the data presented in the current study that some students who on the surface showed agentive acts in the observations or reported the same during interviews also revealed motives that seemed to lessen their sense of agency. For example, TPCF who rarely participated in clearly observable forms in the observational data presented earlier in **Table 23** in **Chapter Four** confirmed in interview data that he rarely participated in active ways during class as shown in the excerpt below:

> TPCF: Mostly I don't answer questions, not necessarily that I don't know, but that's just what I plan to do. I'm fond of doing that but I don't think it's good whatever, but I'm just fond of, I, I like underground games sometimes. But that's okay, but my most of the participations [sic], it's just group, when they, there is a group discussion. They've given us like a group exercise. So I have to participate.

TPKH also expressed an almost similar view in the interview data relating to the question on participation presented in **Section 4.2.1** of **Chapter Four**. Viewed together, the two forms of data about TPCF's participation seem to be supporting each other in confirming TPCF's conscious decision not to participate in overt forms such as answering questions. In the interview data on the question relating to use of language resources in **Section 4.2.1**, TPCF also indicated that he used Chichewa, the vernacular language, to make noise while the lecturer was teaching. In this way TPCF seemed to

come out as someone who demonstrated what may have looked like oppositional agency. However, in response to a question on how he perceived the connection between the EAP course and other courses that he was doing at the university TPCF, explained that such a connection made him realize that he should attend EAP lessons by default as expressed below:

> TPCF: Okay well, okay. Uhm when I realize that it pushed me to attend it uhm to attend each lecture, ask questions, coz if I fail LCOS [i.e. the EAP course], if I don't know L- about LCOS then I will fail lab reports. Then I'll fail, then I'll not know how to communicate to my friends, to my lecturers, to what. So things will go wrong. Then that pushed me when I realized that. It was like by default, you have to do this by default. You have to take it by default because without knowing how to write a report, then I cannot survive here coz we need to write lab reports.

In this way, TPCF's response seemed to invoke the 'carrot-and-stick' metaphor where the carrot is the desire to write lab reports correctly and the EAP course and the associated fear of failure that will result if he does not attend the course as the stick. Such a picture in my view may lessen all acts of agency for learning that TPCF may have demonstrated in the course, making them appear less empowering. Therefore, beyond making the EAP course compulsory for everyone which also gives learners such as TPCF default reasons for attending it, the course needs to be designed and delivered in such a way that learners participate through forms of agency that are empowering and enable them to get involved in meaning making rather than meaning consumption characteristic of banking education. The same may apply to all forms of participation and apparent acts of agency by students that may be emanating from desire to record content in order to store it as knowledge to be used at some point during a test or exam or to demand revision or tutorials from course lecturers as a way of preparing for examinations. In this way, for example, TPFC's acts of interrupting the lecturer to ask for repetition of a point in order to note it down or to ask a question regarding the kind of phrases a writer can use to signal that they are concluding an essay as summarized in the data in **Table 24** in **Chapter Four** seem to be less about agency and empowerment than to do with desire to record information correctly and desire to know which phrases would be acceptable in an assessment situation respectively. The same can be said about

TPNE's acts of suggesting topics for revision in readiness for mid-semester examinations and asking the lecturer to organize tutorials for the class to practice what had been learned in the course as summarized in **Table 22** of the same chapter.

The foregoing discussion may also lead us to question the benefits of direct instruction or the use of PowerPoint during instruction in relation to issues of learner empowerment, voice and agency. There is evidence in the data from individual and focus group interviews presented in **Section 4.2.1** of **Chapter Four** in response to a question on participation that a number of TPs described their participation in the course in terms of listening in order to take down or 'grab' notes. Some of the participants who voiced such responses include TPKW, TPKH, TPCJ, TPMK, FGP1.1 and FGP2.1. There are also others who perceived the use of PowerPoint as beneficial to them in that it helped them visualize the content, compensate for comprehension in situations where they could not understand the lecturer clearly or that it helped in dealing with the issue of the monotony of having to sit and listen to lecture-talk. Responses such as those from TPPA, TPKW, TPDA, TPGE and FGP2.2 cited in the interview data for students presented in **Section 4.2.1** of **Chapter Four** relating to the issue of resources available for learning can exemplify this. TPPA for example explained that the use of PowerPoint and the projector helped him to see the structure of the lecture. TPGE, on the other hand, indicated that the projector and PowerPoint acted as a fall back on language issues in circumstances where he did not understand the lecturer clearly and also broke the monotony of having to listen to the lecturer talking all the time. I do not wish to downplay these arguments by the participants in any way. To the contrary, I acknowledge that these may be genuine reasons for students that are dealing with multiple issues regarding transitioning into a different set up of learning than the one they were used to that is the university, where among other things they have to learn to listen to and make sense from lectures in English for longer periods. However, such a limited use of PowerPoint in my view only helps in entrenching direct instruction where learners continue to play peripheral and passive roles in the course of learning, a view which LecX also seemed to share in response to a question on resources made available

to students and how these promoted independent learning in lecturer interview data presented in **Section 4.2.2** of **Chapter Four**.

Coming to the issue of course design, I have submitted in my presentation of data from document analysis in **Chapter Four Section 4.3.2** using **Figure 2** that the current design of the EAP course seemed to put much emphasis on content than on activity in that the syllabus specified the course content in terms of topics and left activity design and implementation to the discretion of the individual course lecturers. In addition, in a situation where such a course syllabus was shared with students as was claimed by all the lecturers in the course, it was likely for the students to use the syllabus as a guide for searching for content to study rather than as a tool for practicing meaningful learning activities. This may perhaps explain why some of the TPs such as TPNE claimed that it was difficult to find additional materials outside the EAP classroom while others such as TPPA claimed there were no books at all for the course in the interview data presented in **Section 4.2.1** of **Chapter Four** which I reproduce here below for further edification, reflection and elucidation:

> TPNE: I don't know if, if it is that uhm LCOS as an area of learning does not have many books, I don't know. Or it's just that our library does not have many books because sometimes even if you go to the, on the Internet, to browse books about LCOS, it's not that easy to find just a, a book…covering all the topics in LCOS. You'll find a book on time management. Uhm you'll find a book on essay writing. So it's not that easy and I think I can say that it's very wide, I think this course is very wide.

> TPPA: Uhm but this module in the library there is no any book of LCOS. So we only depend on the slides given by the lecturer and as I have already said that I always take down notes, I use those notes.

With such a design, therefore, students might always have to look up to the lecturer to assign them activity to do at a time of their convenience. In this way, it could be argued that even the syllabus with its emphasis on the list of topics played into the hands of direct instruction or transmission be it from the lecturer or a book, which is disempowering to students and does not promote voice and agency that could otherwise arise from meaningful activity if it had been purposely built into the course design.

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Echoing Canagarajah and Matsumoto (2017), EAP pedagogy must be designed in such a way that it moves beyond form-focused and teacher-led learning processes and practices and begin to treat students as agentive beings in ways that encourage them to chart individual trajectories and voices in their own language learning. This can be achieved through pedagogy that is practice-based.

5.3.3 Laying the groundwork for voice and agency in academic reading and writing

The teaching of academic reading and writing as the presentation of recipes and procedures to be followed when reading and writing in the academy seems to follow naturally from the deficit view under the umbrella of EAP as a service course. This is reflected in the EAP course in the present study in the form of the product-based writing instruction and in the teaching of strategies for reading such as the SQ3R reported in the observational data for writing and reading instruction in **Chapter Four Section 4.1.1**. In addition, when these are taught in a vacuum, with little or no opportunity for practice as was the case during most of the sessions that I observed, they seem to have the effect of making such instruction a mere theoretical exercise than a practical one. It is my view that such instruction runs the risk of becoming depersonalized, univocalized and faceless and of being less about learner agency and voice and more about assessing, scoring and approving (Sivasubramaniam, 2011a).

There is also evidence in the data presented that the EAP course in its current form may be pitched at a level higher than some of the target participants could achieve, warranting the argument for the need to reconceptualize it from other perspectives whose purpose is to ensure that struggling learners gain confidence, voice and agency in reading and writing first and in the process deal away with issues of fear and reticence that we may be mistaking for oppositional agency or non-participation. For example, there is evidence in the data presented in **Chapter Four** that some of the target participants were still struggling with foundational English language issues that may have contributed to their non-participation. This was acknowledged by some of the

students themselves during interviews and the lecturers as well. TPHJ, for example, acknowledged during the interviews that he preferred remaining quiet during lectures for fear that fellow students would laugh at his English which he felt was not good enough because of his CDSS background compared to that of other students 'from high school' as explained in the excerpt which I reproduce here below for ease of reference by my readership:

> TPHJ: To say the truth sir uhm I can say that I didn't take uhm much part because I just listen what the lecture is saying. But I fail to ask some questions that is [sic] important. Uhm reason is that maybe uhm because of some, some shyness *[laughs]*…Uhm the source of this shyness is that uhm I myself I learn [sic] at community day secondary school. So there, teachers are not fond of speaking English. When we come here we see some people that comes [sic] from high school and they speaking [sic] good English rather than us. So we feel that, "Aah when I introduce my English maybe they can laugh on [sic] me." And we just keep quiet.

Similarly, FGP2.3 acknowledged in the interview data from focus groups that he faced problems with the English language which also affected his understanding and participation and attributed it to his CDSS learning background as can be seen from the excerpt which I reproduce below:

> FGP2.3: Uhm as she already said…me I always find it difficult uhm to to analyse, I mean to grasp all the information that has been taught at that particular time because it seems as yeah you know that we are coming from CDSS so it's somehow difficult for me to to understand. Or even the language itself, I find it difficult.

The course lecturers in the data from lecture observations and interviews also seemed to be aware of these difficulties by students. For example, in **Chapter Four Section 4.1.2** where I presented data on the use of PowerPoint, there is evidence that lecturers recognized the language difficulties that students faced when the projector was not available for beaming the content on the whiteboard such that they resorted to strategies such as repetitions and writing of words on the whiteboard for the students to see and note them down correctly in their notebooks. I reproduce the excerpt from session V9 below for confirmatory support to my argument:

LecV: Faulty habits of attention and concentration, that's another...problem. Faulty habits of attention and concentration. Forty wake *osati wa* 10, 20, 30, 40 [not the forty for figures]. *Koma wa* fault, ESCOM faults. *Enanso* ESCOM faults *yu sakumudziwanso* [But to do with fault as in ESCOM faults. Some also don't know the ESCOM faults] *[writes the spelling for faulty on the whiteboard]*. *Anthu enanu* [Some people]! Faulty habits of attention and concentration.

(Excerpt from V9)

In the above presented excerpt, the lecturer seemed to have felt intuitively that students would perhaps struggle to understand and/or write down the word 'faulty' in their notebooks and tried to explain it using the local context to give the students a clue. LecV resorted to using vernacular Chichewa to clarify that it was not the 'forty' for figures but the one related to ESCOM (a local electricity supply company) faults and then proceeded to write it down, arguing that there were even other students who did not know the spelling for the 'ESCOM fault' being referred to. Data from interviews with the EAP course lecturers presented in **Chapter Four Section 4.2.2** also confirms that the lecturers were aware that the students 'struggled' with the English language and that it was because of the same reason that they sometimes resorted to code-switching between English and Chichewa. I present below excerpts from interviews with LecX and LecV which can provide confirmatory support to this observation.

LecX: That's a bit tricky in the sense that these students are second language uhm speakers. So you do know that there are certain things that might limit them uhm to uhm to produce English as uhm as a first language speaker…They didn't have the right, they didn't have the books, they didn't have uhm they didn't hear the language as much as somebody else who was immersed in that way. So sometimes you would want to forgive them *[laughs]*…for making uhm for making uhm uhm incorrect sentences and all that. Not to be too prescriptive.

LecV: I was uhm flexible to allow students in some cases…I would allow them to express themselves in Chichewa as long as what they are saying is directly related to what we are discussing that day or it, it's something that will help or will shape the lesson or uhm the discussion that we are having…So uhm it was not an explicit rule that you can speak in Chichewa but just looking at the situation you could just allow a student to uhm speak Chichewa.

The excerpt from LecX was in response to a question in which I asked the lecturers to explain their belief regarding the need for students to produce correct English and the

influence such a belief had on their practice. LecX, therefore, seemed to acknowledge that as ESL learners, the students needed more exposure to the English language. On the other hand, the one from LecV was in response to a question on how the lecturers deployed the language resources available in the environment to promote EAP learning in their classes. LecV seems to acknowledge that the use of Chichewa allowed students to express themselves during discussions. In this way, all these examples seem to confirm that indeed the EAP course in its current form may be pitched at a level higher than some of the target participants could achieve and therefore warranting the argument for the need to have it reconceptualized from other pedagogical perspectives in order to ensure that 'struggling' learners first gain confidence, voice and agency in their reading and writing before being introduced to the discourses of the academy.

There is also evidence that the emphasis on examinations and summative assessment in general and the other forms of assessment feedback that were evident in the course made other students develop feelings of fear, confusion or resentment as students were often made objects of assessment rather than subjects of learning that encourages meaning construction and meaning negotiation. The data from analysis of documents for assessment (i.e. examination papers) presented in **Chapter Four Section 4.3.3** seems to reveal teacher-centric assessment and a general lack of the educational need for negotiated responses, thereby creating a situation where being correct was both a matter of uniformity and educational priority, which also LecU seemed to confirm in the lecture observation data on talk about assessment presented in **Chapter Four Section 4.1.4.** In the data which came from lecture session U7, LecU made reference to the fact that during examinations students may be asked to explain the SQ3R approach to reading and expected to present the 3Rs correctly in the order they were presented in the lecture slides that were also beamed for them to note down. In the same session, LecU also told the students that during examinations if there would be a question requiring them to take down or make notes from a text, the examiners who were also the course lecturers would specify or 'make a choice' for the students as to which method they should use as confirmed in the excerpt below:

LecU: So those are the four styles [of note-making] to choose from. Sometimes during exams, ladies and gentlemen, we make a choice for you. You have to understand that. And when we make a choice for you, we expect you to use that method that we have mentioned in our question.   (Excerpt from U7)

Thus, although the other lecturers might not have been as explicit as LecU in the way they talked about assessment in their respective classes, the fact that the above mentioned two scenarios are what happened during the end of semester examinations which students from all the groups wrote, might be taken as confirmation of a common stance regarding assessment among all the lecturers. In light of this, I wish to argue that such an approach to teaching and assessment becomes a breeding ground for anxiety and resentment and forces students to adopt what Breen (1987) calls the survivalist orientation. There is evidence in the data to support this argument. For example, during the interviews with TPNG, he seemed to recall the time when their course lecturer told them that there would be a question on note-taking during the mid-semester examinations. This initially made him afraid as he realized that he did not know how to approach such a question, eventually forcing him to ask a friend to assist him. I provide the excerpt from the interview here below:

ResK: Or should I, I should say can you describe any moment in the learning of Language and Communication uhm when you think that the, the fact that or the reality that, the reality of assessment uhm influenced your, your learning, your learning approach?

TPNG: Yeah, yes. During mid-semester exams.

ResK: Okay

TPNG: When we were, when I was told by my lecturer that note-taking, we are going to write note-taking. So I was fearing like I don't know how I'm I going to do it. Yes, so uhuh.

ResK: Okay uhm what did you do when you realized that the lecturer is saying note-taking is going to come?

TPNG: Uh

ResK: 'We are going to ask about note-taking.'

TPNG: Oh, I just go [sic] to my friend and ask how I can write, how do we write, do we take notes? More especially, techniques that are used.

In this way, although asking a friend might be regarded as enactment of agency and a good strategy for learning, the circumstances in which TPNG enacted such a strategy rather betrayed a survivalist orientation than a desire to feel involved or engaged with the practice of note-taking. A similar attitude was also revealed by TPNE and is verifiable from the transcript of the interview I had with him which is included in Appendix D1. In response to a similar question as TPNG's above, TPNE recalled the time when he learned during class that the mid-semester examinations would include a question on the time management matrix as expressed below:

> TPNE: Yeah, it's the- yeah uhm I think there's that moment. For example, when we were learning about uhm that is time thieves, yeah, it was on time management. So so if the, when the lecturer came, he was talking about the matrix uhm the time matrix. He taught, of course it was listening. Yeah. But when he said, 'This is examinable, we may even ask you to draw a quadrant' and then it came to my mind that, 'Oh I have to draw this.' So I even, I was very attentive then I had to draw, even uhm label it and uhm it even uhm made me to uhm research more on the topic. Yeah, because I did understand. But uhm in terms of maybe the examples, I had to find more examples. So I went to the library, even on the Internet I tried to search it uhm and fortunately it was there.

TPNE in the above shown excerpt seemed to confirm that it was when the lecturer indicated that the time matrix was examinable that he took effort to try and understand it better by practicing to draw and label it and to do more research on the topic. This in my view seemed to indicate that the survivalist orientation might have been prevalent among students.

There is also evidence that highlights students' negative feelings from the assessment feedback received in the course in the data from individual as well as focus group interviews presented in **Section 4.2.1** of **Chapter Four**. In response to the question on how they found the assessment feedback in the EAP course useful for their learning, the data from individual interviews presented shows that some TPs indicated feeling sorry and confused while others seemed to be unsure about the exact meaning of the feedback signaled through the use of tentative language. I provide here an excerpt from TPMY who indicated that he found the lecturer's feedback that he should not use personal

pronouns unclear and confusing:

> TPMY: Like for myself he told me that I should have reduced the use of personal pronouns. He just wrote on on the paper, *eti* [right]? So that's the way in which there was the feedback…Yeah, at first when I looked, I felt confused because I don't, I didn't understand what he was, what he was *[hesitates]*, yeah, what he was saying. Yeah, so I was, I just want to ask the lecturer.

The data from the focus group discussion with FG1 also revealed that the manner in which some EAP lecturers marked students' work caused feelings of resentment and discouraged students from participating in class. This could be seen in a point that was raised by FGP1.4 whose contribution showed that students from different groups sometimes compared their scores in what may have been attempts to look for evidence for fairness or unfairness by lecturers when assessing their work as seen from the excerpt which I reproduce below:

> FGP1.4: But also uhm the way of marking somehow makes students maybe to stop participating in classes. For example, uhm I can take the paper, which I wrote and compare with uhm other classes maybe showing some equivalent things. But the marks? Haaa! Our marks was [sic] so low… So this makes us uhm a lot of students not to participate or starting bor- uhm bored, yeah, bored [sic].

Feelings of fear, confusion, resentment and disappointment such as the ones revealed in the data may have a disempowering effect and leave students feeling voiceless. It is written feedback that is suggestive, clear and easy to understand, giving them a sense of ownership of their writing, that students find empowering and are willing to use to develop their writing, rather than prescriptive feedback in the form of criticisms and imperatives (Agbayahoun, 2016) as it takes away the element of negotiation of meaning necessary for voice and agency. There is evidence in the data presented in **Table 26** in **Section 4.3.3** of **Chapter Four** that the majority of written feedback comments in the marked assessment scripts for the 15 TPs who made their scripts available for the present study revealed the dominance of imperatives and criticisms, which seemed to position students as powerless.

Furthermore, using the typology found in Murawska (2016), the current EAP course at

MUST could be said to fall within the study skills approach to EAP which has its epistemological and theoretical foundations in objectivism and cognitivist theories of learning whose aim is said to be developing effective study skills. The stated aim of the EAP course which is the focus of this study seems to mirror this description as it reads: 'To develop students' time management, library and language and communication skills necessary for academic life and beyond.' Courses designed with this approach in mind use labels such as 'essay writing', 'note-taking', and 'presentation' to describe academic tasks that training using such an approach should enable students to carry (Wingate, 2006). Data from analysis of documents presented in **Figure 2** (**Section 4.3.2**) shows that the topics of study for the EAP course which is the focus of this research seem to use similar labels, some of which include 'listening for academic purposes,' 'note-taking and note-taking styles,' 'note-making,' 'effective reading strategies,' 'introduction to essay writing,' and 'referencing.' When it comes to actual skills such as reading, for example, a skills-oriented approach tends to view texts as objective carriers of knowledge whose meaning can be deciphered through close reading. It also understands reading as a tool to gain knowledge and understand study material, with likelihood to teach reading by emphasizing on reading strategies such as scanning, skimming and prediction, speed reading, and critical reading focusing on examining the argument (Murawska, 2016). This seems to aptly describe how reading seems to have been conceptualized and taught in the EAP course that is the focus of this research, verifiable, for example, from data presented in **Figure 2** (**Section 4.3.2**) and from lecture observation relating to academic reading instruction in **Section 4.1.1**. I reproduce here below an excerpt focusing on scanning as one of the strategies for reading from U6 where effective reading strategies was one of the subtopics:

LecU: Yes, sir scanning, what do you understand by, this is not something new. It's even covered at secondary school level. Scanning is there. It's a matter of just telling us what you already know. Sir, what is scanning?

U6.S1: Scanning as far as reading is concerned is reading so that you get a specific uhm information from what you are reading.

LecU: You read just to get specific information. You are looking for something

specific. So you read just to get that. How do you look at his answer? Is that correct?

[Affirmative nods and voices]

LecU: What about skimming?   (Excerpt from U6)

Similar focus is verifiable from transcripts for sessions W3, Q5, and V9 included in Appendix B. Suffice it to say, however, that the study skills approach has been criticized for its contribution to the deficit view through its focus on remedial teaching (Wingate, 2006) leading to instructional practices that are disempowering to learners.

From everything that has been argued in this section therefore, I feel that it is not a far-fetched idea to state that the EAP course in its current form and through the pedagogical practices reported in this study seems to offer little affordances for meaning making and meaning negotiation to students who were participants in this study which are the necessary ingredients for student empowerment through voice and agency. There is need to move away from the teaching of reading and writing as the teaching of concepts and procedures and begin to involve students in activities of meaning interpretation and construction in line with the constructivist view that "meanings are constructed by human beings as they engage with the world they are interpreting" (Crotty, 1998, pp. 42-43). While the former makes language learning a closure-focused activity, a search for correct responses and ways of doing, the latter creates affordances for exploration of multiple meanings that have to be achieved through negotiation thereby empowering students to venture into acts of voice and agency.

5.3.4 Summary of points discussed in this section

The discussion in this section of the study has focused on the following:

- We need to move away from viewing acts of agency such as silence and/or non-participation negatively and begin to view them positively as opportunities for improving EAP course design and pedagogical practice.
- EAP needs to support the development of voice and agency in its learners by

considering the kinds of agency that are empowering to students by fostering meaning making and meaning negotiation through deliberate pedagogical decisions, choices, and practices.

- EAP needs to lay groundwork for learner empowerment through voice and agency by deliberately adopting pedagogical designs and practices in the teaching, learning and assessment of reading and writing by ensuring that learners first of all gain confidence in the English language before being fully initiated into the discourse practices of the academy or run the risk of pitching EAP at a level higher than the students can achieve resulting into practices that cause students to develop feelings of fear, confusion and resentment.

In the next section, I propose to discuss the third SRQ of my study.

5.4 Factors influencing voice and agency among learners in the EAP course

The issue of voice and agency among learners transitioning from one set up of learning into another that is more demanding, such as from secondary school to university as is the case in the present study, is very crucial as it also translates into a transition from one culture of learning into another. For most students, this transition often "involves adapting to new ways of knowing: new ways of understanding, interpreting and organizing knowledge" (Lea & Street, 1998, p. 157). While recognizing the argument that it is individual learners who eventually identify affordances that enable them to enact their voice and agency (Zyphur, 2020), such affordances emerge from the learning environment since it is this environment that is supposed to provide learners with a 'semiotic budget' (van Lier, 2000) or ecological resources (Guerrattaz & Johnston, 2013) that can enable them to take on roles that allow multiple meaning making and negotiation. However, we must never lose sight of the fact that at the core of the focus on learner empowerment, voice and agency is the desire for EAP to be empowering to our students so that they are able to identify and make use of affordances for multiple meaning making and negotiation which is a critical skill for

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learning in the academy as well as for living in any democratic dispensation. The foregoing discussion necessitates my discussion and examination of the issues that constitute the factors influencing agency and voice of the target participants in the EAP course. This leads me to focus on the third SRQ of my study.

3. What factors influence agency and voice in EAP among learners transitioning from community day secondary schools into university at MUST?

Guerrattaz and Johnson (2013) refer to affordances as "the potential starting point of the meaning-making process" (p. 782). However, they also observe that "affordances may either enable or constrain language learning." From the point of view of this study, it is the affordances that make language learning in general and meaning making in particular possible that students are likely to find empowering while those that constrain it are likely to be disempowering and therefore damaging for voice and agency. It is a consistent argument of this study that the current EAP course at MUST lacks adequate affordances that the TPs find empowering for voice and agency. To advance this argument further, I propose that I discuss the third SRQ stated above by breaking it down into three areas for purposes of focus and elucidation. These three areas relate to the following: voice, agency and assessment in the EAP course; classroom activities and empowering students for voice and agency; and instructional resources availability and exploitation versus voice and agency in the EAP course. However, within the issue of the role of classroom activities in empowering students for voice, I also address though in a brief manner the related issue of agency and opportunities for EAP learning outside the EAP classroom.

5.4.1 Voice, agency and assessment in the EAP course

Perhaps it is important that for purposes of clarity I should at the outset explain the meaning of learning and assessment being a closure-oriented endeavour. I believe doing so will assist in understanding why we need to make tentative meaning making and negotiation the mainstay of language learning because it not only augurs well for agency, voice and empowerment but also for living in a democratic world where

dictatorial tendencies need to be frowned upon and challenged instead of allowing them to take root in society. I believe that education in general and language learning in particular should be the cradle for our learners to embrace democratic ideals and values by tolerating ambiguity, multiple meaning and tentativeness of meaning rather than those of despotic absolutism that closure-oriented teaching and assessment may be indirectly inculcating in our learners. My understanding about closure-focused learning and assessment is enhanced immensely by Oxford, et al. (1992, p. 443-444) contrast between closure-oriented learners and open learners from which I extrapolate the following points:

a) Closure-oriented instruction is more concerned with judging rather than perceiving.

b) In closure-oriented instruction there is no tolerance for ambiguity of meaning or multiple meanings.

c) In closure-oriented instruction, learning is a serious endeavour in the search for correct answers rather than an entertaining activity where it is not always possible to comprehend everything.

d) In closure-oriented instruction the teacher is the only authority with the correct answer to which learners must precisely approximate their responses or else they will be judged to be wrong.

In this way, closure-focused instruction goes against the very democratic ideals the world needs now where the overall concern of living and learning should be the promotion of social harmony leading to a desire for flexibility and negotiation of meaning.

There is evidence in the data from analysis of documents related to assessment presented in **Section 4.3.3** that some of the test items for assessment during mid-semester and end of semester examinations seemed to focus on testing students' cognitive understanding of concepts related to the different skills that were the focus of teaching and learning in the EAP course. This seemed to reveal a closure-focused posture which may be revealing of a projection of the type of student that we expect in

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the course or contradict the view of learning that some of the lecturers such as LecV encouraged the students to become through the talk against the 'straight A' student mentality as revealed in the excerpt from Q3 shown below:

> LecV: Because the most difficult thing with students, *ana a sukulu ambiri sitimafuna tione kuti kodi zimene ndikuphunzirazi zikundithandiza bwanji mu moyo wanga. Koma timafuna tione kuti kodi zimene ndikuphunzirazi pamayeso zidzabwera bwanji. Chimene timafuna nchimenecho. Ndi chifukwa chake, ndimawauza amnzanu dzulo kuti kuli article ina yake ikukamba za* "what's wrong straight A students." *Ma* straight students *ndi ma* students *amene amakhoza ma* distinction. *Ama-* focus *yao imakhala kukhoza bwino basi.* In most cases ma stu- those students *chimene amaganiza iwowo nchoti ndidzimvetse, ndiziloweze ndikakhoze mayeso.* [Most students, don't want to reflect on how the stuff they are learning is helpful in their lives. But they want to know how the stuff they are learning will be examined. That's what we want. That is why, I was telling your colleagues yesterday that there is a certain article which is talking about 'what's wrong with straight A students.' 'Straight A' students are those who pass with distinctions. Their only focus is on how to pass well. In most cases what those students think about is that they should understand, memorize stuff and pass exams].
>
> (Excerpt from Q3)

In the above excerpt, LecV seemed to discourage students from the type of learning where focus is on memorizing concepts in preparation for examinations. Despite such talk however, some of the test items in the examinations seemed to contradict this. For example, **Figure 4** shown here below is an excerpt from a question related to content on academic listening from the mid-semester examinations that the TPs and other students wrote in the EAP course.

Figure 4

Excerpt of an exam question for mid-semester assessment based on content for listening

Question Two

a)   Why is it important for listening to be purposeful?   **[2 marks]**
b)   Explain any **two** problems university students would encounter if listening is not selective.   **[2 marks]**
c)   With the aid of a well labelled diagram, explain how you would make   use of the Cornell method in a note taking task.   **[8 marks]**
d)   What would the following phrases signal in a lecture?
i)   Apart from   **[1 mark]**
ii)   By the way   **[1 mark]**

The test items shown in **Figure 4** above seem to fit a description of closure-focused testing in which students had to recall responses from lectures and present them correctly or else be marked wrong by the teacher. Similar questions are also verifiable from the end of semester examinations whose script is included in Appendix E4. For example, the end of semester examinations contained questions where students were asked to explain any two problems that students who failed to adapt their reading strategy to purpose would encounter, any two reasons why critical reading was suitable for university students, the importance of skimming various parts of a book which were mentioned for the students to focus on, to read a given text and make notes from it using the mapping method thereby specifying the method for the students despite the existence of other methods, to write a 'two-paged' essay on a topic that was provided for the students by the course examiners, and to organize a reference list   from a set of jumbled reference sources. All these seemed to point to the existence of ideal answers externally somewhere to which the students had to approximate their responses or be marked wrong, as is the practice in closure-oriented instruction.

It is the argument of this study that EAP learning and assessment needs to provide students with opportunities for learning that allow for voice and agency to flourish in our learners by making tentativeness, meaning making and negotiation the mainstay of instruction. This would not only be empowering for our students but would also help in dealing away with the feelings of fear, confusion and reticence resulting from closure-focused assessment and language learning that continue to reinforce a deficit view in learners (Sivasubramaniam, 2015, 2011). There is evidence in the study that

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some of the classroom and assessment practices arising from closure-oriented instruction in the EAP course proved to be exasperating for some of the TPs in the study which also seemed to affect their agency for learning as expressed by focus group participant FGP1.4 in the excerpt below:

> FGP1.4: But also uhm the way of marking somehow makes students maybe to stop participating in classes. For example, uhm I can take the paper, which I wrote and compare with uhm other classes maybe showing some equivalent things. But the marks? Haaa! Our marks was [sic] so low… So this makes us uhm a lot of students not to participate or starting bor- uhm bored, yeah, bored [sic].

In the above shown excerpt, FGP1.4 seemed to express frustration with the style of marking from his EAP course lecturer who he felt awarded him less marks than a colleague from another group taught by a different lecturer who wrote a near similar response, which he found to discourage participation during lectures or to lead to boredom.

There is also evidence in the interview data presented in **Section 4.2.1** that some of the TPs found the talk about assessment that some of the EAP course lecturers engaged in in the course of instruction unsettling, which in some cases led them into adopting survivalist strategies reminiscent of closure-focused learning. This was common among students who identified themselves as silent as well as those who were seen to be relatively active in class. I include excerpts from interview data with TPs TPCJ, TPNE, and TPNG below which can provide confirmatory support to this point:

> TPCJ: So it's so stressful to hear about the exams or assessment. Yeah so being afraid of that means we try to prepare, I try to prepare much so that I should not be embarrassed on that time… Yeah so hearing more about the assessments, about examinations, I think that gives me much, I mean much like much mentality that I should work extra hard, that I'm not here to play maybe but yeah to do much work *[giggles]*.

> TPNE: Yeah, it's the- yeah uhm I think there's that moment. For example, when we were learning about uhm that is time thieves, yeah, it was on time management. So so if the, when the lecturer came, he was talking about the matrix uhm the time matrix. He taught, of course it was listening. Yeah. But when he said, 'This is examinable, we may even ask you to draw a quadrant' and then it

came to my mind that, 'Oh I have to draw this.' So I even, I was very attentive then I had to draw, even uhm label it and uhm it even uhm made me to uhm research more on the topic. Yeah, because I did understand. But uhm in terms of maybe the examples, I had to find more examples. So I went to the library, even on the Internet I tried to search it uhm and fortunately it was there.

ResK: Okay uhm what did you do when you realized that the lecturer is saying note-taking is going to come?

TPNG: Uh

ResK: 'We are going to ask about note-taking.'

TPNG: Oh, I just go [sic] to my friend and ask how I can write, how do we write, do we take notes? More especially, techniques that are used.

TPCJ and TPNE were relatively active students in their respective groups as revealed in the data summaries on participation presented in **Tables 23** and **21** respectively while TPNG described himself as a quiet student who only participated during group discussions than in ways that put him on the spot such as answering questions or asking questions loudly during lectures. However, the excerpts presented above seem to reveal that all of the three reacted to talk about assessment in their respective groups in a similar way: by adopting a survivalist strategy through preparing 'much' to avoid embarrassment (TPCJ), practicing to draw and label the time matrix (TPNE) in anticipation for examinations, and going to ask a friend on the techniques for note-taking (TPNG) in anticipation for examinations. This points to a need for the general discourse around assessment in the EAP course to move away from talk that makes assessment look like the carrot and stick of language learning through practices such as the raising of the prospect of examinations in order to make students attentive instead of finding better ways of making students active participants in their own learning in ways that encourage voice and agency.

The form in which written feedback is presented can also influence language learning in ways that students can either find empowering for the development of voice and agency or disempowering (Mukoroli, 2016). There is evidence in the data from analysis of written feedback provided on students' scripts by the course lecturers presented in

Table 26 in **Chapter Four** that such feedback mainly took the form of imperatives and criticisms, which the TPs found confusing or unclear as presented in the data from interviews with the TPs in **Section 4.2.1**. Students felt 'sorry' (TPGE), like "I failed" (TPMC), and "weak" (TPMP) while others reported feeling confused (TPMY) or not feeling good (TPKW). Others such as TPKS and TPNG described their feelings in tentative language, which seemed to suggest that they were unsure about the exact meaning of the feedback comments and therefore unable to act on what the feedback was saying. These feelings by the TPs could confirm that the students found the comments disempowering for agency and voice.

5.4.2 Classroom activities and empowering students for voice and agency

For voice and agency to flourish, there is need for learners to participate in meaningful activities in which they are involved in constructing and negotiating meaning in the process of which they develop their voice and agency. There is support in the data provided that some students took initiative to look for other opportunities outside the EAP course to practice some of the skills learned on their own, which seemed to be intrinsic acts of initiative that were not externally motivated by assessment in the course. Examples from the interview data with the TPs presented in **Section 4.2.1** that readily come to mind include TPCF's indication that the activity of listening to and making notes from a speech by Michelle Obama brought to class by his lecturer (LecX) encouraged him to go and look for other audio lectures on the Internet for his own learning. Similarly, TPMC reported that having learned about listening and note-making in class, he took initiative to practice on his own by listening and taking notes from the university Vice Chancellor's address during the students' general assembly. These few examples, although they may not be perfect examples, nevertheless seem to confirm how an activity that students find meaningful can propel them to search for further affordances for their own learning in acts of agency. At the same time, they also demonstrate how meaningful classroom activity can lead students to identify other opportunities for learning outside the classroom. In the data for both the focus group and individual interviews with the TPs presented in **Section 4.2.1**, the

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Internet afforded by the free campus Wi-Fi came up as one of the resources for learning that students identified. However, some of the responses in the interview data seemed to signal that, unlike TPCF above who used the Internet to search for video or audio lecturers in various subjects for his own learning, some of the students used the Internet as a search tool for information to supplement the course material that they took down during lectures to fill the deficiencies they felt from the decision not to provide them with the PowerPoint slides that the EAP lecturers used for instruction. This can be seen in the excerpt from interview data with TPMP presented for confirmatory support below:

> TPMP: Uhm most of the time I use Internet. I myself…Yeah, I just go and have some, I just uhm source maybe, from the short notes. I just go there may be to elaborate the notes from the Internet…Yeah to expand them, for example, because to come up with those notes maybe I'm following up the short notes.

While using the Internet to supplement or elaborate notes taken in class during lectures may appear as initiative to some, beyond that others may view it as a different form of transmission where instead of interacting with the resources, students just copy down information as notes to be stored in a notebook, ready to be fetched out later when preparing for examinations. In this way, if we are to encourage our students to use the Internet for learning or we are to decide to use the Internet for instruction, we must ensure that it becomes an affordance for meaning making and negotiation, as a tool to demonstrate the tentativeness of language and the existence of multiple meanings than a tool for uncritical reception of information in the form supplements to lecture notes. The starting point however, has to be making students aware about the existence of potential affordances outside the EAP classroom which LecV seemed to acknowledge in the excerpt from interview data with the EAP course lecturers presented below:

> LecV: But the question is do they know that those situations are also learning opportunities? Probably that's, that's the challenge…One way is to point out to them uhm I think in, whenever we are meeting them in class. They should know that uhm learning is not only in class. Language learning particularly is everywhere.

By its very nature and its origins, the ecological approach from which the concept of

affordances originates "requires a shift from the acquisition of linguistic structures to language as a semiotic social practice and from the classroom to other social contexts…" (Menezes, 2011, pp. 59-60). Perhaps the one thing that some may find hard to swallow is that with the service status accorded to the EAP course within the university, such a status makes EAP one of the least important courses in the pecking order of importance in a university that is predominantly science and technology where there are also competing needs for resources. It will take our ingenuity to identify together with our students' other resources for promoting meaning negotiation and construction and tentative use of language, which our students will find empowering for voice and agency in our learners.

5.4.3 Availability and exploitation of instructional resources for voice and agency

The issues discussed in **Section 5.4.2** above lead me to discuss the related issue of the connection between learner agency and resources for instruction in the EAP course. As observed in **Section 4.3.2,** the EAP course which is the focus of the study did not seem to have a formal course book. Course lecturers therefore depended on the syllabus which listed the topics of study to come up with content that they would then use to provide instruction. The most dominant resource that the lecturers used therefore was in the form of teaching notes that were in PowerPoint form and which, depending on other factors or on the preference of the individual lecturer, would either be beamed to the students on a whiteboard in front of the classroom using a projector or as was the case with LecW, as presented in the observation data regarding the use or non-use of PowerPoint in **Section 4.1.2**, remain on the laptop of the course lecturer who would in the process of teaching be reading points from it, expand them in explanation and write points on the whiteboard for the students to see. As presented in the data from interviews with the TPs in **Chapter Four Section 4.2.1**, the projector and PowerPoint appeared to be the only resource that most of the TPs readily identified as the resource that they noticed in the EAP classroom. The same data also revealed how students found PowerPoint and the projector useful as a tool for visual intake of content in situations where they failed to pick out clearly what the lecturer was saying but also

helped break the monotony of having to sit down and listen to the lecturer talking all the time as can be seen in the excerpt from TPKW, TPGE and focus group participant FGP2.2 presented below:

> TPKW: Like projector helped, helped me a lot because *[silence]* because it put the lesson in the real *[hesitates]* real, real, real by visualizing *[laughs],* yeah. It helped in better understanding.
>
> TPGE: So I think when, when a lecturer is uhm is lecturing, so maybe he's using a projec- projectile [sic]. So where the students are not understand [sic], since you know the proje- the the lecturer is just read and explain [sic]. So there's some point uhm which uhm I can say it needs more clarification. So in terms of that condition uhm the lecturer is using the what, PowerPoint so that that point will be fully explained… Uhm projectile [sic] I can say helps [sic] uhm in terms of, you can read and understand. So maybe uhm in some uhm in some cases you fail to understand. So you just read on the projectile [sic] and get the information rather than maybe just just speaking without projectile [sic]. You, you can miss a point, very important point.
>
> FGP2.2: I think the use of the projector basically uhm it helped me to easily grab the concepts as the lecturer was explaining. So so there the- there were sometimes where when the lecturer is explaining you don't really like get what he's saying or what he or she is saying. So when you just see what is written uhm what is being projected, you get an idea of what he's saying.

TPKW in the first excerpt shown above was explaining that PowerPoint and the projector helped visualize the lesson which helped her better understand the lecture which is similar to what FGP2.2 also explained. TPGE in addition to seeing and reading the content on his own from the PowerPoint slides also explained that the use of the projector helped break the monotony of having to listen to the lecturer "just speaking without projectile [sic]." As a potential affordance, however, the responses above seem to suggest that these TPs and others found PowerPoint and a projector useful as a tool for receiving content from their course lecturers than as a tool for critical learning or interrogating the content being presented to them as evidence of meaning making or meaning negotiation. This is something that even some of the lecturers acknowledged in the interview data presented in **Section 4.2.2** as is verifiable from the excerpt from LecX presented below:

LecX: I will take the projector with me, if I want to be uhm quicker. Yeah, so it is fast coz [sic] it's there then you, but then I don't think that they do much more apart from they see everything there, you see them they are just sitting there…They are not taking any notes and all they want is for you to give them uhm all those slides. I want them to be more uhm not to depend on those slides. To listen, to write more, to engage more and not just 'Oh everything is there then as long as we get it.'…So I, I would like maybe if we could try to balance up uhm the use of the projector which is good that they have the information right there. But also, so that they shouldn't be uhm lazy, yeah.

Besides, there were also others who found challenges with the use of PowerPoint as revealed in the interview data for focus groups. FGP2.3 found the use of PowerPoint challenging at first due to issues of speed because of his CDSS background where there were no projectors or PowerPoint. This seemed to highlight the fact that for some of the learners, their first encounter with a projector was when they came to the university. In addition, others such as FGP2.1 in the excerpt presented below found issues with the use of PowerPoint vis-à-vis the teaching pace adopted by the course lecturers thereby overloading for their minds:

FGP2.1: It [i.e. the content] should balance with the hours because sometimes you can have let's say uhm fifteen s- fifteen slides in 30 minutes, it happens. Yeah, fifteen slides in 30 minutes of which for the minds to grab everything, it's, yeah it becomes hard. So at least the content should balance with the time.

The excerpt furnished above may perhaps help to underscore that the use of projector and PowerPoint for transmission of content if not carefully thought about presents the students with 4 tasks for which those encountering such technology for the first time may find multitasking challenging for them since they have to listen to the lecturer, read from the slides, synthesize the two sources of information mentally, and then write them down as notes for study at a later stage. In this way, the use of PowerPoint mainly seemed to support knowledge acquisition rather than meaning making. While the former reduced learners to a passive role, the latter is empowering for students' voice and agency. If carefully thought about, the use of semiotic technology such as PowerPoint (Zhao & van Leeuwen, 2014; Zhao, Djonov & van Leeuwen, 2014) in EAP learning could present students with an opportunity for multimodal meaning making

instead of its current use as a conduit for imposing a banking model of education (Freire, 2000). As a semiotic resource, PowerPoint potentially provides students with opportunities for meaning making since as a form of "new writing" the composition of the slides incorporates selections from different semiotic modes (such as layout, colour and sound) and media (such as visual, aural, and print) and can be deployed for meaning making together with other types of semiotic sources (Zhao & van Leeuwen, 2014; Zhao, Djonov & van Leeuwen, 2014). In a similar vein, Cimasko and Shin (2017, p. 2) observe that as a semiotic resource that has potential for multimodal meaning making, PowerPoint offers opportunity for its users to weave into their texts "modes and discourses from different times and places" in a process that they call resemiotization and recontextualization. However, these can only be realized if course lecturers are willing through negotiated arrangement with learners to surrender their role as the only authority figure in the classroom and become facilitators of meaning making among the students. There is some evidence in the data from interviews with the TPs presented in **Section 4.2.1** that when LecU assigned PowerPoint presentations on referencing to students in groups albeit for purposes of assessment as shown in **Table 18** (**Section 4.1.4**), opportunities for collaboration arose among the students where they jointly engaged in the process of meaning making in coming up with the textual content of the slides, with others volunteering to type the slides or to present on behalf of their groups as TPNE did. This is verifiable, for example, from the excerpt presented below from interview data with TPGE:

> ResK: Alright. Uhm during that group, during that group presentation for referencing uhm what role did you take as, as a member of the group?
>
> TPGE: Okay. Uhm we sat down and con- and contribute [sic] the information first whereby uhm everyone shared the information to the group, then type. So I took part of typing the information so that it will show on the slides.

Without wishing to appear to be reading too much into the data, I am inclined to state that the description in the above excerpt from TPGE seems to suggest that there was some kind of composing process that might have involved meaning negotiation regarding which point should be incorporated on the slides behind the final product that

was presented by the group.

Notwithstanding the point I have voiced above, I would like to argue that the lack of a formalized course book in the EAP course in the study can be exploited to the advantage of learner agency by encouraging learners with guidance from the lecturers to identify and bring materials to be used for language learning and meaning making in the course rather than adhere to the present arrangement where all the resources for learning including topics for practicing writing came from the lecturers. In this way, TPCF's reported self-empowering act of going on the Internet to source listening materials after listening to a recording of a speech by Michelle Obama in class should be understood in such a light.

5.4.4 Summary of the points discussed in this section

The discussion in this section of the study has:

- Critiqued closure-focused learning and assessment as one of the factors that negatively affects learner empowerment, voice and agency in the EAP course at MUST.
- Offered a view that engagement or lack of engagement in meaningful activities for purposes of meaning making affects learner agency and voice at MUST.
- Proposed for EAP learning at MUST to shift from acquisition of content to a view of language as a semiotic social tool in order to open up learning spaces for affordances available beyond the EAP classroom.
- Critiqued the current use of projector and PowerPoint in EAP at MUST in relation to the issue of learner voice and agency and proposed a view of PowerPoint use as an example of using multimodal semiotic technology as an affordance for meaning making in the EAP course.

5.5 EAP lecturers' understanding of learner agency and voice

Course lecturers are major players in the process of ensuring that the learning environment provides potential affordances that learners can perceive as opportunities

for them to enact their voice and agency. Although discussion concerning voice and agency often puts much emphasis on the responsibility of the learner and tries to edit out the role of the teacher, teachers still have the crucial mediating role in creating jointly with the students a learning environment that is full of meaning potential for learners to engage in meaningful activities (Liu & Chao, 2018). Teachers in the EAP classroom must ensure "an agency-promoting curriculum" that leads to the creation of a learning environment that allows for the blossoming of a variety of expressions of agency (van Lier, 2010, p. 10). This is why I find it necessary to discuss the fourth SRQ of my study at this juncture:

4. How do EAP lecturers at MUST understand learner agency and voice as revealed from their teaching and assessment practices in the EAP course?

In my attempt to discuss this SRQ, I do not wish to be seen like someone who is making a damning indictment on the teaching capabilities of the lectures that were the participants in this study. I would like to acknowledge at the outset that most of the time, we teachers have good intentions for our students and want them to be successfully educated. The same I believe are also the intentions of the lecturers who are the participants in the study and the reason they allowed me to conduct research in their classrooms. However, we need to acknowledge that the processes that we sometimes adopt, the approaches through which we strive to teach the students we want to successfully educate may sometimes project us as transmitters and producers of knowledge, as the only agent and authoritative figure in our classrooms, in the process of which our learners are sometimes denied their voice and agency and reduced to becoming receivers of knowledge from us (Murphey et al., 2009, p. 201). This realization is reminiscent of Freire's (2000) banking metaphor which in recent times has been equated to the acquisition metaphor and contrasted with the participation metaphor (Sivasubramaniam, 2014). While in the former knowledge is conceptualized as an entity that a person has, receives, keeps, or gives to others, in the latter knowledge is something we do through situated, socially mediated, and culturally embedded practice (Wegner & Knückles, 2013, p. 626). Although Sfard (1998) argues that we

cannot simplify our approaches to teaching and learning using a dichotomy brought about by these two metaphors, I concur with the view of Donato (2000, p. 40) that of major concern for practitioners should be the "danger of overlooking the far-reaching implications" of our view of learning that may derive from our conscious or tacit adoption of either metaphors. As Donato (2000, p. 40) demonstrates, a view of learning based on the acquisition metaphor will explain a learner's failure to achieve as resulting from "low aptitude, lack of motivation or inappropriate learning strategies." On the other hand, a view of learning based on the participation metaphor will explain the same as resulting from "the individual's marginalization from a community of practice, insufficient mediation from an expert or scant access to a learning community." Furthermore, learning conceptualized from the perspective of the acquisition metaphor implies that we look for "independent evidence" of what has been learned through summative assessment while in the participation metaphor evidence for learning is found in a learner's "growing and widening activity in a community" deriving from "shared practices of discourse" with the teacher or more able peers (Donato, 2000, p. 41). In this way, pedagogy concerned with learner voice and agency ought to reflect more of the participation metaphor than the acquisition metaphor (Sivasubramaniam, 2014).

The above stated issues reflect my views regarding the role of the teacher in the EAP classroom and forms the basis of my discussion in the rest of the section regarding how classroom practice by the EAP lecturers in the course may have reflected their understanding of learner agency and voice. However, I am also mindful of research that has shown that there is no strict one-to-one correspondence between a teacher's beliefs and actual classroom practice since sometimes practice may be influenced by macro- and micro-contextual factors although it is acknowledged that the beliefs a teacher holds have significant influence on their practice (Li, 2013; Rahman et al., 2018). Hence in the interview data presented in **Chapter Four Section 4.2.2**, I asked the EAP course lecturers a number of questions relating to their beliefs and how these had an influence on their classroom practice and also how certain factors influenced the same.

A comparison of the responses the lecturers gave and the actual classroom practices recorded in the observational data in **Section 4.1** of **Chapter Four** enabled me to appreciate the lecturers' understanding of learner agency and voice, to see if a professed belief matched the observed practice or if indeed there was a contradiction and the explanation behind it. I wish to recap the points relating to this question from the interview data presented in **Section 4.2.2** for these will form the basis of the comparison with practice and therefore the guiding points of my discussion. I will list these in point form below:

a) Lecturers' beliefs regarding the purpose or role of EAP in students' lives and how the belief influenced their classroom practice.

b) Belief regarding the need for students to produce correct English and how it influenced classroom practice.

c) Belief about the need for students to practice a variety of skills in the EAP course and how it influenced practice.

d) The service status of EAP and how it influenced teaching of the course.

e) The need to follow and complete the stipulated EAP syllabus and its influence on teaching the EAP course.

f) The need to assess and score students in the EAP course and its influence on teaching.

In order for a clear picture to emerge, I propose to discuss each separately in the sections below in relation to the course lecturers' accounts from the interviews and/or observed classroom practice. I wish to remind my readership that I coded the four lecturer participants in the EAP course as LecU, LecV, LecX and LecW and EAP classes they taught, which I also observed, as Group U, Group Q, Group V, Group X and Group W as I have explained at the opening of **Section 4.1** of **Chapter Four**. These are the same codes that I have used in the discussion for this SRQ.

5.5.1 EAP course lecturers' beliefs about the purpose of the EAP course, observed classroom practice and learner voice and agency

In terms of belief regarding the purpose of EAP, in the data presented earlier in **Section 4.2.2** LecU believed that EAP was "very important" as a medium of instruction since there was a requirement for students to be "very familiar with this language" for them to communicate effectively and get what the lecturer was saying during lectures. LecU further believed that if students excelled in the English language, chances would be "very high" for them to "also excel in these other courses" that they were doing. Because of this belief, LecU would always ensure that when teaching, students "really get the skills" which the lecturer argued was the reason why the students were engaged in activities "so that they really do what I want them to do" and in the process acquire the skills. In this way, LecU's beliefs seemed to reveal a pragmatist orientation where EAP is constructed around the principle of utilitarianism to offer it as a service (Benesch, 1993; Pennycook, 1994a). LecU's beliefs also seemed to reveal a skills orientation, which in my view may be a reflection of the way the EAP course is designed as discussed in **Section 5.3.3** above. Both the pragmatist orientation and skills orientation have their roots in objectivism which as I have argued elsewhere assume a deficit view of learners justifying the adoption of instructional approaches that have more to do with acquisition rather than participation and in the final analysis to the preclusion of learner voice and agency. Similar orientation seemed to come out in response to the question on how the belief held influenced classroom practice as explained in the excerpt presented below:

> LecU: So it has really influenced my teaching because I would make sure, when I'm teaching I would make sure that my students really get the skills. That's why in most cases I would engage them in activities so that they really do what I want them to do. In the course of doing they acquire the skills.

In terms of actual observed practice, data presented earlier in **Table 18** (**Section 4.1.4**) shows that LecU provided a wide range of activities to Group U such as: a class pair activity to identify parts of an essay introduction from a sample beamed on the whiteboard, take-home group activity to discuss meanings of a list of context-less phrases given by the lecturer, whole class activity on identifying parts of a persuasive essay introduction read loudly to the whole class, whole class activity to brainstorm

points for writing a persuasive essay on a topic provided by the lecturer and a take-home group activity to write an introduction and conclusion for a persuasive essay on the brainstormed topic, individual class activity on writing a short descriptive paragraph, whole class revision of content in preparation for mid-semester examination, group presentations on various subtopics on referencing assigned by the lecturer, whole class revision feedback for mid-semester examinations, in class group revision/practice on writing an introduction for an expository essay and a follow-up group take-home activity to develop one body paragraph from any of the points raised in the introduction and also writing a conclusion based on the introduction, and an in-class group activity writing a reference list in APA format from a set of exercises on a hand-out prepared by the lecturer. These seem to be a wide array of exercises, though, as argued in **Section 4.1.4** of **Chapter Four** their meaningfulness or intensity of practice is not very clear. The essay writing activities seemed to mirror the product approach largely with focus on writing different parts of an essay separately and ensuring which elements went into them. The activities originated from the lecturer mostly except in the revision activities on writing introduction for an expository essay and on writing a reference list in APA format which the students indicated would be the most problematic areas for them if they came during the end of semester examinations. Although the extent to which the activities provided the students opportunity to practice the skills could be debatable in view of the data that I have presented, they still seemed to reflect a desire by LecU for the students to practice the skills in agreement with the skill-based orientation which came out in the explanation regarding belief about the purpose of EAP and how the same influenced actual classroom practice. In addition, the decision to bring the teaching of essay writing and referencing forward as recorded in the observation data betrayed an EAP service orientation rooted in the deficit view of the learner which leads to instruction that does not take into account issues of learner voice and agency.

According to the data presented in **Section 4.2.2**, LecX's belief regarding the purpose of the EAP course in the students' academic life was that good communication skills were "very crucial" for students' success in academic life and beyond and that language

was the great link between students and their lecturers as well as students and the outside world. In this way, LecX's belief also seemed to reveal the pragmatist orientation reflected in the talk about language (in this case EAP) being the "great link" between students and their lecturers and a skills orientation revealed from the position that good communication skills were "very crucial" for students' academic success. In explaining how this belief influenced classroom practice, LecX also seemed to focus on skills as expressed below:

> LecX: And I've tried to mention this most of the times in…the class uhm by telling the students how important this uhm this link is…So I try to tell the students that link and I think there are certain…topics which try to, to bridge those skills. The first one is trying to give them these listening uhm writing all those, reading skills. They are going to help out in uhm gaining the right skills to pursue this function.

Data from actual observed practice summarized in **Table 19** (see **Section 4.1.4**) also showed that LecX provided a wide range of activities to Group X. For example, there were two separate whole-class activities involving reading samples of essay introductions and body paragraphs from handouts in order to identify elements of an essay introduction and those of an essay body respectively. There were also three separate in-class group activities on different sessions that focused on writing an essay introduction based on a title that the lecturer provided, organizing a references list using a list of 6 sources brought by the lecturer, and making notes from a reading passage using the outline or mapping method or both respectively. There was also another activity reported by TPCF during interviews which the lecturer also confirmed in which students listened to and made notes from an audio speech by Michelle Obama identified and brought to the class by the lecturer. In this way, even the observed practice activities in the classroom seemed to reveal a focus on skills where students analyzed essay samples in order to appreciate how different authors wrote introductions and body paragraphs as models of writing, practiced writing an essay introduction ensuring that it has all the elements such as the hook, building sentences, and thesis statement which seemed to reflect a product-based focus. The activities also show how LecX sourced materials such as handouts for focus on the essay, referencing, note-taking and

note-making, as well as providing the title on which the practice activity on writing an essay introduction was based. As was the case with LecU, the focus on skills and the authoritative role taken by LecX in sourcing the materials and providing the title for the practice seemed to reflect a deficit view of the learners, suggesting a preclusion of learner agency and voice. Similarly, the decision to bring the teaching of essay writing and referencing earlier in the semester as reported in the observational data seemed to reflect a service orientation for the EAP course and therefore a deficit view of the learners in the course.

For LecV, interview data presented in **Section 4.2.2** revealed a belief about the importance of EAP that was "two-fold": to prepare students for academic life which had "its own demands" and "its own rules" and to prepare students for life beyond university by teaching them "how they can handle themselves." The talk on "demands" and "rules" therefore seemed to project a deficit view of students, justifying the need to induct them into the academy 'way of doing things'. In explaining how this belief influenced classroom practice, LecV made sure that teaching took care of the two purposes despite noting that students seemed to perceive the EAP course as one of the courses they had to do and pass "to fulfill a requirement of the university." Data from actual observed practice in the classroom summarized in **Table 20** (**Section 4.1.4**) revealed in that the two groups that LecV was responsible for (Groups Q and V), students had three main practice activities. The first one was whole class activity on writing an essay introduction for an expository essay on a topic that the lecturer provided. Six volunteering students (two for a hook, two for building sentence, and two for a thesis statement) went to the whiteboard in front to write the part they had volunteered for which the rest of the members then critiqued. The second activity was a class activity in which one student was asked to write on the whiteboard supporting sentences to a topic sentence for a purported body paragraph provided by LecV while the rest of the class sat watching. The last activity was also a whole-class activity in which LecV beamed a set of context-less phrases on PowerPoint on the whiteboard and nominated students to explain what such phrases would signal if the students

encountered them in lecture. Like was the case with LecU, although the extent to which these activities could be said to be meaningful or to have promoted practice in the target skills is debatable, both LecV's explanation about beliefs and the actual practice revealed a deficit view of the learners necessitating a skills-based approach for the students to practice the skills necessary for academic life. In coming up with the topic for the practice on writing an essay introduction and the topic sentence for the body paragraph, both of which seemed to reflect product-based focus, LecV also seemed to come out as the only source of knowledge, to the neglect of learner voice and agency. This view finds further support in LecV's dominant use of direct transmission which is also reflected in the fewer number of practice activities. LecV admitted the extensive use of direct transmission during the interviews, attributing it to the short semester calendar though during actual teaching, most of LecV's sessions seemed to last an hour or less despite the course being allotted two hours for each session on the university timetable.

Since LecW's interview data was part of pilot data, I rely mainly on observational data recorded in **Section 4.1.1** regarding the approaches to instruction as these may reflect the lecturer's view of the learners and consequently about learner agency and voice. Among the four EAP lecturers, LecW was the only one who followed the syllabus and taught the topics in the order they were listed. However, this may not be taken as enough evidence to suggest that LecW did not believe in the EAP service orientation. We have to identify other bases of evidence in the data to arrive at a better conclusion. Thus while we problematize the meaningfulness and intensity of the practice activities implemented by the lecturers in view of the need for EAP to be seen to promote agency and voice among learners, we can never ignore the fact practice activities helped break the monotony of the lectures and allowed the students to discuss among themselves albeit within the confines of the skill-based and deficit views thrust upon them by the lecturers. However, in view of the data presented in **Section 4.1.1**, LecW seemed to come out as the only lecturer who taught most of the topics theoretically without much practice for the learners. For example, in the eight sessions that I observed with Group

W as recorded in **Table 16** (**Chapter Four Section 4.1**), the only time I observed students do a practice activity was in session W5 where they did a brief summary writing activity based on a text brought to class by LecW after having first explained the MIDAS mnemonic which was presented to the students as the only procedure for writing a summary. Furthermore, LecW was the only one who seemed to have taught the whole content on expository writing in one sitting where the introduction, the main body, and the conclusion and the elements that went into each of them were taught theoretically without any form of practice, in addition to the fact that the focus was still on the essay as product. In this way, the actual practices by LecW seemed to reveal an inherent lack of concern for learner voice and agency.

In summary, therefore, data presented in this section seems to reveal that in terms of the purpose of the EAP course, the professed beliefs and actual classroom activities of the EAP course lecturers seemed to reflect a skills orientation to EAP teaching and a deficit view of the learners leading to a preclusion of learner voice and agency for meaningful language learning in general and meaning negotiation and construction as the main aims of language learning around which possible affordances should be provided for learners to identify and use in their learning.

5.5.2 EAP course lecturers' beliefs regarding the need for students to produce correct English, observed classroom practice and learner voice and agency

In relation to the belief regarding the need for students to produce correct English, LecU affirmed in the interview data presented in **Section 4.2.2** that students "have to produce good, correct English" each time they were communicating "whether verbally" or in "written form." However, LecU explained that though the students were generally able to communicate, "there was a little competence" and "problems here and there." In this way, LecU's response seemed to cast the students' language as somehow problematic, revealing a deficit view of language instruction. In a related question on languages available for instruction, LecU came across as someone who used English "most of the time," "if not all the time" while describing the use of Chichewa, the vernacular language, by students in the classroom as something that could be "to their

disadvantage." In this way, unlike LecV and LecX who indicated that they sometimes code-switched during instruction to facilitate understanding among the learners or to joke, LecU's response seemed to reveal a desire to keep vernacular out of the EAP classroom. This was also reflected in observational data on exploitation of local language resources presented in **Section 4.1.2** of **Chapter Four** where LecU switched to Chichewa very briefly in each case on three occasions in sessions U5, U8, and U11 in what may count for small talk in response to some students who used the local language to address the lecturer in the course of interaction. In this way, both in belief and in practice it could be argued that LecU held a deficit view of language instruction, students' use of vernacular as problematic, a desire to keep vernacular Chichewa and English discrete and to keep the former out of the classroom. From the perspective of this study, this would amount to precluding learner voice and agency.

In relation to the belief regarding the need for students to produce correct English, LecX acknowledged in the interview data presented in **Section 4.2.2** the students background as people who had certain factors "that might limit them…to produce English…as a first language speaker" would, such as not having enough books and not having to hear the language as often as someone immersed in the language which sometimes required one to "forgive them" if they came up with "incorrect sentences." Despite that, LecX also believed that students "should strive to learn" any language "well" and, therefore, that "they should write correct English" and speak "good English," with the role of EAP lecturers being that of putting "interventions" aimed at helping learners. In explaining how such a belief influenced classroom practice, LecX held one-to-one sessions with those perceived to have "poor English skills." In related interview data on the use of available language resources during EAP instruction presented in the same section, LecX came out as someone who used English for instruction "99% or 98% of the time" and Chichewa only occasionally to joke, clarify a point or because it was the language that the students knew. Observational data on exploitation of local language resources presented in **Section 4.1.2** of **Chapter Four**, showed that LecX variably code-mixed English and Chichewa during instruction in

which Chichewa was largely employed to joke or digress, to clarify meanings of concepts or certain expressions encountered in reading texts and to offer advice to students, although overall English seemed to be more dominant and reserved to the core business of instruction. In the observational data presented in the same section, a student who asked during session X1 if he could give the meaning of a hook in Chichewa changed tune and offered to do the same in English when it became apparent to him that LecX's reaction to his suggestion to use Chichewa signalled that he was not allowed to use the language. From the perspective of learner voice and agency, therefore, LecX's overall beliefs and practices could be said to reveal a deficit view of language instruction and of the learners' ELL background with the use of code-switching as some sort of mitigation in recognition of the students' background.

For LecV, interview data presented in **Section 4.2.2** revealed that the lecturer believed in producing or using correct English. However, though this was what was expected of students, it did not turn out to be the case, indicating that there were a few students who were "excellent" and a few others who were "very good" while the majority were just good. I present an excerpt from the interview data from **Section 4.2.2** below:

> LecV: But uhm the majority uhm are not, they are at that level where I'm saying they are good because you, you ask them a question or you give them a chance to ask a question they struggle to construct a sentence. You find that they are code-mixing, you find that they start…speaking a local language, for example, Chichewa. You tell them, 'No, can you speak English?' Then they will just say 'Aaah.'… And they'll not ask the question. So that's the challenge…But in general terms I think we have students who are struggling.

In the above excerpt, LecV seemed to reveal a deficit view of the students' English language and their code-switching during spoken interaction as problematic, some sort of "challenge." In terms of how the belief in the need for students to produce correct English influenced practice in the EAP classroom, LecV talked of "always" emphasizing to students in class on the need for them to seriously consider spellings and grammar when "learning," "communicating" or "doing assessment." In response to a related question on the use of available language resources for instruction during lectures available also in the data in **Section 4.2.2**, LecV cited the use of code-switching

aimed at making contexts or situations to "easily be relatable" to the students and bring about "a relaxed atmosphere" meant to enable students to use Chichewa if they felt they could not express themselves well in English. Data from classroom observation relating to exploitation of local language resources presented in **Section 4.1.2** showed that, unlike the rest of the lecturers, LecV code-switched between English and Chichewa liberally and in a relatively widespread way to achieve various effects such as to emphasize a point, clarify a task, digress, achieve humorous effects, class management, to offer general academic advice to students, or just to show liberty to navigate through either language during instruction. Despite such varied use of code-switching, the lecturer seemed to prohibit the same in the students. There are instances in the data from lecture observation where LecV asked students who were heard code-mixing the two languages as they interacted with the lecturer in their contributions to class proceedings to stick to only English. This seemed to demonstrate an ambivalent attitude but also a contradiction of what the lecturer professed during the interviews regarding belief to allow students to use Chichewa to express themselves in class when they felt they could not express themselves well in English. Suffice it to say that in view of the issue of learner voice agency, LecV seemed to hold a deficit view of language learning in which the learners' code-switching was portrayed as problematic.

For the same reason that interview data from LecW formed part of pilot data, I continue to rely on lecture observation data presented in **Section 4.1.2** regarding exploitation of language resources during instruction in the EAP classroom. The data revealed that LecW mainly used English for instruction and also seemed to expect the same from students though in some few notable exceptions LecW seemed to code-mix to achieve certain effects. These exceptions reported in the observation data in the above section included the use of the Chichewa word '*eti*' [not so/is that right] with a raised tone at the end of an utterance as a way of seeking a choral agreement or affirmation from the class on a point being made during direct instruction observed almost across all the eight lecture sessions. The other instances as reported in the observation data involved the use of vernacular words, phrases or sayings to explain or emphasize a point. These

included the code-switching in Session W3 around the Chichewa word *kulawira* which depending on dialect either meant 'to rise up early' or 'to bid farewell' necessitated by the need to explain the importance of guessing word meanings from context during reading; use of the word *mayendedwe* (a person's gait) in Session W7 used to explain the need for end-text referencing to be a reflection of in-text citation as is the practice in APA referencing guidelines; and use of a common saying in Malawi '*Makolo ndi Mulungu wachiwiri'* (literally: Parents are a second god) while explaining on the need to read beyond the surface meaning of words as an act of critical reading in Session W4. In terms of code-switching among students, there were not many examples of its occurrence recorded in the observation since most of the sessions with a possible exception of Session W8 on referencing, seemed to be dominated by direct instruction. However, in W8 when WL8.S14 briefly code-mixed Chichewa with English to clarify his question on why reference entries for authors with similar surnames are supposed to be shown as a and b after noticing that the lecturer seemed not to understand his question clearly. Even in this incident LecW ignored the student's code-mixing instead of either reprimanding him or taking a cue from him to also code-switch to Chichewa. Based on the data from observed practice therefore, the brief uses of vernacular words/phrases by LecX and the act of allowing to pass WL8.S14's brief code-mixing could signal the lecturer's desire to keep the two languages separate and the appearance of Chichewa negligible.

In summary, therefore, data presented in this section seems to reveal that in terms of the need for students to produce correct English, the professed beliefs and actual classroom activities of the EAP course lecturers seemed to reflect a deficit view of language learning and of the learners where also code-mixing English and Chichewa by students during learning was viewed as problematic despite research evidence that a learner's first L1 when appropriately and systematically allowed in the classroom can become an affordance to support learners in completing complex and demanding L2 learning tasks (Cahn & Hang, 2019), thereby promoting learner voice and agency.

5.5.3 EAP course lecturers' beliefs about the need for students to practice a variety of skills, observed classroom practice and learner voice and agency

In terms of the belief regarding the need for students to practice a variety of skills in the EAP course, interview data presented in **Section 4.2.2** revealed that LecU affirmed that such a belief "definitely" had influence and as a result made sure during teaching that "students do the activities." As discussed in **5.5.1** above, therefore, the wide range of activities for practice given to the group by LecU might have arisen from this belief although the extent of the meaningfulness of the activities or whether they really provided the students opportunity to practice the skills and, in the process, provide affordances for learner voice and agency is still debatable. However, such a belief continued to affirm LecU's skills-oriented approach rooted in the deficit view of the language learner and therefore precluding agency and voice.

In relation to the need for students to practice variety of skills, lecturer interview data in **Section 4.2.2** revealed that LecX affirmed that such a belief had "a lot of influence." As was the case with LecU, the discussion in **5.5.1** above revealed how in actual practice LecX gave a variety of activities for practicing the skills and maintained control by sourcing the materials for use during activities and topics on which writing practice was based. Such a belief together with the actual practice recorded in observational data seemed to confirm further a skills orientation and a deficit view of the learners, suggesting a preclusion of learner agency and voice.

With regard to this belief, LecV indicated in the interview data presented in **Section 4.2.2** that it had some influence but was overridden by "the pressure to finish the content" which led to the adoption of an approach that would help "finish the syllabus, ignoring the other important part which is…giving the students an opportunity to…practice…language learning." In this way, LecV seemed to confirm reported observed practice referred to in **Section 5.5.1** above where the groups LecV was responsible had two writing activities in which the lecturer maintained control by providing the title for the practice activity on writing an essay introduction and a topic sentence for the activity on developing an essay body paragraph. With these exceptions,

the rest of the sessions in Groups Q and V were dominated by direct transmission by the lecturer. In so doing, LecV also continued to affirm beliefs and practices that seemed to deny voice and agency which come about when learners engage in meaningful language learning activities where they are involved in meaning construction and negotiation.

For LecW, based on observational data as explained in **5.5.1** above, Group W only had one main practice activity on summary writing. It was also in the same group where direct instruction by LecW seemed to be very dominant as exemplified in Session W6 where content on the expository essay was covered theoretically, without any form of writing practice. Though it may be difficult to say what LecW's stated belief regarding the need for students to practice a variety of skills might be, the apparent lack of practice and wide use of direct transmission still seemed to reveal some lack of concern for student agency and voice.

In summary, therefore, data presented in this section appears to reveal that in terms of the need to have students practice a variety of skills in the EAP course, the professed beliefs and actual classroom activities of the EAP course lecturers seemed to confirm further a skills orientation leading to a deficit view language instruction and of the learners.

5.5.4 EAP course lecturers' views regarding the influence of service of EAP course on instruction, observed classroom practice and learner voice and agency

In response to the interview question on whether the service status of EAP at the university had any influence on the teaching of the course, interview data presented in **Section 4.2.2** revealed that LecU affirmed that this status had influence on classroom practice, expressing awareness that teaching EAP involved "servicing these other departments" since "for sure the skills [taught] will also be required in these…other courses." In this way LecU's explanation continued to reflect a skills orientation to EAP instruction as arising from the EAP service orientation, both of which as argued earlier have their origins in pragmatism and reflect a deficit view of learners. In practice, this

service orientation manifested in the activities for practice detailed in **Section 5.5.3** above and in a more pointed way in the decision to bring forward the teaching of essay writing and referencing so that students should be given the requisite skills in anticipation that they would be given assignments requiring them to write essays in their content modules/courses. However, as consistently argued, the skills orientation and EAP service orientation assume a deficit view of the learner leading to the preclusion of voice and agency.

In response to the interview question on whether the service status of EAP at the university had any influence on the teaching of the course, interview data presented in **Section 4.2.2** revealed that LecX affirmed that this status was "a very important thing" and as a result took time in class to explain to students "why it is important" and to link the course to whatever the students were doing. Data from lecture observation as discussed under **5.5.3** above supported this EAP service orientation manifested in the practice activities students did in class and also in the decision to bring forward the teaching of the essay writing and referencing so that the students are given the 'necessary' skills in anticipation for assignments from content courses.

Interview data presented in Section **4.2.2** revealed that LecV, while acknowledging that EAP service status was good, felt that it also seemed to engender a negative attitude towards the course in students who felt that they were not in the university to do EAP. In terms of the influence of the service status on classroom practice, LecV's explanation in the interview data was that such status made it possible to monitor the progress students made from being someone who came from secondary school into a person who was now able to write the way a university student is supposed to. In this way, LecV's response revealed a deficit view of students transitioning from secondary school into university. Although in terms of observed classroom practice LecV gave the students relatively fewer activities for practice as explained in **Section 5.5.3** above, the three activities recorded in the data from classroom observation (**Table 20**) still reflected a skills focus on essay writing and listening to lectures. Also, the transmission approach that characterized most of LecV's lectures reflected a view of students as passive

recipients of information, revealing a deficit view. Besides, LecV was one of the three lecturers who brought forward the teaching of essay writing and referencing in order to impart to students skills necessary for them to handle essay assignments from the content modules which revealed a service orientation. All these together continued to suggest a service orientation, a deficit view of the learners and eventually a preclusion of learner agency and voice.

For LecW, observational data presented in **Section 4.1.1** showed that unlike the other three lecturers, LecW was the only one who decided to teach the EAP course following the order the topics were listed in the syllabus instead of bringing forward the teaching of essay writing and referencing in anticipation that students would be given essay assignments in their content courses. Though this may seem to suggest that LecW was not persuaded by the service argument in this particular case, this act cannot be regarded on its own but needs to be viewed in light of other practices by LecW, whether in their totality they seemed to demonstrate deliberate efforts to provide potential affordances for learner agency and voice to flourish as this is the main aim of the discussion in this section. When viewed in totality therefore, LecW's approach to instruction as discussed in the totality of **Section 5.5** does not seem to show efforts to provide learners with opportunity for voice and agency as demonstrated from the wide use of direct transmission.

In summary, therefore, data presented in this section seems to reveal that in terms of the influence of the service status of the EAP course on instruction, the interview accounts and actual observed classroom activities of the course lecturers seemed to confirm further an EAP service orientation, necessitating skill-based instruction founded on a deficit view of language instruction and of the learners.

5.5.5 EAP course lecturers' views regarding influence of the need to follow and complete the stipulated EAP syllabus on instruction, observed classroom practice and learner voice and agency

Regarding the need to follow and complete the stipulated EAP syllabus, data from

interviews with the EAP course lecturers presented in **Section 4.2.2** revealed that LecU conceded that this resulted in teaching the course in "a fast manner" and leaving a lot of work for the students to do on their own because of the shortened semester. However, when compared to actual classroom practice from the observational data summarized in **Table 18** (**Section 4.1.4**), the explanation about the length of the semester seemed to contradict actual classroom practice which showed that LecU put emphasis on certain topics than others and organized revision practice sessions whose main purpose seemed to be to prepare students for examinations, revealing assessment-driven instruction thereby continuing to reveal practices and approaches that did not seem to support learner agency and voice.

Similarly, data from interviews with the course lecturers presented in **Section 4.2.2** revealed that LecX indicated this had influence especially towards the end of the semester where content on summary writing was rushed through and left to the students to do it on their own instead of giving them more activities for practice, attributing this to the short semester but also to insider knowledge that the topic on summary writing was not going to be examined. The explanation regarding how knowledge that certain topics would not be examined led to the teaching of such topics in a rushed manner seemed to imply assessment-driven teaching and continued to demonstrate how teaching approaches did not seem to support developing learner voice and agency. Observed classroom practice presented in **Section 4.1.1** under reading instruction showed that LecX gave Group X a class practice activity on note-making during session X7 which the lecturer monitored and provided feedback on but quickly went through the content on summary writing and asked students to practice summary writing on their own using the same text that was used for the class activity on note-making.

Interview data relating to how the need to follow and complete the stipulated EAP syllabus presented in **Section 4.2.2** revealed that LecV conceded this had influence on classroom practice due to the shortened semester and made the lecturer use lecturing approach in order to complete the syllabus, further adding that the arrangement where

each lecturer was assigned a different group to teach fueled this practice since every lecturer made sure that they were at par with the rest of the colleagues. As revealed in **Section 5.5.3** above, observational data showed LecV's dominant use of the lecturer approach. However, in most lecture sessions observational data showed that LecV restricted instruction to the first hour out of the two allotted hours and left the other hour without giving the students any activity for practice. Suffice it to say that response and demonstrated practice still continued to confirm how instruction seemed to neglect learner voice and agency through provision of potential affordances for the students to inhabit and use to develop their voice and agency.

Observational data seemed to suggest that the need to follow and complete the EAP course syllabus might have had influence on LecW's approaches and practices during instruction in the course. I include an excerpt from session W7 below which provides verifiable support for this argument:

> LecW: Let me see where we stopped last time. We talked about, we talked about essays, academic essay last time. We said we have got an expository essay or an informative essay. We also have persuasive essay or what in some cases is known as an argumentative essay. Today we want to move a step further and look at academic referencing. But I usually want to say that we are remaining with some kind of a practical where we are supposed to write some kind of an essay sometime this semester that is, *eti* [right]? So you should expect that type of exercise to take place before you go to or into an exam. But the understanding is sometimes we are busy. You can afford to have that exercise without having the teacher physically in class, *eti* [right]? That's why we are trying as much as possible to move forward.   (Excerpt from W7)

In the excerpt presented above LecW seemed to indicate that although there was a felt need for the class to have a practice activity "to write some kind of essay", they needed to "move forward" to look at other topics, encouraging the students to do exercises on their own in absence of the lecturer. This session came up after the session in which LecW taught the expository essay in a single session without making room for class practice with the students. The excerpt presented above therefore could be construed as evidence of desire to move forward on the syllabus at the expense of guided student practice by the lecturer as a form of potential affordance for learner agency.

In summary, the variety of explanations given in the interviews and actual observed practice discussed in this section seemed to confirm that the EAP course lecturers were influenced in their approach to instruction by the need to follow and complete the stipulated EAP syllabus at all cost leading lecturers to skip some subtopics or rush through them, or to the adoption of direct instruction in order to save on time blamed on the shortened semester.

5.5.6 EAP course lecturers' views regarding influence of the need to assess and score students on instruction, observed classroom practice and learner voice and agency

With regard to the need to have the students assessed and scored in the EAP course, interview data presented in **Section 4.2.2** revealed that though LecU acknowledged the importance of having students assessed, the lecturer's main concern from LecU's point of view was for the students to acquire the skills first of all as is verifiable from the excerpt presented below:

> LecU: But, but that one [i.e. the need to have students assessed], uhm yes, you, you, you know the students in the end will have, will need to be graded. Uhm but, but that one does not really influence to me, it doesn't really influence the teaching the way it is done because uhm I'm teaching them these topics. And my questions will also come from the same topics. Uhm so I don't see the grading influencing my teaching because uhm first of all I have to seriously consider that this is a skills course and the students should acquire the skills. I make sure they acquire the skills.

However, the interview data seemed to contradict actual practice observed in the classroom as presented in **Section 4.1.4** where LecU organized 'special' revision sessions to prepare students for summative assessment and also where assessment talk by the lecturer seemed to permeate nearly all sessions in which LecU gave hints to students on how questions on some of the topics are asked or actually phrased during examinations or even which topics are asked. This is verifiable, for example, from the excerpt presented below:

> LecU: In the interest of time ladies and gentlemen, this semester I've been saying it's short, that's why we can do without this test. You can test yourself because

during exams we will not ask you to give us the procedure that is used when somebody wants to test his or her reading speed. That question is not always there, is not there. Are we together? (Excerpt from U6)

In the above shown excerpt, LecU justified skipping the practice activity on taking a reading speed self-test on the basis that it was not examinable thereby revealing assessment-driven instruction. However, even if we disregarded the observational data and wanted to focus on the interview data only, LecU still continued to reveal how the skills-orientation seemed to have major influence on approach to instruction.

In relation to the need to have the students assessed or scored, interview data presented in **Section 5.5.5** above seemed to suggest that LecX's decision to spend more time on or to rush through or skip a topic was based on knowledge whether the topic was going to be examined or not. This seemed to suggest assessment-driven instruction. Data from classroom practice presented in **Section 4.1.4** however revealed that, unlike LecU, LecX rarely made reference to examinations and assessment during instruction.

Like LecU and LecX, lecturer interview data presented in **Section 4.2.2** revealed that LecV conceded that the need to have students assessed influenced the approach to instruction, arguing that assessment provided basis for the approaches to instruction which seemed to work better for the students. However, this response seemed to contradict LecV's actual practice as presented in **Section 5.5.1** above and as conceded by the lecturer which showed that LecV's dominant approach was direct transmission or the lecture method which in the lecturer's explanation came about because of the shortened semester and the need to complete the syllabus. In addition, as reflected in the lecturer's talk about the problems of 'straight A' students presented in the data in **Section 4.1.4** and referred to earlier in **Section 5.3.1**, LecV tried to steer the students away from focusing on examinations and assessment when learning. Regardless of such contradictions between stated views and actual practice observed in the classroom, all of them need to be viewed in light of the lecturer's overall approach to instruction in terms of how it seemed to allow learner agency and voice to flourish.

With regard to whether the need to have students assessed or scored in the course

influenced teaching approach for LecW, data from observed classroom practice around assessment talk presented in **Section 4.1.4** indicated that LecW revealed some sort of ambivalence towards the subject of assessment during talk about assessment when teaching. But on the other hand, LecW seemed to attempt to steer students away from focusing on assessment when learning by emphasizing to them that though assessment was inevitable but they were not learning for assessment as is verifiable from the excerpt presented below:

> LecW: What we are emphasizing here is when you are writing there are some conventional uhm there are some conventional abbreviations that you can use but you can also develop your own basing on your own understanding, *eti* [right]? If I write like this, I can understand them. Don't always try to write something that your friend can read. If it is an exam yes, it's something else. But you know we don't teach for the sake of the exam, *eti* [right]? Exams are just there to assess whether you have learnt something or not. But the skill that we are discussing here will have to remain with you.   (Excerpt from W2)

Here in the excerpt shown above, LecW seemed to encourage students to develop their own symbols for use when taking down notes during lectures since they were not taking the notes for someone else to read but for their own use and then proceeded to say that although they were assessed, the teaching itself was not for the sake of examinations but for imparting skills that would remain with them. On the basis of this excerpt, therefore, one would argue that LecW's practice was not driven by the need to assess students but to impart to them skills that they would require in their academic lives. However, there were other instances within the course of practice as the semester wore on in which LecW kept referring to examinations or assessment when teaching some of the topics. For example, as presented in **Section 4.1.4**, LecW liked to raise the prospect of exams during teaching, specifically in sessions W4, W6 and W8. The example from session W6 presented below testifies to this practice:

> W6.S5: MUST is the only university in Malawi offering new programs
>
> LecW: MUST is the only university in Malawi offering new programs. So it's true, huh? Most of our programs are unique. University of Malawi doesn't have them. Unique. Okay, thank you. What else?

[Silence]

LecW: That will be an essay that you are going to write. When are you writing exams you people?

[A student is overheard saying 'Thursday']

LecW: Mid-semester, next week?

[Another student is overheard saying 'Thursday this week']

LecW: Is, is it Thursday this week or next week?

SsW: *[chorus]* This week

LecW: Very good. Very good. So when that question comes in an exam because you are not the one bringing it, it just falls down from heaven onto your paper. When that comes what are you going to write? Just writing an introduction to that essay, what are you going to do, to write as an eye-catching statement? Yes?

<div align="right">(Excerpt from W6)</div>

In the above provided excerpt, after noticing that students were not forthcoming in their responses when asked to come up with examples of hook statements that could be used in an essay about the programs offered by the university, LecW seemed to raise the prospect of exams to jolt students into answering the question. At the opening of session W4 students remained silent after LecW asked the group if they remembered what they did in the listening session. LecW then raised the prospect of examinations declaring, 'Okay, you'll remember when I tell you there's an exam.' In this way, though in some cases LecW tried to steer away from the subject of examinations, instances such as these showed that assessment always hovered around the classroom to influence teaching and learning which may have been to the disadvantage of learner voice and agency.

In summary, the variety of explanations given in the interviews and actual observed practice discussed in this section appeared to confirm that the EAP course lecturers were influenced in their approach to instruction by the need to assess and score the students leading to assessment-driven instruction. Assessment-driven instruction manifested in various forms such as to skip some subtopics or rush through them on the basis of insider knowledge that the skipped or rushed topics would be assessed in the examinations, or in raising the spectre of examinations during instruction in order to

'force' students to respond to questions, or to telling students how questions in certain areas are actually framed during examinations. Suffice it to say that assessment-driven teaching especially in the context of this study where the target student participants are transitioning from a system of education that is known to put emphasis on examinations rather than on learning seems to be a wrong direction towards engendering learner voice and agency in the EAP course.

5.5.7 Summary of the points discussed in this section

The discussion in this section of the study has:

- Offered a view of EAP instruction for voice and agency based on the participation metaphor rather than on the acquisition metaphor.
- Critiqued the skills-based orientation and service orientation in EAP instruction as products of pragmatism and objectivism and their implications for voice and agency in EAP learning.
- Located the EAP course at MUST within the skills-based and service orientations based on evidence of the beliefs, views and classroom practices of the EAP course lecturers.
- Argued against the deficit metaphor in instruction in light of the need to engender learner voice and agency in the EAP course at MUST.

Summary of chapter

My investigation as presented in my discussion of findings has so far revealed that the EAP course at MUST in its current form cannot adequately engender voice and agency for meaningful language learning among first year undergraduate students transitioning from community day secondary schools into the university. I believe a critical pedagogy should enable us to examine our practices in EAP instruction, including those related to assessment, and be able to offer affordances for voice and agency to our students transitioning from community day secondary schools. This will enable them to assume roles for meaning negotiation and meaning making in EAP learning and beyond.

I wish to conclude by reiterating that voice and agency will accrue among our EAP learners when they perceive affordances for meaningful language learning in an environment where they are positioned favourably as joint creators and negotiators of meaning with EAP course lecturers and fellow learners. In this respect, my study therefore offers us as EAP practitioners a great opportunity to reflect on the need to design our courses and execute them through the adoption of appropriate methods and materials that enhance our learners' voice and agency.

In this chapter, I have discussed the findings of the study presented in **Chapter Four** by clustering them in various sections in light of the aim, objectives and research questions of the study. Regarding the first study objective which was to describe affordances for EAP learning at MUST and how they relate to voice and agency for the transitioning students from community day secondary schools into the university, the discussion centred around the role of agents in perceiving affordances, perception of affordances as a unique experience for individual learners, learner active engagement, EAP as a site for multiple meaning making, and the role of EAP course lecturers as facilitators of students' meaning making and eventually learner voice and agency. The second objective aimed at investigating the various ways through which learners transitioning from CDSSs into the university manifested voice and agency in the EAP course at MUST. Through this objective, I have argued for the need to begin to view acts of agency such as silence and non-participation as opportunities for improving EAP design and practice instead of proscribing them as manifestations of a problem or English language 'deficiency' among learners. I have also voiced the need for the EAP course at MUST to support the development of learner voice and voice and agency by building into the course types of agency that students will find empowering for meaning making and negotiation through deliberate and appropriate designs and practices for teaching, learning and assessment. In the third objective, I examined the factors influencing learner voice and agency in the EAP course where I critiqued closure-focused instruction and assessment and lack of meaningful activities for EAP learning as some of the factors. I have also voiced the need to make available

and exploit teaching and learning resources such as PowerPoint in ways that promote voice and agency. In the last section I examined how the EAP lecturers' beliefs and practices demonstrated their understanding of learner voice and agency in the course, with specific focus on beliefs such as the purpose of the EAP course, the service status of the EAP course, and the need to assess and score students and how all these influenced their practices in the classroom. Through this, I have demonstrated how these beliefs seemed to translate into pedagogical practice that generally seemed to stifle learner voice and agency. In the last section I discussed how practices in EAP and institutional policies stifle voice and agency in the EAP classroom. Having done that, I wish to state the conclusions and recommendations of my study in the next chapter.

The issues and insights mentioned above feed into the next chapter where I conclude by recapitulating the core tenants of the study, what the study did and the results that ensued and also underscore the rationale of the study and relate it to the study outcomes of my study.
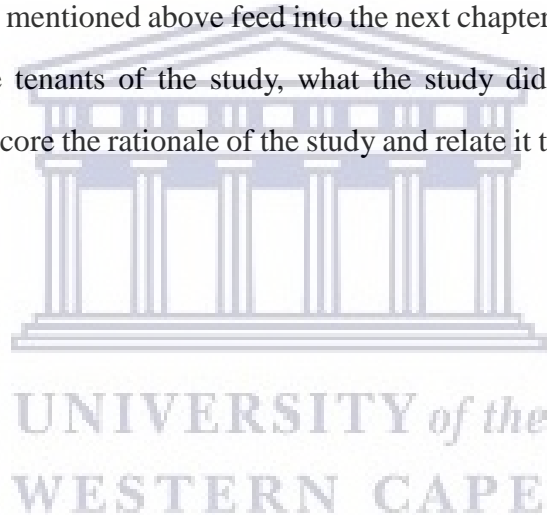
CHAPTER SIX

CONCLUSION

6.0 A Reappraisal

In this chapter, I recapitulate the core tenets of my study, explain what the study did and what followed as findings. I emphasize the rationale for this study and then relate the outcomes of my study to the research questions that I set out to investigate. Furthermore, I provide an elaboration of the research insights that the study has generated and state the pedagogical implications and recommendations for further studies. Finally, I state the limitations of the study and provide concluding remarks.

At this juncture, I would like to once again underscore the rationale for this study. My study is necessitated by recognizing the apparent lack of a critical pedagogy for English for Academic Purposes that can promote learner voice and agency for first year undergraduate students transitioning from community day secondary schools (CDSSs) at the Malawi University of Science and Technology (MUST) by signposting meaning making and negotiation as the mainstays of instruction. Thus with the current research context in mind my study has sought to create new knowledge and awareness about critical pedagogy as an alternative for enhancing learner voice and agency in EAP instruction at MUST.

My approach to investigation took the form of a descriptive case study that I initiated at MUST. I mainly aimed to investigate EAP pedagogy at the university in order to explore whether the current EAP course could engender voice and agency among first year undergraduate students that are transitioning into the academy from CDSSs in Malawi. In order to achieve this aim, I focused on the following specific objectives: (1) to describe the structural and pedagogical affordances relating to EAP learning within the Malawi University of Science and Technology and how they relate to learner agency and voice; (2) to examine the various ways through which learners manifest agency and voice for English language learning in the various aspects of the EAP

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course at the university; (3) to explore the factors influencing individual learner agency and voice in the EAP classroom at the university; (4) to examine how EAP educators at the university understand language learning agency and voice as revealed by their teaching and assessment practices.

In keeping with my subjectivist orientation and my belief in the existence of multiple meanings, I employed theoretical triangulation (Denzin, 2017; Flick, 2018) to anchor my study in the theory of critical pedagogy (Freire, 1970; Canagarajah, 1999; Pennycook, 1990, 1994, 1999), sociocultural theory of ecological affordances (van Lier, 2000, 2002, 2004a), and theory of positioning (Davies & Harré, 1990, 1999). The discussion based on the observed pedagogical practices, analysis of documents, and on the stated beliefs and learning and teaching experiences of both the target students and educators in the EAP course has enabled me to identify gaps in current EAP pedagogy at MUST and recommend appropriate interventions.

I express my firm belief that the choice of a descriptive case study design enabled me to collect evidence necessary for answering the research questions that I set out to investigate. Through this design, I was able to identify and describe clearly the gaps in the current EAP pedagogy at MUST in relation to issues of voice and agency of the target participants, undergraduate students transitioning into the university from CDSSs. Furthermore, since this is the first study on critical pedagogy in EAP to be conducted at MUST and probably in the Malawian institutions of higher learning, the use of the descriptive case study design in this study has produced findings that have generated new insights that I believe could be useful in advancing the large body of critical pedagogy in EAP research. Among these insights, I hasten to mention the following: (1) there is a need to deliberately build in and promote multiple meaning making and negotiation in EAP course design in order to move towards pedagogy that is appropriate for critical learning, voice and agency; (2) we must move away from closure-focused instruction by ensuring that our assessment practices in EAP encourage multiple meaning making and tentativeness of meaning among our learners in order to promote voice and agency; (3) there is need to enhance EAP educators'

critical awareness regarding the worldviews and inherent assumptions surrounding various approaches to EAP pedagogy and the implications that they have on pedagogical choices and practices that may either negate or promote learner empowerment, voice and agency ; (4) we must enrich EAP learning environments with semiotic resources necessary for engaging our learners in activities for multiple meaning making; (5) use pedagogical designs and practices in EAP that can help transitioning learners first gain confidence in the English language before being fully initiated into the discourse practices of the academy; (6) EAP instruction needs to open up learning spaces for affordances available beyond the classroom by moving away from focus on acquisition of content to a view of language as a semiotic tool; (7) EAP should explore the use of PowerPoint and other related forms of technology or resources as tools for multimodal meaning making rather than as tools for knowledge transmission. I propose to provide detailed explanations of these insights later in this chapter.

An important methodological aspect of my study is that it related to triangulation where I combined three different methods within the qualitative research paradigm to investigate the research problem. Thus classroom observations enabled me to describe actual acts of voice and agency by the target participants as well as the pedagogical practices of the course educators and how they seemed to allow for or negate learner agency in the EAP course. The open-ended qualitative questions during the interviews with the target students enabled me to have an understanding of the students' learning experiences in the EAP course while those with the course educators enabled me to understand their beliefs and understanding of their own pedagogical practices in relation to the issue of learner voice and agency. On the other hand, descriptive analysis of documents enabled me to describe how the EAP course design as well as the teaching and assessment practices revealed by the documents related to learner voice and agency in the course in particular and the university in general.

6.1 Relating the study outcomes to the research questions

In this section, I propose to relate the sub-research questions (SRQs) of this study to the outcomes discussed in **Chapter Five**. I strongly believe that the following explanations relating to these SRQs will contribute in a useful way to this conclusion since they provide a summary of the study findings and attempt to answer each SRQ in an enlightening way. This, I believe will constitute the confirmatory support that is needed to answer my main research question (MRQ): Can the current EAP course at the Malawi University of Science and Technology engender voice and agency among the first year undergraduate students transitioning from community day secondary schools?

6.1.1 Sub-research question 1: What affordances for EAP learning exist at MUST and how do they relate to language learning agency and voice?

In light of the discussion of findings of the study presented in **Section 5.2** of Chapter Five, I wish to confirm the following in relation to affordances for EAP learning at MUST and how they relate to learner voice and agency:

(1) Target participants did not perceive adequate meaningful affordances for EAP learning and meaning making.

(2) Target participants displayed widely varied understanding regarding the purpose of the EAP course in their academic life which seemed to differ with the stated aim of the course and the focus of some of the topics studied in class.

(3) Few target participants who positioned themselves strongly during learning identified some affordances for classroom participation although such affordances did not seem to be empowering for meaning making, voice and agency.

(4) In some few cases meaningful classroom activity led some students to identify affordances for EAP learning and meaning making outside the classroom.

(5) Transmission approach, service orientation and assessment driven teaching and

learning presented the target participants with fewer affordances for learner empowerment, voice and agency.

(6) The EAP course did not make multiple meaning making and negotiation the main focus of instruction.

(7) Focus on content (acquisition) rather than on meaningful activity (participation) meant that there were inadequate meaning making activities in the EAP course.

(8) Lack of adequate activities for meaning making provided the target participants with fewer opportunities for multiple meaning making and negotiation which are necessary for voice and agency.

(9) EAP course educators assumed the role of 'curriculum clerks' who conformed to the institutionally accepted view of EAP as a service course and also ensured that they complete the syllabus so that students under their charge are not disadvantaged during assessment.

6.1.2 Sub-research question 2: How do learners transitioning from community day secondary schools into the university manifest agency and voice when learning various aspects of the EAP course at MUST?

In light of the discussion of findings of the study presented in **Section 5.3** of Chapter Five, I wish to confirm the following:

(1) There was generally little opportunity for target participants to manifest empowering forms of agency and voice in the EAP course.

(2) Target participants seemed to be mostly positioned passively which seemed to be disempowering for voice and agency.

(3) Few participants manifested agency and voice during EAP instruction by interrupting their course educators to ask questions for clarification, volunteering to answer questions asked by educators, and by demanding for revision tutorials in readiness for examinations. However, these seemed to be less empowering.

(4) Some participants manifested agency by actively choosing silence and non-participation during EAP lectures.
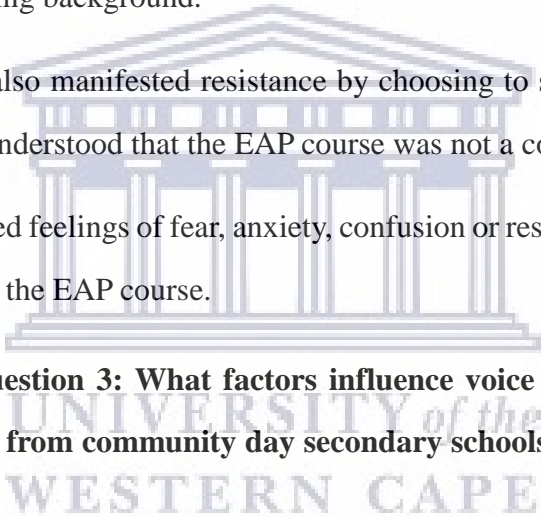
(5) Other participants manifested agency by identifying opportunities for meaningful learning outside the EAP classroom.

(6) Participants also manifested voice and agency by flouting expected norms in the academy by choosing to write an essay without references or choosing to use Chichewa, the local vernacular language, to ask questions or make contributions during EAP lectures although course educators tried to stop them in some instances.

(7) Participants feared marginalization in the EAP course because of their CDSS English language learning background.

(8) Some participants also manifested resistance by choosing to stay away from EAP lectures because they understood that the EAP course was not a core subject.

(9) Participants indicated feelings of fear, anxiety, confusion or resentment arising from assessment practices in the EAP course.

6.1.3 Sub-research question 3: What factors influence voice and agency among learners transitioning from community day secondary schools into the university at MUST?

In view of the discussion of findings presented in **Section 5.4** of Chapter Five, I wish to confirm the following:

(1) Test items in examinations in the EAP course focused much on testing students' cognitive understanding of concepts instead of multiple meaning making, which revealed closure-focused orientation to instruction and assessment.

(2) Assessment practices in the EAP course led to feelings of worry, fear, confusion, frustration and reticence among the participants, which was disempowering for voice and agency.

(3) Talk about assessment which some of the EAP educators engaged in during

teaching led the target participants to adopt survivalist orientation to learning.

(4) Written assessment feedback from course educators largely took the form imperatives and criticism, which the target participants found unclear or confusing.

(5) Classroom activities that some of the target participants found meaningful led them into identifying other affordances for EAP learning and practice outside the EAP classroom in acts of agency.

(6) Participants used the Internet mainly to search for additional notes to supplement classroom content rather than as an affordance for meaning making.

(7) Target participants identified PowerPoint slides used by the course educators for content delivery as the major instructional resource available to them.

(8) Interview responses and observed practice revealed that PowerPoint was largely used to transmit knowledge to students than as a tool for promotion of multiple meaning making to encourage voice and agency among learners in the EAP course.

(9) In general, the EAP course did not make tentativeness, multiple meaning making and negotiation the mainstay of learning and assessment, leading to fewer opportunities for learner empowerment, voice and agency.

6.1.4 Sub-research question 4: How do EAP course educators at MUST understand learner agency and voice as revealed from their teaching and assessment practices in the EAP course?

In view of the discussion in **Section 5.5** of Chapter Five, I wish to confirm that the findings of the study revealed the following:

(1) The stated beliefs and classroom practices of the EAP course lectures regarding the purpose of the EAP course reflected a skills orientation and a deficit view of EAP learners.

(2) The beliefs and practices of the EAP course educators regarding the need for students to produce correct English revealed a deficit view of English language

learning and a view of code-mixing of English and Chichewa by students in the course of learning as problematic.

(3) The stated beliefs and actual classroom practices of the EAP course educators regarding the need for students in the course to practice a variety of language skills continued to reflect a skills orientation and a deficit view of English language learning and of the learners.

(4) The stated views and observed classroom practice of the EAP course educators generally confirmed a service orientation which scholarly work has shown to be oppressive for student voice and agency arising from its instrumental approach and its view about the existence of one right approach to learning reading and writing, that is by modeling the acquisition of such skills on dominant unexamined Anglo-American discourses and conventions (Benesch, 2001; Harwood & Hadley, 2004; Hyland, 2018; Pennycook, 2001).

(5) Course educators' stated views and observed classroom practice reflected a desire to follow and complete the stipulated EAP syllabus which in some cases led to rushing through or skipping certain topics and using direct instruction to the neglect of learner voice and agency.

(6) The EAP course educators' stated views and observed classroom practice also reflected that the need to prepare students for summative assessment held sway among the educators and led to the adoption of adoption of assessment-driven instruction which manifested in various ways in the classroom.

6.2 New insights

The research process that I have conducted so far aimed at investigating whether the current EAP course at the Malawi University of Science and Technology can engender voice and agency among first year undergraduate students transitioning from community day secondary schools into the university. The theoretical as well as conceptual anchorings of the study assisted me chart the direction that the study took to

realize this aim. The choice of descriptive case study design related well with the aim of my study and enabled me describe issues around affordances for EAP learning for the target participants at MUST. It also contributed to the investigation and description of the ways through which the target participants in the EAP course manifested voice and agency. Furthermore, such a design assisted in the investigation and description of the factors that influenced agency and voice among the target participants in the EAP course and in describing how the EAP educators' beliefs and pedagogical practices revealed their understanding of learner voice and agency. From the findings that the study has obtained and the discussion and interpretation that I have presented, it appears the study has not only answered the research questions it set out to investigate, but it has also generated insights that I believe could be useful beyond the local context of the study. I therefore propose that I elaborate on these insights in this section as I believe that they can advance critical research on learner agency and voice in EAP from the perspectives that anchored this study. At this juncture, I hasten to state that these insights are not atemporal, context-free and irrefutable assertions. Rather, they are context-bound validations that are attempting to offer knowledge-based opinions for informed research and pedagogical practices in such a widely understood area as EAP in general and learner voice and agency in particular. As such, we need to augment these insights with critical scholarly work from diverse EAP contexts related to the topic of the study. I believe that in so doing, we can advance research and shed light on issues relating to voice and agency in EAP learning in a more meaningful way.

The entire process of the present study generated many insights which I briefly highlighted during the discussion of the findings in Chapter Five. I propose to discuss seven of these insights in the following order: (1) there is a need to deliberately build in and promote multiple meaning making and negotiation in EAP course design; (2) there is need for EAP to move away from closure-focused teaching, learning and assessment; (3) there is need to enhance EAP course educators' critical awareness of the world views and inherent assumptions surrounding various approaches to EAP pedagogy; (4) EAP learning environments need to be enriched with semiotic resources for engaging

learners in activities for meaning making, voice and agency; (5) undergraduate students transitioning from secondary school into the university need to first gain confidence in the English language before being initiated fully into EAP discourse practices; (6) EAP needs to open up learning spaces to enable learners identify affordances beyond the EAP classroom; (7) PowerPoint and other related technologies for EAP instruction need to be explored beyond their use as tools for transmission of content to students. I present these in sub-sections below. I hasten to add that though I present each of these in separate sub-sections, they are all inevitably and intrinsically interrelated and connected.

6.2.1 The need to deliberately build in and promote multiple meaning making and negotiation in EAP course design

The discussion of the findings of my study has revealed that there are certain factors contributing to the preclusion of learner empowerment, voice and agency in EAP at MUST originating from the current orientation of the EAP course as a service subject and leading to a skills-based pedagogy supporting a deficit view of the learners and the dominance of transmission approaches during instruction. In light of this finding, there is need to design and conceptualize EAP courses in ways that make meaning making central during instruction in order to promote learner empowerment, voice and agency. Course design can be key to and should be the starting point for supporting learner voice and agency for transitioning students in higher education. It is in the design that the focus of the course, the approaches, activities and materials for instruction and the forms of assessment and assessment feedback to be provided are spelled out, all of which may be precursors to whether learners will be allowed to occupy powerful positions for meaning making, voice and agency (Seppälä, 2015, p. 212). In relation to reading such a design requires that we change how we conceptualize reading in three major ways. Firstly, reading instruction needs to be conceptualized as an "interpretive process of meaning making" in which reader response (Rosenblatt, 2013) should be key to making reading an empowering experience (Murawska, 2017, p. 11). Secondly, we need to conceptualize reading as central to educational experience instead of

seeing it as merely information seeking skill (Murawska, 2017) as is the practice in most EAP courses conceptualized from a skills perspective. While the latter lends itself to a deficit view of learners and the reading problems that they face, the former is amenable to devising solutions to students' reading problems that lead to an empowering experience in reading. Thirdly, reading needs to be designed as an activity to be enjoyed for what it is and not necessarily as a pre-writing activity (Murawska, 2017). Such a design needs to acknowledge that every reading activity presents the reader with two possible stances, the efferent and the aesthetic (Rosenblatt, 2013). While the efferent stance relates to public and therefore analytic, abstract, and lexical aspects of reading, the aesthetic stance relates to private aspects to do with the experiential, affective and associational connections that every reading act evokes in the reader (Rosenblatt, 2013, p. 934). A design that recognizes these stances would allow students to explore a wide range of reading texts, empowering them to evoke both efferent and aesthetic stances while at the same time appreciating the fact that reading texts are not neutral or value free but rather convey values and position readers in certain ways that may sometimes need to be resisted. In relation to writing instruction, we need to make negotiation and dialogue central to the teaching, learning and assessment of writing (Lillis & Jack, 2016); to foster a process view of writing and tentative meaning construction (Zamel, 1982) in order to allow students come up with ideas for writing, expand, edit and refine them in a recursive process; and to pluralize the forms of writing available in EAP in order to move away from singular focus on essayist literacy that transitioning students often find disempowering for voice and agency since it closes down diversity in knowledge making (Lillis & Jack, 2016, p. 33). I will end this section with a quotation from Postman and Weingartner (1969, p. 97) about the potential that focus on meaning making has in revolutionizing the way in which students perceive themselves and the process of learning:

> As soon as students realize that their lessons are about their meanings, then the
>
> entire psychological context of schools is different. Learning is no longer a

contest between them and something outside of them, whether the problem be a

poem, a historical conclusion, a scientific theory, or anything else...There are

few occasions for feelings of inadequacy, few threats to their sense of dignity,

less reason to resist changing perceptions. In short, the meaning-maker

metaphor puts the student at the center of the learning process. It makes both

possible and acceptable a plurality of meanings, for the environment does not

exist only to impose standardized meanings but rather to help students improve

their unique meaning-making capabilities. And this is the basis of the process of

learning how to learn, how to deal with the otherwise 'meaningless', how to

cope with change that requires new meanings to be made.

6.2.2 The need for EAP to move away from closure-focused teaching, learning and assessment

The findings of the present study have revealed the occurrence of teaching, learning and assessment practices in the EAP course that show a closure-focused orientation. Assessment talk by course educators, written assessment feedback, teaching practices where certain topics would be skipped or rushed through on the basis that they were not going to be examined, as well as questions for mid and end of semester examinations requiring students to recall and correctly present information from lectures all seemed to reflect a desire to score and to judge than to tolerate multiple meaning making or promote negotiation of response from the transitioning learners. Students also adopted survivalist modes of learning while others resorted to silence or non-participation during lectures for fear that their English will be judged. However, this study does not subscribe to the view of learning as a closure-focused task aimed at producing determinate/fixed, atemporal, universal, measurable, quantifiable and justifiable meanings (Sivasubramaniam, 2011a, p. 58; 2020, p. 68). Such a focus as has been demonstrated in this study stifles learner empowerment, voice and agency as

it forecloses multiple meaning making and negotiation among learners. I suggest that as EAP educators, there is need for us to move away from teaching that is driven by a desire to prepare our students for summative assessment, that we explore ways of providing feedback that make our students "active agents of the feedback process" (Agbayahoun, 2016, p. 1896) and, in terms of writing, that we provide feedback comments that our students can use to revise and edit their drafts in the process of which they will also be developing their skill. Scott (1999, p. 181) encourages us to read our students' essays imaginatively and try to identify what each individual student is trying to do instead of being exclusively concerned "with what the student has not done or with how the essay does or does not conform to the paradigms of argument favoured in a particular discipline or field." Furthermore, for transitioning students such as the ones this study has focused on, we need to implement peer feedback as an alternative to teacher feedback. Generally, peer feedback in language learning creates "a fruitful environment for students to negotiate meaning and practice a wide range of skills" (Liu & Sadler, 2003, p. 194). With particular reference to writing, peer feedback has been found to foster in students a sense of ownership of their writing (Tsui & Ng, 2000) as it provides them with opportunity to 'explain, defend, and clarify their points of view (Villamil & de Guerrero, 1996, p. 69) in acts of agency and voice. Furthermore, peer feedback helps an environment where "students are acknowledged as writers, encouraged to take risks, and engaged in meaning making" (Zamel, 1987, p. 697), all of which seem to signpost a move away from closure-focused instruction and towards learning that promotes learner empowerment, voice and agency. However, successful implementation of peer feedback for EAP learning requires vigilance on the part of the teacher so that it does not inhibit participation in other students who may feel threatened. Studies have shown that despite its numerous potential advantages, other problems can arise that can turn peer feedback "into a disastrous, unproductive event" (Hu, 2005, p. 325). For example, some students may choose to focus on surface language issues and neglect the larger issues to do with content, organization and idea development (Leki, 1990), or offer comments that lack tact and constructive spirit (Stanley, 1992) or that are

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unclear (Liu & Sadler, 2003). In addition, some students may display hostile, overly critical (Nelson & Murphy, 1992), authoritative or prescriptive attitudes towards their peers' writing (Lockhart & Ng, 1995). These problems have the potential to engender feelings of "discomfort and uneasiness" (Liu & Sadler, 2003, p. 194) among learners and negatively affect expression and participation in the EAP classroom. Therefore, as teachers we need to be aware of these potential problems and try to put in place deliberate mechanisms that ensure that the environment for peer feedback will encourage participation even of those who may feel that their English language is not 'good enough' as was the case with how some of the transitioning students who were participants in this study felt.

6.2.3 The need to enhance EAP educators' critical awareness of the world views and inherent assumptions surrounding various approaches to EAP pedagogy

The findings presented in this study as well as their discussion have revealed that EAP course lectures at MUST held certain beliefs and views regarding, among other things, the need for EAP learners to produce correct English, the service status of the EAP course, the need to follow and complete the stipulated syllabus, and the need to assess and score students, which they also indicated influenced their classroom practice in various ways. The professed beliefs and views seemed to reflect pedagogical practices that negated learner empowerment, voice and agency. While the EAP educators attributed some of their pedagogical approaches to the length of the semester, such practices when viewed in light of their own professed beliefs and views also seem to point to a general lack of critical awareness regarding the epistemological and ontological origins from which certain beliefs, practices, approaches, orientations or even curriculum in EAP pedagogy draw inspiration. Unfortunately, language curricula often have a tendency of seeking acquiescence from their teacher recipients (Sivasubramaniam, 2020, p. 57). This coupled with institutional expectations that educators should take on the role of curriculum clerk, ensuring that they follow everything to the letter often has a numbing effect on the necessity of pedagogy that fosters meaning making, learner empowerment, voice and agency. However, in order to

implement or use a pedagogy that promotes learner empowerment and meaning making and engenders voice and agency in transitioning EAP students, we as EAP educators need to critically examine our often taken for granted beliefs, approaches, and orientations which with time come to be regarded as common-sense knowledge upon which we base our classroom practice. In his study on learner voice and agency in academic writing at the University of Namibia, Mukoroli (2016) proposes workshops for critical awareness raising among EAP educators facilitated by an expert in critical pedagogy as one of the steps toward developing their critical consciousness. Based on the findings of the current study, I am inclined to propose a similar initiative as one of the starting points towards implementing EAP pedagogy that promotes learner empowerment, voice and agency among students transitioning into the academy from community day secondary schools.

6.2.4 EAP learning environments need to be enriched with semiotic resources for engaging learners in activities for meaning making, voice and agency

Results of the current study and the discussion thereof have demonstrated that transmission approaches, assessment driven instruction, and focus on content (acquisition) rather than on meaningful activity (participation), among others, contributed to a general lack of adequate opportunities for learners to engage in meaning making activities. This study subscribes to the view that affordances for meaning making available to the language learner within the learning environment are very crucial for the promotion of voice and agency in EAP learning. Hence for language learning to occur, the learning environment must provide affordances that can engage learners in activities for multiple meaning making from which voice and agency will also accrue. Affordances are "possibilities for action that yield opportunities for engagement and participation" which "can stimulate intersubjectivity, joint attention and various kinds of linguistic commentary" (van Lier, 2004a, p. 81) among language learners. These affordances arise from available semiotic resources, that is the "'things to talk about'" and resources for learners "to engage with...and stimulate further action" (van Lier, 2004a, p. 81) available in the environment. Semiotic resources, therefore, are

"resources for meaning making" (Peng, 2019, p. 59). A rich semiotic budget of resources is, therefore, required to provide learners with affordances for multiple meaning making and in the process stimulate language emergence (van Lier, 2000; 2004a). I find van Lier's (2004a) analogy about how a child learns soccer insightful in this respect. Van Lier (2004a) explains that a child learns the rules of playing soccer by "playing the game" and by "participating in stories and comments about the game...combined with watching the game" (p. 81). It is from these activities, rather than by sitting down and being lectured about such rules for several years, that the child gradually learns the rules and keeps perfecting the skill over time. In a similar way, as EAP educators, we need to realize that our role is to make available to our learners semiotic resources for language learning by engaging them in meaningful activities for multiple meaning making thereby promoting learner empowerment, voice and agency. Such a role requires little use of direct transmission in which our learners are positioned passively as recipients of lecture content. Such a role requires banishment from the EAP classroom approaches to teaching, learning and assessment of reading and writing and language in general that emphasize on one right way of doing. In addition, such insight helps us appreciate that vernacular language has a role to play in meaning making in the EAP classroom as a semiotic resource for voice and agency among our learners instead of trying to banish it by attempting to outlaw translanguaging practices by our students. Furthermore, this insight helps us understand that the focus of EAP instruction should be sowing rather that a desire to reap immediate results in the form of scores and percentiles as manifestations of learning. We therefore need to multiply sowing by pluralizing the forms and activities of writing and reading available in the academy to carter for different learner interests, learning histories and experiences.

6.2.5 Undergraduate students transitioning from secondary school to first gain confidence in the English language before being initiated fully into EAP discourse practices

Results of the current study have revealed that some students transitioning from community day secondary schools into the university felt that their English language

learning background was an obstacle to English language learning in general and to classroom participation in particular. This, coupled with the fear that other students transitioning from better schools and speaking 'better' English might ridicule their efforts at English language use, made such students feel inadequate. For these students, EAP learning can represent a real culture shock from which they need to recover before they could start practicing the discourses of the academy (Prescott, 2018), more so when EAP is framed from a skills perspective and couched in a deficit view. I believe that it is crucial for us to understand the concept of emergence in relation to language learning. van Lier (2004a) describes emergence as the process through which "structures evolve to a higher level of sophistication from low level rules" (p. 80) or in simpler terminology "a reorganization of simpler elements into a more complex system" (p. 81). Depending on various factors, including personality, language learning histories and availability of affordances for meaningful language activity, emergence may take different trajectories in different learners. This requires for EAP instruction to start with simpler and familiar activities for reading, writing and general language use in order to assist such students recover from the cultural shock arising from demands of having to learn a compulsory EAP course, gain confidence in the English language and learn to take risks before venturing out into the more challenging, more demanding tasks and activities. This is an argument that has been advanced and is acknowledged in EAP scholarly work, which I also identify with in the context of this study and in light of the findings that I have presented. There is recognition in EAP that EAP classes may be a waste of time for learners with low levels of English proficiency, who "first need to acquire a good knowledge of general English...before progressing on to more complex rhetorical practices" (Hyland, 2018, p. 386-387). Despite being couched in 'deficit' language, this argument seems to resonate with van Lier's (2004a) concept of emergence explained earlier. In this way, EAP educators need to take away from the EAP classroom the threat of shame and the competitive atmosphere in the classroom that often contribute to most transitioning students opting to remain silent in the EAP classroom. In addition, this realization implies that as a course, EAP need not to always pander to the demands of offering service, manifest, for example, through decisions to

bring forward the teaching of topics such as essay writing and referencing. Instead, it will first of all ensure that students have gained confidence in their English language use. Zamel (1982, p. 195) regards writing, for example, as a process of discovery. Such a view goes against the prescriptive view of writing inherent in essayist traditions common in EAP courses couched from a skills and service orientation and may necessitate that we as EAP educators allowing our learners to write about their lived experiences, to read wide and listen to variety of materials that appeal to their interests and aspirations first.

6.2.6 EAP should open up learning spaces to enable learners identify affordances beyond the EAP classroom

Results of the current study have revealed that target participants could not identify adequate affordances, pointing to a general lack of resources for meaningful language learning learning within and outside the EAP classroom and a lack of meaningful activities for participation in meaning making. These generally contributed to a lack of voice and agency among the transitioning learners and point to a need for EAP to open up learning spaces to enable learners identify affordances for learning beyond the classroom. I believe that the first step for EAP is to own up to the fact that affordances for learning available in classroom-based learning are "quite restricted" and consist of "a restricted range of discourse and literacy practices," some of which include "unfavourable class sizes," "time limitations," "inadequate teaching materials," and "test-driven curriculum" (Richards, 2015, p. 6). In addition, the advent of a pandemic such as Covid-19 resulting in quarantines, isolation, and social distancing as well as the use of new technologies are bringing about changing literacy practices leading to the emergence of "new types of literacy and contexts for literacy" (Benson, 2009, p. 229) outside the context of formal schooling and physical classrooms. I am compelled to state that within the context of this study, this realization demands that we critically reflect on how EAP can facilitate provision of affordances for meaningful language learning and use beyond the classroom since research evidence shows that higher levels of foreign language proficiency increase rapidly through a combination of classroom

learning and exposure to and engagement with the language beyond the classroom (Ellis, 1994, p. 617; Nunan, 1991; Pickard, 1995). One idea worth exploring that I propose is the establishment of what have come to be variably known as self-access language learning centres (SLLCs) or social language learning spaces (SLLSs) (Murray & Fukushima, 2013, 2016) or language learning spaces (LLSs) (Thornton, 2018) conceptualized from the perspective of affordances. Although "a relatively recent phenomenon" (Murray & Fukushima, 2016, p. 2), SLLSs or as they are variably called have been found to assist transitioning students "adapt to life in new learning settings" (Murray & Fukushima, 2013, p. 154), encourage and support students' language learning efforts (Kuwada, 2016) and to offer solutions for learners who may be having difficulties identifying opportunities for language practice (Murray & Fukushima, 2016, p. 2). I hasten to add however, that careful critical reflection needs to happen in order to avoid conceptualizing such spaces from a deficit view, for example, or as another form of remedial program or centre for test preparation.

6.2.7 PowerPoint and other related technologies for EAP instruction need to be explored beyond their use as tools for transmission of content to students

Results of the current study that I have discussed in Chapter Five have revealed target participants' over-reliance on class PowerPoint presentations and notes from lectures as sources of content acquisition. In addition, even for those who cited the Internet provided by the free Wi-Fi available on campus as the main resource for learning outside the classroom, the explanations they gave showed that they mostly used it to supplement content from the class lectures which seemed to make these technologies look like sophisticated forms of transmission instead of acting as sources of critical learning. In this way, both the PowerPoint lectures and the Internet acted as conduits for passive reception of content for the students rather than as affordances for promoting critical language learning, multiple meaning making, voice, agency and learner empowerment. Perhaps it may be relevant at this point to see why even in the use of technologies such as PowerPoint or the Internet we need to bear in mind the purpose of critical literacies pedagogy and this is relevant to issues of learner empowerment,

meaning making, voice and agency. I found the contrast between critical literacies and didactic literacy drawn by Kalantzis and Cope (2012, p.149, 163) enlightening in this respect which they present as follows:

a) Critical literacies aim to inculcate democratic values by allowing learners to act upon real issues and problems in the world. On the other hand, didactic literacy is concerned with formal rules, dry facts, and mechanical skills.

b) Critical literacies focus on education while didactic literacy focuses on training.

c) Critical literacies are about personal and social transformation whereas didactic literacy is about social reproduction.

d) Critical literacies encourage active participation and the use of participatory methods while in didactic literacy the learner is passive and compliant.

e) Critical literacies focus on learning a critical orientation to the world, learning about differences in language and power with a focus on voice understood in the context of varied interpretations, ambiguity, ambivalence, complexity, contradiction and flux. In didactic literacy pedagogy the focus is on learning the one and proper way to write and reading what the texts 'really' say or appreciating the literary canon.

f) In terms of organization of the curriculum, critical literacies focus on supporting learner agency and on purpose in meaning making. In didactic literacy the focus is on the student following the teacher who in turn follows the course textbook or syllabus.

g) Whereas in critical literacies pedagogy learners do literacy by engaging with real world issues and creating texts that engage with the world, in didactic literacy pedagogy focus is on copying, repetition, memorization of rules and conventions, and getting things 'right.'

Therefore, in an EAP course where technologies such as PowerPoint and the Internet are merely used for passing on or for acquiring knowledge EAP becomes a form of didactic literacy for learners to acquire formal rules, mechanical skills and dry facts and to reproduce knowledge instead of transforming it in the process of which they also

transform themselves in acts of voice and agency. I believe that in an age where technologies such as the Internet or the World Wide Web and the various forms of multimedia that they host have transformed the way knowledge is produced and shared (Cope & Kalantzis, 2007; Slaouti, 2002), any form of addiction to didactic literacy becomes untenable. EAP in general and the use of technologies in EAP instruction in particular therefore need to embrace critical literacies because it is here where meaning making, voice and agency thrive. I embrace the views of Cope and Kalantzis (2007, p. 76) who stress that these new technologies now provide "affordances...for new social forms" which have resulted into a change "in the balance of agency...from a society of command and compliance to a society of reflexive co-construction" and "in the social relations of meaning making." These new technologies now allow for multimodality, collaborative authorship as well as readership where the boundaries between the author and the reader become blurred, for example, through simple technologies such as track changes, blogs, and Google Docs. I propose that this should be the view of technology-enhanced critical literacy that EAP should embrace, more so for an institution billed as a university of science and technology. I am of the view that EAP at MUST ought to take advantage of such designation to provide affordances for EAP learning that are mediated by technology to enhance meaning making, voice and agency in reading and writing instruction, which should be a departure from the current practices that seem to reflect didactic literacy. In the next section, I propose to discuss the pedagogical ramifications of this study.

6.3 Pedagogical ramifications of the study

I hasten to say that the findings of the study and the proposals that I am making through the insights presented in **Section 6.2** above require a transformative approach to EAP pedagogy on many fronts which on the surface should begin with a course design that matches with the democratic aspirations of critical pedagogy reflected in the desire for EAP and literacy learning in general to foster learner empowerment, agency and voice through curriculum that is built around multiple meaning making. I am aware that this

will require that learners are positioned and encouraged to position themselves favourably as meaning and content creators rather than as recipients of instructional content. For transitioning students, especially those coming from English language learning backgrounds where the teacher is almost always viewed as the only authoritative figure in matters of knowledge and the methods and approaches through which it is passed on to students, implementing a critical pedagogy of EAP envisaged in this study could present a daunting task and even meet resistance. However, such is the fate of any proposed change that requires profound transformation in cognition and metacognition, roles and actions that various stakeholders have to take in order to make a critical pedagogy of EAP that fosters learner empowerment, meaning making, voice and agency happen in our institutions. From my personal knowledge, most learners from CDSSs who are transitioning into university are usually individuals endowed with initiative, desire to learn new ways of doing and also have the desire to succeed. They are usually individuals who come to university with a desire to work hard in order to prove that they too can accomplish in spite of their learning background as students coming from schools well known for being poorly resourced and in many circumstances located in rural areas. For me, therefore, these are the learner strengths and positives that a critical pedagogy of EAP built around learner empowerment, meaning making, voice and agency ought to take advantage of and use as launch pads for new meaningful and experiential learning trajectories.

I also hasten to add that any proposals for a critical pedagogy in EAP seeking to transform ways of doing such as the ones this study is proposing should not be oblivious to the reality of possibility of resistance to the attempts to implement a pedagogy with such far reaching implications regarding knowledge and how it is constructed and the roles teachers and learners take in the process of knowledge construction in general, and with specific reference to EAP, how EAP is conceptualized by various stakeholders within the institution and the ways in which actual classroom instruction takes place. My view finds scholarly support in Morgan (2009, p. 88) who recognizes the existence of "tension points" at practice level relating to the promotion

of transformative roles in critical EAP, some of which originate externally outside the critical enterprise while others are indeed "field-internal." However, the tensions at practice level are a reflection of the larger theoretical dichotomization of EAP theorists and practitioners into pragmatists and critical pedagogists (Santos, 2001, p. 177). While the former see EAP as a neutral enterprise and its goal to be that of socializing students into the practices of the academy, the latter consider EAP as ideological and the goal of pedagogy as that of challenging the status quo in order to bring about transformation. As a consequence, there are scholars who view all approaches to pedagogy as being rooted in ideology (Benesch, 1993, p. 706), and those who differentiate between 'vulgar' pragmatism and critical pragmatism (Pennycook, 1997, p. 87). As observed by Haque (2007, p. 103) these debates also manifest into differences relating to approaches and practices for teaching and what should be the content for teaching. There also exists an "epistemological split" (Haque, 2007, p. 103) between those who argue that all knowledge is political and interested on the one hand and those who advocate that knowledge is disinterested or neutral and pragmatic and therefore that English language teaching should reflect such a view of a knowledge (Pennycook, 1989).

The discussion in the preceding paragraph is meant to highlight the potential tensions inherent in implementing a critical pedagogy for EAP that has the potential to revolutionize in great way the way EAP pedagogy is conceptualized and executed in the actual classroom. Successful implementation of a critical pedagogy of EAP that promotes learner empowerment, meaning making, voice and agency at MUST requires the understanding and support of various stakeholders at the general institutional level, at subject specialist level, and at the level of the students themselves who are the focus of the current study. At the general institutional level EAP needs support for acquisition of technologies for supporting EAP learning as I have outlined in Sections 6.2.6 and 6.2.7 earlier. At the same level, there is need to support the efforts to redesign the current EAP course so that it is well grounded for learner empowerment, meaning making, voice and agency within the purview presented in this study. There is also need for a change in the view of EAP solely as a service subject. This view needs to be

changed as I believe it continues to make the EAP course and its recipients subservient to institutional norms and practices, most of which are often couched in discourses that focus on the rationality and objectivity of science and technology and a performance-based orientation for staff. These seem to dominate praxis and research at the institution and seem to owe their origins from the designation of the institution as a university of science and technology. Furthermore, there is need for a measure of flexibility regarding the ways of doing learner assessment at the general institutional level to allow for assessment that favours more of learning and participation through formative assessment than summative assessment focusing on scores. The latter have been found in the study to have influenced teaching and learning through practices that in most cases led to the neglect of learner empowerment, meaning making, voice and agency. I believe that at the level of the EAP course specialists, support for a pedagogy of EAP aimed at promoting learner empowerment and meaning making and engendering voice and agency in our learners needs to start with a change in beliefs and worldviews about knowledge and how it is acquired and what is regarded as evidence of its acquisition. I believe that it is these individual beliefs that will ultimately have influence on the roles and positioning assigned to teachers and learners in the EAP classroom, the role that the L1 of the learners will play in EAP learning, the types of activities learners will be engaged in and the types and ways of assessing learning that will be adopted, among other things. At the level of the students themselves, having already expressed optimism about the ability of students transitioning from CDSSs into the university to take initiative, desire to work hard and succeed in the opening paragraph, I also acknowledge the challenges associated with attempts to promote meaning making, voice and agency among students in foreign language learning generally and specifically in English for Academic Purposes, most of which have to do with resistance to change which manifests in various ways (Zyphur, 2020). I find such potential challenges relevant to the current study and acknowledge that they need to be anticipated and reflected upon because I find anticipation and reflection to be the first step in being proactive when dealing with issues requiring transformation. There is research evidence that some students may become reluctant to assume active roles

during learning owing to their learning background, personality factors or other factors that exist in the learning environment and that even those who may be willing may require time to adjust and learn the necessary skills (Felder & Brent, 2010; Hoskinson et al., 2014). Changes in learning style coupled with increased responsibility and effort both in and outside the classroom may also sometimes lead to psychological stages akin to grief or trauma in students, including among those who may seem to be compliant (Felder & Brent, 2010). In addition, it is acknowledged that students may sometimes exhibit strong emotional response, become noncompliant or actively defiant when doing learner-centered learning (Felder & Brent, 2010) occasioned by adoption of a critical pedagogy of EAP instruction. However, these are mitigated when teachers recognize and utilize student capital, attend closely to students' affective factors and attempt to understand students' shared responsibilities (Xu, 2012). Also, deliberate steps need to be taken focusing on changing students' beliefs about themselves and the learning context (Mercer, 2012). Another crucial aspect relates to the limiting assumptions and effects that teacher talk may have on students. In this regard, teachers need to ensure that teacher talk is couched in discourse that assumes student initiative and positions students agentively rather than passively (Sepällä, 2018). Finally, though collaboration between teachers and students in the creation of course organization, content and activities is often viewed as time consuming, it has been found to be a very effective way of increasing learner agency throughout a course (Lin, 2013; Sepällä, 2018).

Based on the findings of this study, therefore, there are also some further pedagogical implications linked to EAP students, EAP educators and EAP critical pedagogy, and also university authorities. The findings have several direct implications for EAP course educators in particular. The first implication stems from the critical role that exposing students to diverse perspectives which requires creation of learning environments that encourage students to share different perspectives. There is recognition that this may sometimes lead to disagreements among learners and even conflict (Mukoroli (2016, p. 216). However, such conflict may be necessary if learning

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is to take place and need not make educators to feel uncomfortable or inadequately prepared to handle disagreement that could arise in a critical EAP class discussion. Cope and Kalantzis (2007, p. 76, 77) acknowledge that it is when you create "a space for agency" that difference comes "to light more vividly and poignantly." More importantly, however, such differences become perfect ingredients for re-creation at personal and societal level as "[k]nowledge and culture become more fluid, contestable and open" (Cope & Kalantzis, 2007, p. 77).

My study findings also raise issues relating to the need for EAP educators to provide students with affordances that will enable them to participate in critical, meaningful classroom interactions and activities that encourage learner engagement in meaningful language learning activities that promote multiple meaning making, voice and agency. I strongly believe that EAP educators at MUST can support students' development of critical consciousness by assisting them in multiple meaning making based on their experiences within a learning context that deliberately endeavors to acknowledge societal realities, and also by engaging them in education that is liberating and is aimed at creating critical awareness, skills and competencies needed for social transformation and survival in a world where everything is constantly in a state of flux.

I also acknowledge EAP critical pedagogy is hard work and can be very involving, requiring not only dedication but also a change of mind-set in order to confront the traditional and often taken for granted views regarding and practices for teaching EAP that stifle students' voice and agency and embrace pedagogy that promotes learner empowerment, meaning making, voice and agency. I reckon that some of these views and practices may be deeply ingrained in individuals but also within and beyond the institution because of the taken for granted assumptions regarding the role of the English language that have existed in society for a long time.

The afore-mentioned points compel me to suggest the need for organizing in-house training within MUST aimed at raising the critical consciousness of EAP educators and other curriculum gate-keepers within the institution aimed at creating orientation towards pedagogy that embraces learner empowerment, multiple meaning making,

voice and agency and eschews those practices that the study has shown to be the factors stifling the same. Such in-house training can also act as platforms for the promotion of reflective teaching and learning and the role that it may play in informing teaching and learning of EAP as well as for critical discussions on the role that technology can play in the EAP classroom in promoting knowledge multiple meaning making, voice and agency among our learners.

My study sought to investigate whether the current EAP course at the Malawi University of Science and Technology (MUST) can engender voice and agency among first year undergraduate students transitioning from community day secondary schools (CDSSs). The findings have shown that in its current form the EAP course does not engender voice and agency for meaningful learning. Hence the various propositions that I have made in this section need to be implemented in order to develop and provide meaningful EAP instruction that creates affordances for learner empowerment, meaning making, voice and agency to flourish.

In the next section, I propose to discuss recommendations for future study.

6.4 Recommendations for future study

6.4.1 Agenda for dissemination of study findings

In order to make the findings of my study relevant to a wider scholarly audience, I intend to disseminate the results of my study through publications in different scholarly journals. I believe that such a strategy can assist illuminate issues relating to critical pedagogy in EAP and spur further studies among scholars interested in investigating learner voice and agency in contexts similar to the one my study focused on. It is also my desire to share these findings through participation in literacy and language education conferences in particular and in education conferences in general. Within my home country Malawi, I plan to share the findings of my study with the Ministry of Education, who gave me authorization to conduct the study at MUST with the understanding that I will share the findings with them for possible future policy

directions and formulations. I will also take advantage of the existence of structures for sharing research findings at both faculty and institutional level to present the findings at my institution through a series of journal club presentations whose structures are already in place.

6.4.2 Future study prospects

This study has investigated EAP pedagogy at the Malawi University of Science and Technology to determine or ascertain whether the EAP course can engender voice and agency among first year undergraduate students transitioning from community day secondary schools into the university. I therefore make suggestions for future study prospects anchored in critical pedagogy based on the findings of the study, the EAP learning context at MUST and in other institutions of higher learning in Malawi where students of similar English language learning background are found. Firstly, since the target participants in this study were only those students transitioning from CDSSs, future studies should have a combined focus on students transitioning from all the types of secondary schools in Chimombo's (2010) typology of Malawian secondary schools. I believe that such a combined study would provide comparative data that could provide a more holistic and profoundly definitive understanding of the gaps in current EAP pedagogy that could help illuminate issues around perception of affordances for critical EAP learning and whether indeed secondary school language learning background may have any influence on such perception and on meaningful participation in language learning.

In addition, there is need for further research to trace, in this particular case, the trajectories of language use within the context of the academy at MUST that goes beyond the first year where EAP is offered as a course. There is need, for example, for a longitudinal study that traces students such as the participants of the current study focusing on the types of reading and writing that they encounter as they progress through the years in the academy in order to find out the extent to which these seem to engender or stifle meaning making, voice and agency so that if necessary appropriate steps can be taken.

In the same vein, I am mindful of the fact that findings of the current study cannot be generalized beyond its context though I also hasten to add that deducing generalizations was not the purpose of the current study. However, the beauty of case study research does not reside in generalizing findings to a larger population but in transferring the conceptualization of the study to other situations that may share similar characteristics with the research context. In light of this, I propose that future studies be conducted in other institutions of higher learning within Malawi focusing on empowerment, meaning making, voice and agency among learners with similar English language learning backgrounds and/or in comparison with those with different learning backgrounds in order to come up with an appraised and holistic understanding of the gaps in EAP pedagogy within the purview of critical pedagogy across higher education institutions in the country to guide future pedagogy. In the next section I propose to discuss the limitations of the study.

6.5 Limitations of the study

Although I believe that I have been able to address the aim and objectives that I set out to investigate in this study, nevertheless I believe that the study also presents its own limitations given its context and setting. I wish to mention only those limitations that I believe appear to weaken the quality of this work of research.

Firstly, one limitation of this study is the size of the student population. The views of twenty-one first year students cannot be generalized to apply to all the students transitioning from CDSSs let al.one those of all the first-year students. However, I reiterate that as a researcher, I am not concerned with generalizing the findings of the current study to larger populations within MUST or outside, but hope that the thick descriptions and interpretations of my data that I have provided can be transferred to other learning contexts with similar characteristics.

Secondly, I am also aware of the effects that the use of recording equipment for data collection may have on behaviour of research participants that may also affect the quality of the data from classroom observation that may be available for interpretation.

However, as I conducted this study throughout an entire semester at the research site, I am of the view that the participants got used to my presence among them. In addition, the use of triangulated data was aimed at addressing this perceived limitation.

Thirdly, another limitation relates to only recruiting students transitioning from CDSSs as target participants of the study. I am of the view that conducting this study with students from the other 'better' types of secondary schools could have provided broader and complimentary perspectives regarding how the EAP course at MUST engenders voice and agency among all learners. However, I considered such an endeavor too demanding as it could have demanded fairly enormous amounts of data that I could have found daunting to handle and to offer explanations that were more definitive and lucid to the satisfaction of my readers.

I hasten to add that although I conducted this study to investigate whether the current EAP course can engender voice and agency among students transitioning from CDSSs into the university, there is need to consider it as the first step towards the process of coming up with pedagogy that engenders voice and agency in the EAP course at MUST. I now propose to state my final remarks.

6.6 Final remarks

My study set out to investigate whether the current EAP course at MUST can engender voice and agency among first year students transitioning into the university from community day secondary schools. Specifically, the study sought to understand the nature of the affordances for EAP learning available at MUST and the ways in which they related to voice and agency among the target participants. Findings have revealed that the target participants generally did not perceive adequate affordances for critical EAP learning, meaning making, voice and agency as teaching and learning was largely dominated by the transmission approach, a service orientation to instruction and assessment driven teaching. These among others seemed to present target participants with fewer affordances for empowerment voice and agency.

The study also aimed examining the various ways in which the target participants manifested voice and agency in the EAP course. The results and discussion revealed that there was generally little opportunity for the target participants to manifest empowering forms of agency and voice in the EAP course as target participants seemed mostly to be positioned passively during instruction. However, there were few other participants who manifested voice and agency by interrupting their course educators to ask questions for clarification, by volunteering to answer questions asked by the course lecturers, and by demanding for revision tutorials, though these seemed to be less empowering manifestations of agency and voice. There were also other participants who manifested agency by actively choosing and non-participation during lectures. Further, in relation to this aim, results revealed that participants feared marginalization and humiliation from other learners in the course because of their CDSS English language learning background and indicated feeling anxious, confused or resentful due to assessment practices in the course.

Notwithstanding what I have pointed out earlier, another aim was to observe the various factors that seemed to influence learner voice and agency among the target participants in the EAP course. Results have revealed that the test items in examinations in the EAP course focused much on testing students' cognitive understanding of concepts instead of promoting multiple meaning making thereby revealing a closure-focused orientation to instruction and assessment. These assessment practices led to feelings of worry, fear, confusion, frustration and reticence among the participants and disempowering their voice and agency. Further to that, results also revealed a general lack of teaching and learning resources for engendering voice and agency and promoting meaning making among the participants. Participants heavily relied on notes from PowerPoint presentations used by course lecturers to deliver content and indicated using the Internet as a tool to supplement class notes.

Lastly, the course sought to examine how the EAP course lecturers' understanding of learner voice and agency as revealed from the teaching and assessment practices that they implemented in their respective EAP classes. Findings from the study revealed

that the lecturers' stated beliefs and observed classroom practices seemed to reflect skills and service orientations to EAP instruction and a deficit view of learners. The deficit view of learners was evident from lecturers' beliefs that students ought to produce correct English, a view of the students' code-mixing of English and Chichewa as indication problematic and the dominance of written assessment feedback in the form of imperatives and criticism.

In spite of the findings, I believe that a critical pedagogy that engenders voice and agency and promotes multiple meaning making is an essential tool for empowering students with requisite skills not only for critical language learning but also for democratic participation in institutions within the university and beyond. As I have emphasized and confirmed in this study, the findings have generated profound insights about the need for a critical pedagogy of EAP to foster learner empowerment, meaning making, voice and agency among our learners. The approach to EAP pedagogy presented in this study reflects a growing trend to move away from conventional EAP pedagogies that have been found to be disempowering to students.

In order for my findings to contribute to the development and implementation of critical pedagogies for EAP and English language learning in general, I envision to disseminate them with fellow practitioners within MUST and outside through scholarly publications, seminars, conferences and workshops. I am highly optimistic that my colleagues in the profession at MUST and around the world would find this thesis worthwhile and inviting for them to deduce current relevance and translatability from the issues discussed in it with a view to engender voice and agency and promote meaning making and empowerment among our students. Such an understanding could lay groundwork for revolutionizing EAP curriculum design and instruction and research. I wish to end by invoking the following lines in Choruses from the Rock by T.S. Elliot (1915). These should exhort us to foster our agency and voice in our professional practices as an antidote to the prevalence of asocial, atemporal, and calculable knowledge that has assumed hegemonic status in our lives, much to the detriment of our own as well as our students' well being:

"The endless cycle of idea and action,

Endless invention, endless experiment,

Brings knowledge of motion, but not of stillness;

Knowledge of speech, but not of silence;

Knowledge of words, and ignorance of the Word.

All our knowledge brings us nearer to our ignorance,

All our ignorance brings us nearer to death,

But nearness to death no nearer to GOD.

Where is the Life we have lost in living?

Where is the wisdom we have lost in knowledge?

Where is the knowledge we have lost in information?"
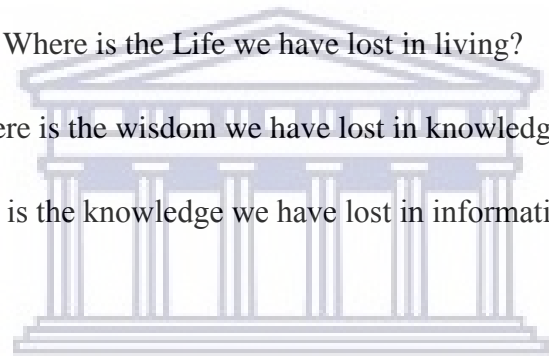
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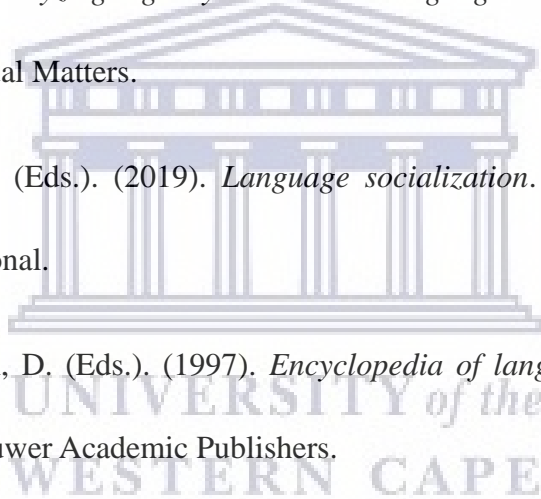
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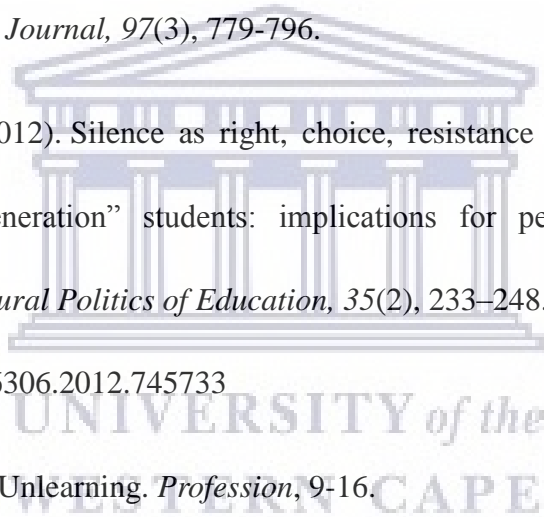
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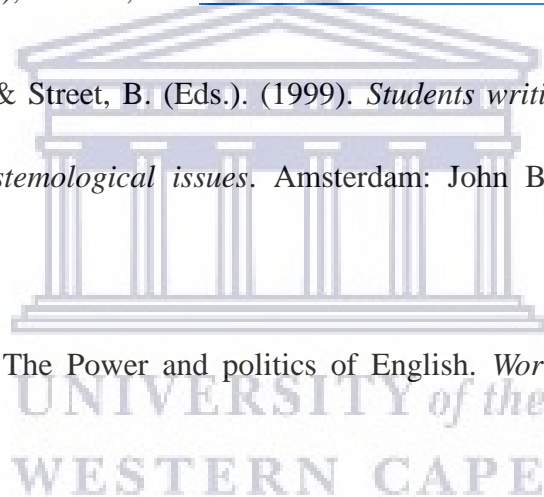
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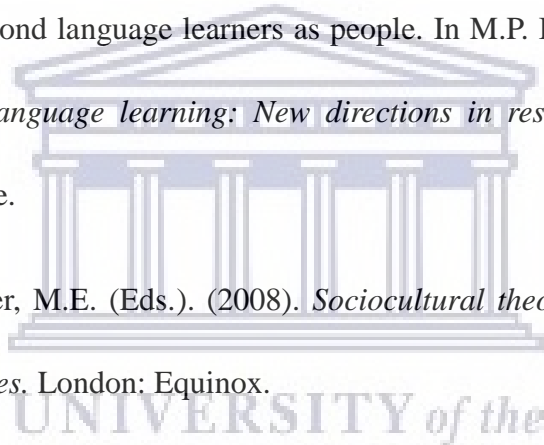
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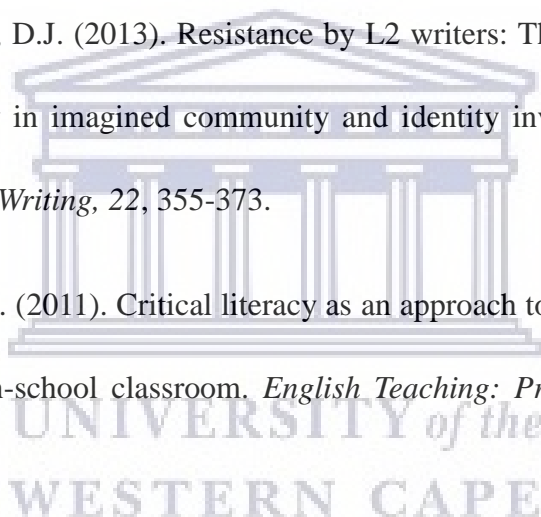
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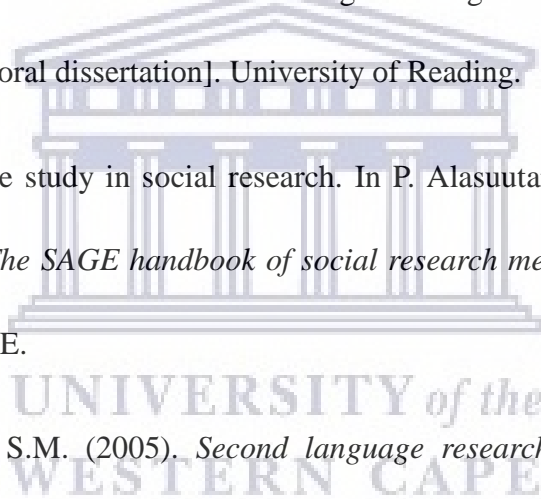
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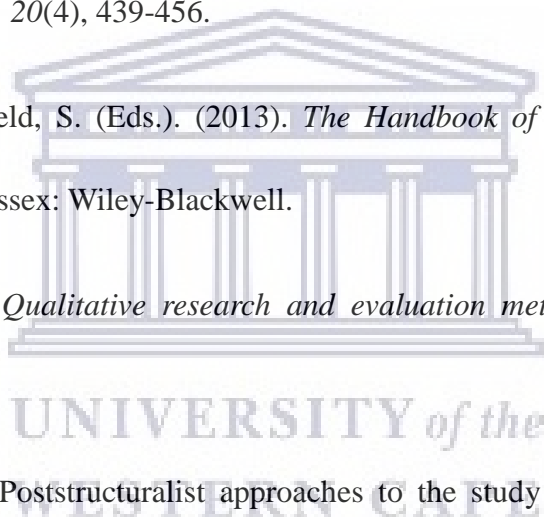
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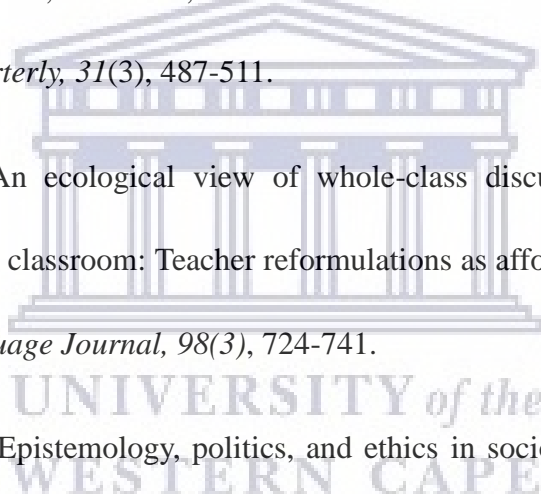
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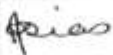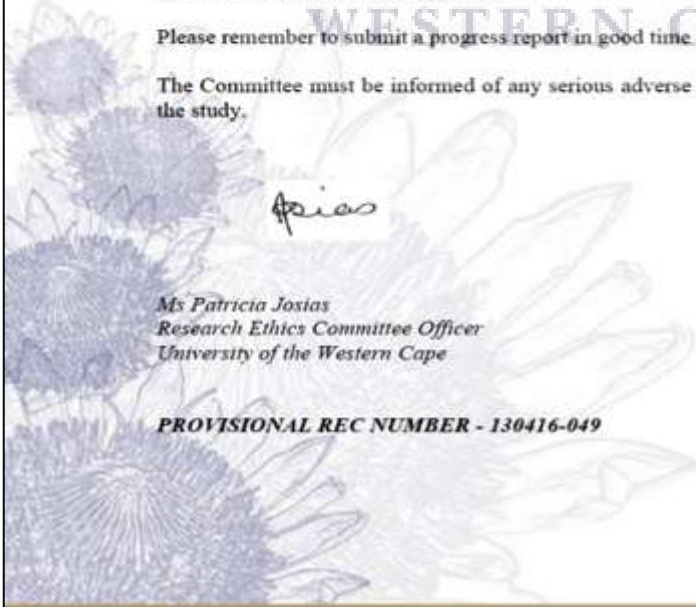
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APPENDICES

Appendix A: Research ethical clearance and permissions documentation

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05 December 2017

Mr K Mkandawire
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Ethics Reference Number: HS17/10/29

Project Title: An investigation of language learning agency in English for academic purposes: The case of the Malawi University of Science and Technology.

Approval Period: 01 December 2017 – 01 December 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

PROVISIONAL REC NUMBER - 130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE

Telegrams: MINED LILONGWE
Telephone: +265 1 789422
Fax: +265 1 788064/164

Communications should be addressed to:
The Secretary for Education.

In reply please quote No...

Ministry of Education
Private Bag 328
Capital City
Lilongwe 3
Malawi

IN/2/14

10th August, 2018

Mr. Kondwani Mkandawire
University of the Western Cape
Faculty of Education
Private Bag X17
Bellville 7535
SOUTH AFRICA

Dear Sir,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE MALAWI UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST)

Reference of made of your letter of 04/07/2018 seeking permission to conduct research at the Malawi University of Science and Technology.

I wish to inform you that the Ministry has granted you approval to proceed with your study. We expect that you will share with the Ministry the results of the study once completed.

I wish you the best in your research.

R.G.Z Agabu
For: SECRETARY FOR EDUCATION, SCIENCE AND TECHNOLOGY

OFFICE OF THE UNIVERSITY REGISTRAR

To   :   Mr Kondwani Mkandawire

From :   University Registrar

Ref   :   AC/006

Date: 4th September, 2018

RE: PERMISSION TO CONDUCT A RESEARCH AT THE MALAWI UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST)

I write to acknowledge receipt of your letter regarding the above subject.

I would like to inform you that permission has been granted to conduct research at MUST during the first semester of 2018/19 academic year.

By copy of this memo, I would like to request Estates Department to allocate a suitable room that you will be using to conduct interviews and focus group discussions with lecturers and students during the entire period of your research.

Tarsizius Nampota, PhD
UNIVERSITY REGISTRAR

cc: Vice Chancellor
        Deputy Vice Chancellor
        Executive Dean, Bingu School
        Estates Development Manager
        Assistant Registrar (HRM & D)

Appendix B: Selected EAP lecture observation transcripts

Note: Because of the length of the transcript data, it is not possible to present transcripts for all the 44 lectures that I observed. I therefore have had to make a judgment call to present in this appendix a representative selection of the transcripts which further exemplify and support the issues raised the the data presentation chapter (Chapter 4) and discussed in Chapter 5. These transcripts are from all the 5 groups and 4 lecturers that I observed.

Appendix B1: Selected transcripts from Group U and LecU

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SESSION U1

ACADEMIC WRITING: ESSAY WRITING

DATE: 05/11/18

TIME: 08:00-10:00

LecU used a projector and PowerPoint slides to beam lecture content for students to see.

LecU: Uhm...ladies and gentlemen last week we were looking at uhm...time management. What...what do you remember about time management...anything that you remember before we go to the lesson for today? Anything...tell me anything. If you don't remember anything be honest with me to say, 'Sir we don't remember anything.' Anything that you remember about time management...

[Students raise hands]

LecU: *[nominates student to respond]* Yes

[Nominated student mumbles out something]

LecU: The class cannot may be get what you are saying. Speak louder.

U1.S1: Thieves of time

LecU: Okay...so we talked about thieves of time...there are some things that steal somebody's time...thieves of time or time thieves. What else do you remember?

U1.S2: We talked about time management tools.

Lecturer U: Yeah...we talked about time management tools. These are some tools that

somebody would use to manage their time properly and we called them time management tools or tools of time management. What else did we talk about?

[Student raises a hand]

LecU: *[Nominating student]* Yes sir

U1.S3: Importance of time management

LecU: Importance of time management. You manage your time properly as a student. We have got some importance and we talked about those importances [sic] last week. Anything...

[Student raises a had]

LecU: *[Nominating student]* Yes sir

U1.S4: Definitions of time management

LecU: Definitions of time management...Yeah, we tried to look at several definitions of time management...I know ladies are absent today. Do we have them?

[Some female students raise their hands]

LecU: Oh yes, there are...sorry. Yes, madam

U1.S5: How to get an extra hour each day.

LecU: How to get an extra hour each day. Ladies and gentlemen, you need to make sure you get an extra hour. Meaning: you need to have enough time for all what you plan for a particular day...you need to have enough time. We don't want you to panic to say the time is not enough for my activities, no. If you do that, it means somewhere you didn't plan well...Somewhere you didn't do a good job. But we want you to be having enough time for all your activities. Thanks very much for that.

Now today, we want to look at academic writing and this will also take us to referencing. Why we are bringing this at this level...normally we teach this towards the very end of the semester. But ladies and gentlemen, I'm sure in a few days' time or in a couple of weeks' time you will start getting assignments. Now, when you start getting assignments, we don't want you to panic to say 'How do I plan assignment?' That's why...it's just a deliberate move that quickly this week we talk about academic writing and referencing. If we talk about in haste, then we will also spare sometime at some point to may be do the same in terms of revision or what but it is important that I introduce academic writing at this stage.

Before we start or maybe you are already getting some assignments?

[Some students are seen nodding their heads in disagreement]

LecU: Not yet?

[Some students are seen nodding their heads in agreement]

LecU: Oh! People are good this time around. In most cases, come first week...second week already you have assignments.

Ok! Now let's look this simple introduction. We are saying, *[LecU reads from a slide beamed in front of the class for all students to see]* 'The mere habit of writing, of constantly keeping at it, of never giving up, ultimately teaches you how to write.' What do you get out of that? Ok...I want this...*[LecU reads from the slide again at a slowed pace]* 'the mere habit of writing, of constantly keeping at it, of never giving up, ultimately teaches you how to write.' ...Anything that you get out of this? Ok...it's brilliant, I want it to come from you...What do you understand by this? Ok...what is...What meaning do you get out of this quotation?

[Silence]

[Student raises his hand]

LecU: *[nominating the student]* Yes sir

U1.S6: I think it's trying to say practice makes perfect.

LecU: Practice makes perfect. Somebody is saying practice makes perfect. Ok...This is an aspect of practice. That is why we are talking about "mere habit of writing. Ladies and gentlemen, he's bringing in a very important point or a very good point. Writing, nobody is born a good writer. If you want to become a good writer, then you have to practice. That's why we are saying 'the mere habit of writing, of constantly keeping at it...' Doing it regularly...do a lot of practice, you become a good writer. And you will agree with me that most of the assignments, maybe all of them are in written form. I think let me not say all, but most of the assignments that you will be getting will be in written form. Now because you are submitting written work, you need to be somebody who knows how to put your ideas together. Ok...if you look at the last part, we are saying 'of constantly keeping at it, of never giving up, ultimately teaches you how to write.' Never give up. You are writing an assignment today, you don't get a very good grade, the grade that you were dreaming of...please do not give up. Keep on trying, keep on polishing your writing skills. One day you will become a good writer. Now, what are the learning outcomes as far as this topic 'Academic Writing' is concerned? What are the learning outcomes? So we expect you by the end of this presentation to be able to define an expository or informative essay. This is just a type of essay. You will be writing academic essays and this is just a type. But you should also be able to recognize the structure of an expository essay or informative essay. And you should also be able to practice writing the different parts of an expository or informative essay on a given topic.

[Pause]

LecU: Now, ladies and gentlemen, uhm...we are saying, this is now the lecture overview: What is expository essay or informative essay; structure of an informative essay; Process in writing...uhm...of an expository essay. Lecture overview, what we are going to cover.

[Pause]

LecU: Can somebody read, just read quickly... the first point.

U1.S7: *[volunteers and reads from a slide in front of the class]* An expository or informative essay describes or explains a particular set of phenomena and provides an account of why these phenomena are found in one or more specific situations.

LecU: Thanks very much. *[Asks the student to continue to read]* Can you read the second bullet.

U1.S7: The aim of an expository paper is to acquaint the reader with a body of knowledge.

LecU: Very good...Ladies and gentlemen, one of the essays that you will be writing at this institution are these that we describe as expository essays. Now in an expository essay, if you look at the other name, we are calling it an informative essay. Now by informative it means you are there providing information to someone, you want somebody to know about something, so you describe it in a manner that the reader knows exactly what you are talking about. If we give you a topic, for example, you are writing on solar energy, you can talk about solar energy in a manner that somebody reading your work should be able to know, should be able to get exactly what solar energy is all about. You provide information but then you find that when it's, if it is a well written essay, the reader, ladies and gentlemen, will be acquainted with a body of knowledge...somebody will really know about something after reading your academic essay.

And this academic essay, this expository essay that we are talking about has got a structure. How do you develop your expository essay? So structure is very important. And an expository essay is composed of a number of paragraphs. Each paragraph in an expository essay, ladies and gentlemen, plays a very important role. What it means is, if you write an expository essay and one type of paragraph is missing, already that becomes a bad expository essay because you will not be able to communicate effectively what you want to communicate to the readers. So my plea is when you are writing an expository essay, ladies and gentlemen, make sure it has to be an expository essay with good structure, with all the appropriate paragraphs that are supposed to be there.

Now this *[pointing to a diagram beamed on a slide in front for the whole class to see]* is an example. In a five-paragraph expository essay for example, the following may be the structure. So you can have that as a structure. This expository essay that you are writing is just 5 pages, I mean 5 paragraphs. What it means is that they very first paragraph of your essay, that one is an introductory paragraph. And in an introductory paragraph, ladies and gentlemen, it's the introduction we know, it's nothing new, nothing strange. It is the introduction. So your essay should start with an introduction and we will talk about how we go about writing an introduction.

[Pause]

Fine, if this is a 5 paragraph essay then paragraphs 2-4 will make the body of that essay, the body now, sometimes we call it the main body, that's the body of the essay. So you have the first

paragraph, the introduction and these other paragraphs in-between making the body. But you also have the last paragraph and, ladies and gentlemen, the last paragraph is always the conclusion. You are concluding on what you are writing.

That's what we expect you to be doing. Introduction, then the body, and finally ... the conclusion. Let me ask you a question: If you have an expository essay with 7 paragraphs, can you explain these 7 paragraphs as we have done, to say paragraph 1 will be this, paragraph this and this will be this and paragraph this?...If we read [sic] the number of paragraphs in this particular expository essay, we have 7. How do you describe these 7 paragraphs in a 7 paragraph expository essay?

[Student raises a hand]

LecU: *[nominating the student]* Yes madam.

U1.S8: Paragraph 1 will be introduction

LecU: Paragraph 1 will be introduction, good!

U1.S8: Paragraphs 2-6 will be the body.

LecU: Paragraphs 2-6 will be body of the essay. Good.

U1.S8: Paragraph 7 will be the conclusion.

LecU: Paragraph 7 will be the conclusion. Ladies and gentlemen, that's exactly what I was looking for. Paragraph 1 will be the introduction, 2-6 will be the body. And then 7 will be the conclusion.

[Pause]

LecU: Now, already we have seen what is happening to say that the first paragraph will be the introduction and the last the conclusion.

[Pause]

LecU: I don't know whether you are able to see this? [while referring to a diagram beamed on a slide in front of the class]. I hope you are.

SsU: *[Murmurs out a choral response]* No.

LecU: Somebody is saying no. Ladies and gentlemen; I want to explain this...This is exactly what we have been talking about. Yeah...But I will explain in a manner that you get it clearly. Ladies and gentlemen, how many paragraphs? [referring to a diagram beamed on a slide in front of the class]. These guys who are very close...how many paragraphs are we indicating

SsU seated in front: *[responds in a chorus]* Five

LecU: Five. So here we are simply talking about this 5 paragraph expository essay. It's an essay, a structure...just a structure that this essay has got 5 paragraphs and if you look at the very first

paragraph, that's the introductory paragraph...as we have indicated there, introductory paragraph.

Now we want to see what should go into this introductory paragraph. When you are writing your introduction, then there are some elements that have to be captured in your introduction. And these elements are as follows: *[still referring to the diagram]* Look at them in the introductory paragraph. You need to have a hook in your introduction. Not only hook, you need to have building sentences, building sentences, building sentences. I hope somebody is taking down notes. Somebody is not just looking at me. So building sentences. And again you need a thesis statement, thesis statement. T-H-E-S-I-S. Thesis statement. All those, ladies and gentlemen, have to be captured in your introduction if it is to be a good introduction.

[Pause]

LecU: I hope somebody is not lost.

U1.S9: Sir

LecU: Yes

U1.S9: *[Mumbles out a question but it's not clear]*

LecU: My friend I'm not yet there *[laughs]*...I'm not yet there, ok? Just wait. I will explain all these things. But I'm saying in an introduction, how many areas do we expect?

SsU: *[Gives a choral response]* Three.

LecU: Somebody mention them. One?

SsU: *[Gives another choral response]* Hook.

LecU: Okay, lets mention them...no problem. Let's see, a hook. This is more or less like simple. What else?

SsU: *[Gives another choral response]* Building sentences.

LecU: Building sentences. And?

SsU: *[Gives another choral response]* Thesis statement.

LecU: All these things to be there in your introduction. So if you do that, it will be a good introduction.

Now if you look the body paragraph *[still referring to a diagram representation of the essay structure beamed on a slide in front of the class]*, I will talk about these in great detail, I just want to introduce the surface...if you look at the body paragraph. there is body paragraph 1, body paragraph 2, and body paragraph 3. Remember the set up: paragraphs 2-4 will be the body. Now we have body paragraph 1. What do we expect in a body paragraph? In a body paragraph we expect the following elements: 1, there must be a topic sentence, topic sentence. Not only

that, you need to have supporting sentences, and then you'll have a concluding sentence. So it's like we have three types of sentences in each body paragraph: topic sentence, supporting sentences and a concluding sentence. What do we have in body paragraph 2? Exactly the same: topic sentence, supporting sentences, concluding sentence. What about body paragraph 3? Exactly the same: topic sentence, supporting sentences, concluding sentence. That's how you develop your body paragraphs.

[Pause]

Somebody looks very worried. My friend why be worried? These are very simple things. You'll understand them easily. But let me quickly take you to the concluding paragraph which is the last paragraph of your conclusion...we call this conclusion. It's a concluding paragraph of your essay and it is called a conclusion. What elements should go into a good conclusion, if it is a good conclusion, what elements? 1. we have a re-stated thesis, re-stated thesis. I hope you are capturing that because when this slide goes, I will simply be explaining this. So in a conclusion we have a re-stated thesis, we have indicated here [referring to the diagram beamed on a slide in front of the class] re-stated thesis. What else do we have in your conclusion? Summary of the main ideas. And finally what do you have in your conclusion? Final thought, final thought. Ladies and gentlemen, if you miss ...my friend are you writing? You are not taking down any notes? Why?

U1.S10: I've lost my pen.

LecU: You've lost your pen?

[U1.S10 nods in agreement]

LecU: Uhm...it's important that you take down notes. Let me warm people here. There are some people who I don't know where they get slides. I have overhead this, some people may get slides and then they will just rely on those slides. We review the slides yearly and you may have outdated slides and you rely on outdated slides. So capture what I'm presenting here as the latest information that you can get.

Ladies and gentlemen, that's the structure of uhm...of the expository essay. Now let's talk about this introduction in detail. We are saying 3 elements should go into your introduction. So we are saying the first paragraph of your essay should introduce the reader to the essay topic. Make sure in the introduction you introduce the reader to the essay topic. Now when you are introducing the reader to the essay topic, ladies and gentlemen, make sure you observe these: Create an interest in the reader. Somebody reading your work should get that interest, should have that appetite, that willingness to continue reading your work. And again, you need to outline your main ideas. Outline your main ideas. And then you need to suggest how these main ideas will be presented in the body of your essay. I hope that is clear.

Uhm...remember I said, can you check somebody's friend...I mean somebody's notes, check if they are writing everything in full. Remind them that at university we take notes. Can you

remind your colleague? *[students laugh].* Remind them. You know it was weekend, so chances of forgetting are high.

Ok, ladies and gentlemen, we have said if your introduction is well-written definitely these things will be there. It will create an interest. This will also apply to the main ideas and again, this will also suggest how the main ideas will get presented in form of order. I will explain this when I go to this. Now, your introduction should have the following elements and being main elements, ladies and gentlemen, make sure they are ever there. We don't want a situation when you write an essay and one of these elements are not there. I will be a bad introduction. 1. A hook, you need a hook for your introduction, you need building sentences, and you need a thesis statement. What is this hook? What do you think the hook is in an essay?

[Some students raise their hands]

LecU: *[nominating a student to respond]* Yes sir

U1.S11: A statement which captures the interest of the reader.

LecU: Yes, definitely. You know, if we go by the word hook, uhm...as it is used if you're coming from Mangochi, may be you know very well what is the use of the hook. In Mangochi that hook is used to capture fish, to catch fish. But we are using the same idea in essay writing to say you need to have a statement that captures somebody's interest. When somebody reads your book they get interested to read, to continue reading your work. So that's the hook. But you also need to have building sentences and you need to have a thesis statement.

Let's talk about this hook in detail. So the first sentence or sentences, sometimes we can have one or two, that one ladies and gentlemen, is the hook. So the first sentence or sentences of your expository essay should catch your lecturer's or marker's attention and it should introduce your essay in an interesting manner. Make sure that you come up with your hook which is interesting. But again, this hook should also encourage the reader to continue reading, they should like to continue reading your...Now, to hook the reader you can use one of the following strategies. There are so many strategies that you can use to capture the attention of the reader, to hook this reader, so many strategies. I know somebody missed something. May be you missed something from this slide?

SsU: *[in a chorus]* Yes

LecU: This topic, we can describe it as the most important topic...for the skills, you will be using them on daily basis. You're done now?

SsU: *[A few students give an affirmative choral response]* Yes

[Others just nod their heads in agreement]

LecU: Ok, let's move on. Now we are saying, if you are to hook the reader, if you are to capture the reader's attention, then there are several strategies that you can use. 1. You can use an eye-catching statement, eye-catching statement, and in this eye-catching statement, may be you

have an interesting idea that you introduce. You introduce something interesting and somebody looks at that and they get interested and they say, 'Oh! What is this? Let me continue reading." So you start with an interesting statement or interesting idea. But sometimes what you do is just bring in surprising statistics. May be you...yes when you are given an assignment, there's a topic you want to write an academic essay, you do research, you go to the library and read around that topic. You consult authors on that topic and may be in a certain book you got some statistics that are related to that topic, you can bring in those statistics, somebody looks at the figures and says, 'Aah! let me read what is there.' But sometimes what you simply do is to bring in a quotation from an expert. Ladies and gentlemen, some of these books that we read were written by experts, doctors, professors and they bring in interesting ideas, very good ideas. You can get a quotation, put it in your introduction. It will really attract the attention of the reader.

Now ladies and gentlemen, what are we saying? Can somebody just summarise what I've said on the hook? ...We are saying, in your introduction you need that hook.

What do you remember about this hook? What do you do when you are using this hook in your introduction?

[Student raises a hand]

LecU: *[nominating the student]* Yes sir

U1.S12: Providing an interesting idea which will easily catch the reader's attention.

LecU: Yes, good! So in your essay you introduce an interesting idea that will capture the reader's attention. Anything that you know on the hook?

[Student raises a hand]

LecU: *[nominating the student]* Yes sir.

U1.S13: Alright, I'm just summarising. A hook is an interest catching statement. This can be achieved by the use of surprising statement, and ...

LecU: Yes?

U1.S13: An eye-catching statement.

LecU: You can bring in an eye-catching statement, surprising statistics. All what we are doing here ladies and gentlemen is to capture the interest of the reader. You will agree with me. You have ever read books, you have ever read articles, you have ever read documents, even documents. Sometimes if a document is poorly introduced, what happens? You get?

[A few students murmur inaudible responses]

LecU: If something is poorly introduced, what happens? You get bored. You don't feel like continuing reading. And that's exactly what happens to your lecturers. They are reading your essay, if it is poorly introduced, they are put off, they get demotivated. And we don't want that

situation when you are writing. That's why we are saying please make sure you include a hook in your introduction so that you capture their interest. But apart from the hook we are also saying we need building sentences. And what are these building sentences? When you have written your hook that will be the first sentence or the first sentences...because sometimes you can have one or two sentences making or giving us your hook. Now after that first sentence, after that hook then whatever sentences come after the hook, will be sentences that provide background to what you're talking about. So after presenting the hook you need you need to have some sentences and these sentences should be providing background to your topic. We want you to put your reader in a context, in a good context so that they understand what you are talking about. So when you are providing background on the topic that you are writing on, what you are using are like building sentences. And these sentences come after your hook. And these sentences should build towards the set... thesis statement. We'll talk about the thesis statement shortly. So what you have in this situation is that you have a hook, and then you have building sentences that are giving background, and then these building sentences should build towards the thesis statement. All this in your introduction.

[Pause]

LecU: Now, we are talking about the thesis statement here, what is it? Now, ladies and gentlemen, this thesis statement that we are mentioning here will be a sentence that comes at the end of your introduction. It will come at the end and it is the most important sentence. If you look at...we'll talk about it in detail and you'll see how important it is. It's the most important sentence. Now, what does it do? This thesis statement ladies and gentlemen is there to present the essay topic...and the writer's position on that topic. It will also indicate the main ideas that will be discussed in the body paragraphs. So if you look at this thesis statement *[pointing to a sample essay thesis statement beamed on the whiteboard in front of the class for all to see],* you will discover that it is doing some three things. What is your thesis statement doing? We are talking about three things here: 1.

[Some students murmur out their responses without waiting for the lecturer to nominate them]

LecU: *[nominating a student]* Yes sir

U1.S13: Introducing the essay topic

LecU: It is introducing the essay topic. Ladies and gentlemen, in your thesis statement we expect an indication of the essay topic. What else?

U1.S14: Giving the writer's position.

LecU: It is presenting...

U1.S14: The writer's position.

LecU: The writer's position. Ladies and gentlemen, your position should be carried in this thesis statement. When you are writing as an academician ladies and gentlemen, on any topic

you always a position, you always have a say. And your position on this topic will be carried in the thesis statement. What else is this thesis statement doing? It is also...

SsU: [students give out a choral response] presenting the main ideas.

LecU: It is presenting...

SsU: the main ideas.

LecU: It is presenting main ideas. Now this same thesis statement will also carry the main ideas, and ladies and gentlemen, when you are writing an essay you have ideas to develop, you have ideas to present, you have points to give, and we are saying these points that you want to discuss in your essay have to be carried in this thesis statement.

Now you'll find that the way you present them in the thesis statement, the way you present them, the order you present them, it will be exactly the same order to be followed when you start developing these ideas in the body of your...So that means if you are raising four points, the first point you mention in the thesis statement will be the first point to be discussed in the, in the body. And the next point mentioned in the thesis statement will make or be the next point to be discussed in the next paragraph. You fo...you simply follow that order. So when you are presenting your points there you are already giving the order in which you are discussing your points in your essay.

[Pause]

So, in summary we are saying your thesis statement should include the following: 1. the topic of the essay. This essay is on what? You are writing this essay, it's about what? What is the topic? Capture it in the thesis statement. But your position as a writer, and your opinion or your approach to this topic. But we are also saying the main ideas that you will develop.

[Pause]

So this thesis statement as we are calling it, appears at the end of the introductory paragraph or the introduction. And in some short essays, when the essay is just short, may be this can be just a single sentence. But sometimes it's not possible just to use one sentence. You can have two sentences, that's possible. It all depends on the way you're presenting. Now, the main ideas are listed in the same order as they appear in the essay, the main ideas that you have mentioned in the thesis statement are presented in the same order that you are going to develop them in your essay.

[Pause]

May be just talking about things ladies and gentlemen will not make sense. It's important to have an example. *[LecU then beams a sample essay introduction on whiteboard in front of the class for all students to see]* Can somebody read that example? Just read...loudly.

[Student raises his hand to volunteer to read]

LecU: *[proceeds to nominate the student]* Yes sir

U1.S14: 'Solar power is improving people's lives in developing countries by providing efficient light safely, linking them to the global mobile community, and increasing their independence.

LecU: Ok. Ladies and gentlemen, this is an...it's just an example of a thesis statement. If you look at this thesis statement, do you see these elements there, the three elements that we have talked about? Do you see them there?

LecU: Okay, we said in a thesis statement you need to have what?

SsU: *[some students mumble out a choral response]*

LecU: Essay...

SsU: *[gives out a choral response]* topic.

LecU: Essay topic. Is it possible to identify an essay topic, to say ok in this okay we are...this essay is about this?

SsU: *[gives out an affirmative choral response]* Yes

LecU: What is the essay about?

SsU: *[gives out a choral response]* solar power.

LecU: Solar power. Ladies and gentlemen, if you read properly you'll really find that this essay that we are writing, the topic is solar power and we have indicated it clearly in our thesis there, solar power. We are writing an essay on solar power. And we said in a thesis statement we also need?

SsU: *[a few students give a choral response]* writer's position.

LecU: The writer's?

SsU: *[a few students give another choral response]* position.

LecU: Position. Is the writer's position there? Who can identify the writer's position in this? What is the writer's position on this topic?

[Student raises a hand]

LecU: *[proceeds to nominate him]* Yes sir

U1.S15: He or she is agreeing that solar power is improving people's lives.

LecU: Good, that's the writer's position. The writer's position is that solar power is improving people's lives. That's his position. That's his or her position. Solar power is improving people's lives. But then, after giving us that position, this writer is trying to give points to support that position, because when you have a position, if you are saying solar power is improving people's lives, you have to say how. And this writer is giving us points to support his or her position. And

what points are being given by this writer? 1.

[SsU give a choral response]

LecU: *[intervenes to avoid the choral response]* just one person...Anyway anyway, sorry. This is higher learning and normally in higher learning we do things in a systematic manner. When we make a choir sometimes it doesn't help. One person.

[Some students raise their hands]

LecU: *[proceeds to nominate a particular student to respond]* Yes madam.

U1.S16: Providing efficient light safely.

LecU: Good, that's the first point that this writer is raising. Secondly?

[Students raise their hands]

LecU: *[nominates another student]* Yes

U1.S17: Linking them to global mobile community.

LecU: Yeah, solar power is linking people to global mobile community. But again solar power is also doing what?

[Students raise their hands]

LecU: At least a gentleman this time around *[and proceeds to nominate a male student]* Yes sir.

SU18: Increasing their independence.

LecU: It's increasing people's independence. Now these are the three points that are raised by this writer. And ladies and gentlemen, the way his points are ordered in the thesis statement will be exactly the way this guy is going to develop them in the body. Which means if we looked at the body, which point will be raised in body paragraph 1? Which point?

SsU: *[Gives a choral response]* providing efficient light safely.

LecU: *[signaling the response wasn't clear]* huh?

SsU: *[repeats the choral response]* providing efficient light safely.

LecU: Providing efficient light safely. That point will be discussed in body paragraph 1. What about in body paragraph 2? This writer will discuss which topic? I mean which point?

SsU: *[mumbles out a choral response]* linking them to global mobile community.

LecU: It is linking people to their...or it is linking people to the global mobile community. That point will be discussed in body paragraph uhm...uhm...body paragraph 2. What about in body paragraph 3? This one will talk about?

SsU: *[Gives out a choral response]* increasing their independence.

LecU: Yeah, will talk about this solar energy increasing uhm...their independence. So, this is exactly how this particular person will develop his points in the body. Questions on the introduction. Somebody summarize what we have said. Let's start with questions, do we have questions?

U1.S19: Sir

LecU: Yes, sir

U1.S19: Uhm...we should consider the writer's position as agreement or not?

LecU: Uhm...come up again sir. I want to get your question clearly. You are saying *[rephrases U1.S19's question]* Are we saying here...are we or...that's what we are saying? Are we saying...yeah continue.

U1.S19: we should consider the writer's position as agreement or not?

LecU: As agreement or not?

SU19: Like you are saying the writer's position there is uhm...improving people's lives...

LecU: Yeah...uhm...that's the position of this writer according to this thesis statement. If you read the thesis statement, what we get is that this writer is saying solar energy is improving people's lives. That's what the writer is telling us. A different writer could come up with a different position. Maybe he could say solar energy is not important, huh? And could give us different points from these to say it is not important because it does A, B, C. But in as far as this writer is concerned, that is his or her position. That's what we are saying. But a different writer could come up with a different position altogether and the points could also be different. Because when you have a position, your points should be in agreement with the position that you have. Do not contradict yourself in your essay. Thanks very much for that question. Another question? Yes, sir?

U1.S20: We can see that in the sentences we have you have indicated three sentences, does that indicate that a paragraph will take the number of sentences indicated in the thesis statement?

LecU: Ok, who gets the question clearly? He's saying, yes...you want to put it differently. Yeah, we want to get exactly what he's saying.

U1.S21: *[volunteers to clarify his classmate's question]* Ok, he's saying that in the introductory part there are main points which you [clarity disrupted by a cough].

LecU: Uhuh...

U1.S21: Are they going to be the same exact number as been listed there?

LecU: *[Asking U1.S20]* is that your question?

[U1.S20 nods in disagreement]

LecU: Maybe slightly different. Ok, just say it again.

SU20: In a thesis statement

LecU: Yes

U1.S20: You have raised three sentences...there.

LecU: In the thesis statement, we have raised three points.

U1.S20: Three points

LecU: Yeah, good.

U1.S20: Yes, you are right.   Does that indicate that we are going to have 3 body paragraphs?

LecU: Exactly that sir. The number of points that you are going to give in your thesis statement will determine the number of paragraphs in your body, because the way we do it, each point that you raise in the thesis statement will be developed in its own paragraph. We don't combine when we are writing, when we are developing our paragraphs, we don't combine two or three points in one paragraph. It's one paragraph one point. But remember when…we'll talk about that when we'll be talking about the body paragraphs because we have simply mentioned it in passing to say in each body paragraph you have topic sentence, supporting sentences and a concluding sentence. It doesn't mean we are having only 3 sentences, but we having those types of sentences. So each point will be developed in its own paragraph.

[A number of students have been moving in and out of the lecture room, prompting LecU to caution them against the habit of going out while a lecture is in progress]

LecU: Ladies and gentlemen, let me say this. If on your to-do-list you indicated that during a lecture I'll go out you need to modify that to-do-list. Get my point? I know it's on the to-do-list that after 20 minutes of lecture I'll go out. Now I'm saying, I'm advising that you modify your to-do-list.

Ok. So yes sir, you have another question, I wanted somebody to summarize. Ok, let me take his question.

U1.S22: Should a hook only have one sentence or we can even have two sentences?

LecU: What did I say because I mentioned that if you were listening? In a hook can we have just have one sentence or we can even have two? What did I say? I mentioned that one.

[Class mumbles out an inaudible choral response]

LecU: Again?

U1.S23: We can have one but...*[the other part was inaudible as it was said in a very low voice]*

LecU: Is that what I said? Who remembers what I said? I said, ladies and gentlemen, your hook, sometimes it's not possible just to have one sentence. It all depends on how you are presenting

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your work. But sometimes you can even have two. But one sentence sometimes is enough, just one sentence, provided in this sentence that we are describing as hook...this sentence should be able to capture their reader's?

SsU: *[A few students complete the lecturer's incomplete statement]* attention.

LecU: Attention. It should create interest in the reader. And we have said, the techniques, 1. You can use, what?

SsU*: [some students mumble out a response]* eye-catching statement.

LecU: You can use an eye-catching?

SsU: *[choral response]* statement

LecU: Statement. Or sometimes you do what?

SsU: *[choral response]* surprising statistics.

LecU: Yes, you can bring in surprising statistics. Or sometimes you can bring in?

SsU: *[Choral response]* a quotation

LecU: A quotation from an expert. So whether it's just one sentence or two, it doesn't matter, but one in most cases is enough for you to give us a hook. And similarly with the thesis statement, sometimes it's not easy just to use one sentence. But make sure in your thesis statement, you have three aspects, and these are: essay topic, writer's position, and the main points that you are raising.

LecU: Somebody summarize on the before we move on to something different.

U1.S24: *[interrupting LecU]* sir.

LecU: Yes...

U1.S24: Before you summarize I just want to ask on thesis there.

LecU: Uhuh

U1.S24: There are 3 points to be discussed under...in the body.

LecU: *[interrupting]* Yes 3 points that somebody has raised in the thesis statement.

U1.S24: Yes...Maybe you want to...a single point has got some supporting points which you wanted to extrapolate much to explain, but you don't want to put them in the same paragraph so that the paragraph shouldn't be too long. So you want to introduce another paragraph but it's talking to the same point. Is it right?

LecU: Uhm...what if you keep that question. We talk about how we present, we develop a body paragraph and then that question should come. Does that make sense?

U1.S24: Yeah.

LecU: Does that make sense? I get your question to say you have a point that has to be developed in one paragraph. And you are saying maybe you have too much to give and you don't want to make your paragraph too long. What do you do in that case? That's the question?

U1.S24: Yes.

LecU: Ok. Somebody summarize. I wanted to move on to body paragraph.

[LecU waits for volunteers to raise their hands, and then nominates]

LecU: Yes, sir

U1.S25: You have said that a thesis statement is comprised of...

LecU: *[interrupting U1.S25]* Uhm...I wanted you to start from hook and then eh... up to thesis statement. The summary, whole summary. What are we saying? How do we handle our introductions when we are writing essays? I know we are just talking about these things theoretically. But we'll do practice because what follows is practice. But theoretically, how do you handle it? The whole introduction.

[LecU waits for volunteers to raise their hands and proceeds to nominate]

LecU: Yes, sir

SU26: Ok. you have said that in a...when you are reading an essay, the first paragraph is the introduction. And in the introduction we have 3 parts: we have a hook, we have, we have body uhm... building sentences and we also have thesis statement. We have discovered that in the hook we have to have the reader's interest.

LecU: Yes

U1.S26: And this can be achieved by first of all have catching sentence...

LecU: An eye-catching statement

SU26: An eye-catching statement or you may have a surprising statement where by those things must give the reader certain interest so that he may continue reading your essay. From there you may have the building sentences. So this building sentences you have said that it comes after the hook sentence. So this gives uhm.., the reader the context that you have, you want to give in the essay. So after that you also introduce or you may have, you may need to introduce the thesis statement or you may have to give the reader that you are getting towards the thesis statement. So in a thesis statement you have said that uhm… this must come uhm…at the end of the introduction. So you present the essay or you may give the main idea that you want to give in the essay. So this also includes the reader's opinion or position so that in my essay I think this is the right thing or this is not the right thing. That is in the introduction.

LecU: Good

U1.S26: Should I continue?

LecU: Aah...no.

[Lighter moment as both LecU and the class break into laughter because of U1.S26's asking if he should continue with his summary]

LecU: That's enough. Ok, ladies and gentlemen, have we followed what our colleague is saying?

SsU: *[gives choral response]* Yes

LecU: It shows our colleague was really following what we are discussing. An introduction, ladies and gentlemen, is very important. If you miss it on the introduction, you've demotivated the marker, you've demotivated the reader and in most cases that becomes very dangerous. So make sure you start with the hook. After your hook, provide building sentences, and we are saying the building sentences will provide background to your topic. And then in the same introduction come up with your thesis statement and we are saying in your thesis statement, because it's the most important uhm...sentence in your essay, make sure you give the essay topic, your position as a writer, and you give the main points, you list the main points or you mention the main points that have to be discussed now in the body paragraphs.

U1.S27: *[raising a hand]* Sir.

LecU: Yes

U1.S27: I have a question on the building sentences.

LecU: Ok, ask.

U1.S27: You are saying that it comes after the hook and it provides background information to give the readers some context about the topic. So the thesis statement is somehow introducing the main ideas which are going to be discussed in the body. So I'm wondering about the background information.

LecU: Uhm...

U1.S27: That is it not the same thing like the main ideas?

LecU: Uhm...the background...her question is what is this background information that is being given by using the building sentences? We are saying you provide background to your topic. Aren't these the same points that you are raising in the thesis statement? That's her question. What is your position ladies and gentlemen? What do you say? What is your answer?

[Silence]

LecU: These cannot be the same, because if they are the same then we are not saying we are doing any repetition here. We are not repeating here. When you're providing background, you know, sometimes you can be writing on a topic that is very very strange to the readers, ok? You will agree with me that if you just talk about solar power some of your readers may not know

what this solar power is all about. Ok. Therefore, when you are providing the building sentences, that's where you talk about, in short, in brief, you talk about this solar power, ok? Just to make somebody understand your topic, because if you don't provide this background somebody will be lost, to say, and it's not easy to read an essay that you don't understand its topic, because we want our readers to understand what solar power is. And when they understand what solar power is then they'll also understand your position, they'll also understand the points that you're giving. Ok? So it's simply talking about this topic in form of giving background, to say what is it actually so that people understand when you're giving those points there in the thesis statement people should be able to follow your arguments. I don't know whether I'm making myself clear?

[U1.S27 nods in agreement]

LecU: Good

U1.S28: Sir

LecU: Yes

U1.S28: May you just give us one example on the hook statement?

LecU: One example of?

U1.S28: Hook statement.

LecU: Of a hook?

[U1.S28 nods in agreement]

LecU: Uhm...what if you give one example of a hook?

[Some students in the class chuckle when LecU suggests example should come from them]

LecU: Because, sir...it's it's, what he's raising is very important. We need examples. Ok. I'll ask you to give some. Our topic, we are writing this, what is the topic?

SsU*: [Gives a choral response]* solar power

LecU: Solar...power. When you start reading books on solar power definitely chances are high you can get statistics, chances are high you can get quotations. People, because this is not a strange topic. People have written about solar power. Isn't it possible for you to get maybe a quotation by a certain author that is...some author is talking about solar power? Isn't it possible?

SsU: *[some students give a choral response]* it's possible.

LecU: You can bring that, that quotation. Somebody is talking about solar power, you just bring that quotation and use it as a hook. It should be something interesting anyway. Something that will capture the reader's attention. Maybe you wanted a specific example.

SsU: *[a few learners respond in a choral* way] Yes.

LecU: Who can bring, who can give us an example, just an example.

[Student raises a hand and lecturer proceeds to nominate him]

LecU: Yes

U1.S29: Yes, I will use a surprising statistic.

LecU: Statistic *[said in unison with U1.S29]*. Ok, he wants to bring in surprising statistic. Let's, let's listen.

U1.S29: Research has showed that in the world today, 80% of developing countries are using solar power.

LecU: Ok, look at that. In the world today, 80% of develop...developing or developed?

U1.S29: Developing

LecU: Developing countries, ok. He's saying 80% of developing countries are using solar power. So somebody will be interested to say huh? up to 80%? Look at that statistics, 80%. But but let me caution you. It's not just a matter of creating these figures there.

[Class laughs together with LecU]

LecU: Because when we are writing we don't want to cheat the readers. It's not a matter of creating... uhm 99%. No no no! Where did you get this information? Lucky enough, when we give an assignment, you have the time to do research. So you can get these surprising statistics from books because people conducted research, maybe they presented something and you can bring it uhm...in your essay. Or even these quotations we are talking about, it's not a matter of guessing, creating your own quotation. No no no, we want a quotation from an expert, and you will agree with me you are not yet an expert, you are not yet an expert. So get uhm...information...I know it becomes challenging when you're doing it in the exam room. Ok? How do you handle it in the exam room now? If this is an assignment it's ok, you do research, you get those surprising statistics, you get those quotations, you present them. What about in the exam, in the exam room?

SsU: *[students give different choral responses, one is even overheard saying]* you create.

LecU: Where do you get these?

SsU: *[students mumble out different responses, again one is overhead saying]* you create.

LecU: You just create *[laughs with some of the learners joining in]*. Uhm...in an exam room we expect you to give something that makes sense. You may not give an exact quotation, because we don't encourage people to memorize. And after all if you were to memorize there are so many topics that you don't know what topic will come during exams. How do you memorize a quotation for that topic? But in an exam situation, we expect you to write something that will make sense. You can bring in a statement that is interesting in as far as the topic is concerned,

you can talk about background to that topic, it's possible from your own. But you can also come up with a thesis statement where you give the essay topic, the essay topic after all is already there. And you give your position, what is your position as a writer, and again you, you give some points in the thesis statement and these are the points that you are going to raise in the body paragraph. But we don't expect you to memorise quotations or essays. That's not possible

Ok. Now, after talking about the introduction, let me talk about the body paragraphs, and let's just talk about one body paragraph because what we are going to talk about here will apply to all the body paragraphs. Now, ladies and gentlemen, when you re developing a body paragraph, we are saying each body paragraph should explain in detail one of the main ideas expressed in the thesis statement. So if they were three given in the thesis statement, you take the first one you start developing it in your body paragraph 1. And we are saying in this body paragraph ladies and gentlemen, we expect some 3 parts. Start with the topic sentence, and then provide supporting sentences and then we are saying, finally provide a concluding sentence on for that paragraph. Now, we are not saying in your body paragraph you will have only 3 sentences. No no no, that's not what we are saying. But you are going to have 3 types, you going to have sentences of 3 types. Now, what is this topic sentence, what...it's not new. I know you even met this one at secondary school level. What is a topic sentence?

[A student raises her hand and LecU proceeds to nominate her]

LecU: Yes, madam

U1.S30: It has the main idea of the paragraph.

LecU: Ok, it is a sentence that carries a main idea and it's this main idea that is being developed or discussed in this paragraph. When somebody reads your topic sentence somebody knows exactly what that paragraph is discussing, what that paragraph is talking about, just looking, just by reading your topic sentence. Which means in this body paragraph 1 if you're developing which one? You remember, according to our example of solar energy you are developing which one?

SsU: *[gives a choral response]* providing efficient light safely.

LecU: Ok, we are developing this point which says solar energy provides lighting safely I mean...safe light, lighting safely. That has to be carried in a sentence. And somebody reading that part, I mean that topic sentence will know that in that whole paragraph you are talking about this point where you are arguing that solar energy provides lighting safely. So it will be a first sentence. But after giving that topic sentence, you have to expound on your topic sentence, you have to give more information about this. Now when you are giving more and more information, you are giving examples, you are giving what, explaining it in detail then what you're using are the supporting?

SsU: *[completes the lecturer's sentence in chorus]* sentences.

LecU: You are now using supporting sentences. These are the sentences that will come after

your topic sentence trying to give some more information. And when you give that information, remember to conclude on that point, and that conclusion will be carried in a concluding sentence. It's just a sentence that is concluding what you are discussing in this particular paragraph. It's not a conclusion for the whole essay, no, only for this paragraph so that when somebody is reading your work, somebody is reading your paragraph should really come to say uh! now this paragraph comes to an end. And sometimes you present it in a manner that you take this reader from this paragraph, you want to show them that you're taking them to something different, you'll take them to another paragraph where they are also going to read about a different point.

Now, he had a question *[referring to a question that U1.S24 had asked earlier in the lesson]*; what if you are in a situation where you have a point to develop, to discuss but you have a lot of information to give such that you need more than one paragraph. How do you handle that? Let's advise our friend. How can that be handled? Should you now come with different paragraphs for the same point?

SsU: *[Gives a choral response]* Nooo!

LecU: No. That's right. In writing, we'll talk about this in technical writing and business writing that will be second semester. In writing, we emphasize the point that brevity has to be observed, brevity. When you go straight to the point then sometimes you do a good job. You don't expect...and after all a paragraph, how long can be a paragraph? Can a paragraph be 2 pages?

SsU: *[Gives a choral response while others laugh]* Nooo!

LecU: Unless there is something wrong, there's something wrong with that paragraph. Half a page, yes sometimes a paragraph can cover half a page, some even quarter a page. At it should be, your paragraph should be of reasonable length. And you need to be again concise. Observe brevity, be concise, go straight to the point. But remember at this level, ladies and gentlemen, when you are explaining something, be in a habit of providing examples. Examples will do a good job, because when you are providing examples it shows that you really understand what you are talking about. And that's exactly the situation in the exams. Even if the question is silent on examples, you make an effort to provide examples.

[Pause]

LecU: Somebody is dozing here. A whole university student is dozing. Can you check? Wake them up. Uhm...last last time I discovered that dozing is sometimes contagious.

[SsU breaks into subdued laughter, while some members protest LecU's statement that dozing can sometimes be contagious]

LecU: Yes, we had a situation where someone was dozing and after a few minutes we saw another person dozing also.

[SsU breaks into further laughter]

LecU: It's contagious. So if a colleague, you see a colleague dozing wake them up because chances are high you'll catch the dozing. Ok, so this is what exactly we are talking about body paragraphs. So we need to have a topic sentence that has to show what that paragraph is talking about. And then you provide supporting sentences, present logical thoughts, evidence to what you're talking about, explanations, and these are given in support of the controlling idea. Your, if you are saying this solar energy provides lighting safely, you can give evidence if there's evidence. You need to convince the readers that what you are raising really makes sense. And you do that, you provide the evidence, the explanations by using the supporting sentences. And we have also said you have to have this concluding sentence. So the paragraph may end with a concluding thought on the paragraph topic and sometimes it can also show a transition to the next paragraph, you show that you are moving on to the next paragraph. Ladies and gentlemen, when you are developing your body paragraphs remember that you provide or you use short sentences. At this level we always encourage our students to use short sentences. Short sentences are good in as far as writing is concerned. Punctuate your work properly. Use good language or appropriate language. Grammar should be strictly observed. That's the reason why when we are doing selection we always target those people who have distinction or credit in English. The idea behind this people know very well that those guys know how to observe the rules of the language. So take the rules of the language seriously as you are developing these paragraphs.

[Silence]

LecU: Allow me to move to the concluding paragraph which is the conclusion of your essay. If your essay has no conclusion ladies and gentlemen, you'll a lot because when somebody has given you an essay to write and if you are to check their marking key, you'll discover that all these parts are allocated marks. And introduction is given marks, the body paragraphs are given marks and even the conclusion is also given marks. So make sure your essay has all these parts. Now, the conclusion should consist of 3 main elements, a good conclusion. One: you need to have a re-stated thesis, re-stated. Secondly, summary of the main ideas, and finally a final thought. That will make a very good conclusion of your academic essay.

[Silence]

LecU: Now, what is this re-stated thesis? Maybe before I show you that slide let's talk about re-stated thesis. Ladies and gentlemen, re- stated thesis, what do you get out of that? What is the meaning of re-stated thesis?

[SsU tries to mumble out a choral response which LecU doesn't seem to get]

LecU: Huh...when you are re-stating something it's like you are...

[SsU tries again to mumble out a choral response but LecU intervenes]

LecU: You are doing it for the second time. Am I right?

SsU: *[in a choral response by a few students]* Yes

LecU: You're doing it again. Already you have a thesis, where? In the? Where do you have your thesis?

SsU: *[Gives a choral response together with LecU]* in the introduction.

LecU: Ladies and gentlemen, it's the same thesis that you are re-stating in the conclusion. But, but make sure as you are re-stating it, don't jus, don't just transfer it as it is in the introduction. At least because you are re-stating it, you can put it slightly different, slightly different but without changing the the meaning. We don't want your essay to look as if you simply picked that or lifted that from the introduction again and put it in the conclusion, no, that's why we're talking about re-stated thesis, meaning you're presenting it again but in a slightly different way. But in the same conclusion we are saying, apart from this re-stated thesis you need to have a summary of main ideas. Already you have main ideas that you have raised in the introduction. You mentioned. If we go by the example that we are using today, how many? Three. You already mentioned three main ideas in the introduction and these three main ideas have been developed in the body, each one in its own paragraph. And here we are saying give us a summary of the main ideas, a summary. So you have to summarize. But if you just summarize the main ideas, still it's not a good conclusion. Yes, you've re-stated the thesis, you have summarized the main ideas but still ladies and gentlemen it's not a good?

SsU: *[A few students give a choral response to complete the lecturer's statement]* conclusion.

LecU: Conclusion. For you to make it a good conclusion, what do you do?

[A few students try to mumble out a choral response which the lecturer doesn't seem to get]

LecU: You...

[A few students try again to mumble out a choral response but again the lecturer doesn't seem to get it]

LecU: You...

[A few students try again to mumble out a choral response but the lecturer still seemingly fails to get it]

LecU: You give a final thought. As academicians, ladies and gentlemen, we expect you to have a say on what you are writing about. Yes, you are writing on solar energy, finally what is your say? A final, what is your final thought? Give that final thought to the reader. All those 3 elements will make your conclusion a good conclusion, a good conclusion that can attract good marks. Let's talk about this, re-stated thesis. So we are saying *[reads from a slide beamed on the whiteboard in from of the classroom]*, 'At the start of the conclusion, the thesis is re-stated in words different from those in the introduction.' At least in words different from those that were used in the introduction. *[silence]*. Secondly, we are saying 'The main ideas from each of the body paragraphs are summarised as a reminder to the reader.' You're simply summarising as a reminder to the reader. [silence]. And thirdly, ladies and gentlemen we are saying indicate your

final thought. So 'end your essay by presenting a final thought on the topic. And we are giving examples here...you can give your opinion, you can give a solution, maybe there's a problem and what do you think is a solution to that problem. May be you can give a prediction to say what do you predict as a person, as a writer, what do you predict? So you are giving a prediction. You can give any of these that will make a final thought for your conclusion. And, if you look at that bullet we are saying the final thought ladies and gentlemen should leave a strong impression and encourage the reader to think further about that topic, should leave a strong impression and this reader should be encouraged to think further about this topic that you are writing on. If you do that, you have done a good job.

[Silence]

LecU: Ok, let's have a task here ladies and gentlemen. Let me give you 2 minutes to go through that conclusion *[referring to a sample conclusion beamed on the whiteboard in front of the class]*. It's just an example of one of those good conclusions that you can have to our essays. Just read for two minutes.

[Silence as the class reads the sample conclusion]

LecU: I hope you're through

[SsU mumbles a choral response in agreement]

LecU: Remember we said good time managers read and the same time *[inaudible part]*. So that's an example of a conclusion. Now, if you go back to the task we are saying can you identify the three parts of a conclusion in this paragraph that we have read? Meaning, I want you to be able to come up with 1. a re-stated thesis. Try to isolate what you think is the re-stated thesis. And try to come up with what you think is uhm...the summary of main ideas. And again come up with what you think is the final thought on the part of the writer.

[Silence]

LecU: Yes, somebody, start. We start with a re-stated thesis. You can discuss with your colleague, ladies and gentlemen. Sometimes it's good, sometimes you know when you work alone you lack the confidence, but when you discover that a colleague has also a similar idea then you get encouraged to say it's correct *[class laughs]*. Can you talk to your colleague, discuss?

[Students quickly divide themselves into pairs or groups of 3 and nosily discuss the task given by LecU using a slide with a sample concluding paragraph beamed on the whiteboard in from of the class for about 3 minutes]

LecU: Uhm...ladies and gentlemen, I hope we are done.

SsU: *[Gives a choral response]*: Yes.

LecU: It becomes unfortunate when you have a neighbour who doesn't know anything and you

discover that they also rely on you.

[Class laughs]

LecU: Ok, now let's see what you have discussed. What is the re-stated thesis in as far as this conclusion is concerned? Somebody just isolate which part you think the writer is, was trying to give that re-stated thesis.

[Student raises her hand. LecU proceeds to nominate her]

LecU: Yes, madam

U1.S31: Uhm...*[reads from the slide on the whiteboard]* 'solar power is making a significant difference to the people's...to the lives of people in the developing world by providing safe, clean and efficient light.'

LecU: *[Hesitantly]* Okay. Oh, Ok ok, have you heard this?

SsU: *[Gives a choral affirmative response]*: Yes

LecU: What is your comment? *[Continues to say something for a few seconds but in a low voice]*

U1.S32: *[begins to give response without waiting to be nominated]* I think that, that, I think that should have left the part which says 'by providing safe blah blah blah'

LecU: Oh ok. So that part should be...she's suggesting that may be she has extended it to something.

SsU: *[responds chorally]* Yes.

LecU: Ok. So maybe, where where do we stop?

SsU: *[Gives a choral response]* developing world.

LecU: So just saying solar power is making a significance difference, significant difference to the lives of people in the developing world. In the, in the introduction what did we say? We said, what was the...?

SsU*: [Responds chorally but different students give different responses]*

LecU: Ok.

[Some students continue saying out their responses]

LecU: Ok, solar power is improving people's lives. Okay. Ok, what do you think is the summary now of the main ideas? Summary, which one is the summary?

LecU: *[nominating a student who raised a hand]* Yes, what is this solar power doing?

U1.S33:   starting from...the summary of the what *[hesitantly]*...

SsU: *[chorally assist colleague]* main ideas

U1.S33: *[misses her colleagues' answer]* thesis statement...

LecU: Uhm...summary of main ideas, because we have a re-stated thesis and then summary of main ideas.

U1.S33: Yeah, starting from 'by providing safe, clean and efficient light' up to 'increased time and money available these people need to take control of their lives *[last bit which lasted a few seconds not audible]*.

LecU: Uhuh...

U1.S33: Yeah...

LecU: Ok, that what she thinks. Have we got what she said?

SsU: *[chorally]* Yes

LecU: Now in the same, what do you think is the final thought...of this writer? Because the writer is definitely giving a final thought on this one. *[Nominates a student]* Yes, sir.

U1.S34: Uhm...harnessing solar energy can be the key to improving the lives of many people

LecU: Can you read loudly, we want to get it clearly.

U1.S34: Harnessing solar energy...

LecU: Uhuh...

U1.S34: can be key to improving the lives of many people.

LecU: Ok. Harnessing solar energy can be the key to improving the lives of many people. Now that final thought is in form of what? What is this writer trying to do? Is in form of, what do you think?

SsU: *[Chorally]* opinion.

LecU: An opinion? Or or is he, this writer trying to give a solution?

[Different students give responses which are not very clear]

LecU: or just a suggestion? Huh? Is it a recommendation?

SsU: *[Noisy responses continue and one female voice responds]* Yeah, yeah a recommendation. *[Another male voice responds]* a prediction.

LecU: Somebody is saying it's a prediction? Is this one predicting?

SsU: *[Chorally]* No!

LecU: Ok. Ladies and gentlemen, roughly, roughly, roughly that's how we can try to isolate these three things. *[Now shows a slide in which the elements of the sample conclusion have*

been marked with different colours] Now in red, I don't know whether the colours are clear to you, but the first part is in red and we are saying that part maybe is the?

SsU: *[Chorally]* restated thesis.

LecU: Re-stated thesis. And that part, that whole part in green, that's green, I don't know but I'm not colour blind. But it's green. Now that part is like a summary of the main points. And finally, that other colour, what colour is that?

SsU: *[Chorally by a few students]* black.

LecU: Whichever! But that part, that last part, ladies and gentlemen is where a final thought is carried. So, that's the final thought. So we can conclude comfortably that this is a well written conclusion for an academic essay on the topic solar?

SsU: *[chorally]* solar power.

LecU: Solar power. Ladies and gentlemen, just talking about these things as we have done is not enough for us. During exams, we ask people, with which in three ways, sometimes we ask people to write the whole essay with introduction, body, and conclusion. Sometimes because of other reasons best known to ourselves, we simply say write an introduction and a conclusion. Or sometimes we can say write an introduction and one body paragraph. Sometimes we ask you just to write the body paragraphs and a conclusion.

[SsU laughs]

LecU: Ok, what I'm trying to say is we need to practice this. Class reps are we already in groups?

SsU: *[chorally]* No!

LecU: Because that's what we expect. Huh, we're not in groups?

SsU: *[chorally]* Yes!

LecU: How come? This is second week.

U1.S35(TPNE)*: [Disrupting LecU]* Sir

LecU: Yes, you have something?

U1.SU35(TPNE): *[Decides to sidestep the lecturer's concern for lack of groups to ask a question on the content just covered]* I think you are saying that a thesis contains of uhm...a topic sentence, the writer's position and main ideas. So why are you saying that in the concluding paragraph we have a thesis statement and main ideas but the main ideas are already mentioned?

LecU: Ok, the question, do you get the question? Who gets the question clearly? Because the first thing is to get the question. If you don't get a question clearly, you'll provide a wrong

answer. Let's get that thing clearly. Do you understand his question? That's a very good question. Sir, can you say it again?

U1.S35(TPNE): Ok, you said that uhm...in the thesis statement...sorry, in the introduction...

LecU: In the introduction

U1.S35(TPNE): Yeah, we have the thesis statement which is containing the topic, writer's position, and the main points

LecU: Yes

U1.S35(TPNE): And here in the concluding paragraph, you are talking that we should re-state the thesis

LecU: Yes

U1.S35(TPNE): As one part and you are also saying summarise the main ideas, but in the thesis the main ideas are also there.

LecU: I think now we get his question. His question is when we were talking about the introduction, in the thesis statement of the introduction we are saying there should be essay topic, uhm...there should be writer's position, and then the, the main?

SsU: *[chorally]* main ideas

LecU: The main ideas that you are going to raise in your essay. Now in the conclusion, we are saying there should be a re-stated thesis and thereafter we are saying we need to have a summary of the main ideas. Sir *[addressing S35],* don't get confused. You'll find that yes we are talking about like a re-stated thesis, but you'll find that this re-stated thesis we are simply showing that you have ...because in the introduction we had 3 elements for your thesis statement. Take note of that, 3 elements of the thesis statement. And here we are saying in the conclusion we have a re-stated thesis. Now your argument, I should think that ok, the the way we have presented it, the re-stated thesis in the conclusion is not complete, because it would, it should also include the main points. But don't have that confusion, don't have that confusion. Yes, we know in a re-stated thesis, in a thesis the main points will also be there. Here we are trying just to make it clear to you. Ok?

[U1.S35T(PEN) nods in agreement]

LecU: To say these should be there also in the conclusion. Don't have that confusion to say uhm...may be, then this re-stated thesis is not complete because all these are also part of the thesis statement if we go back to the introduction. Don't have that confusion. Here make sure when you are re-stating...that's why maybe we are also talking about re-stating the thesis, and when you are re-stating the thesis you are simply getting that part where you you the writer is like giving a...in this conclusion, have you seen that? The the part that we are describing as a thesis statement is like where the writer is giving the position of the topic. And then we are

bringing in the main points that are also captured in the introduction but in summary form. And finally we are saying give a final thought, after discussing this, after talking about all this on this topic, finally what do you say, what do you suggest, what do you recommend, what do you predict. Your observation is quite important, but don't go that far. Just take note of the elements that have to go into the conclusion.

Okay, ladies and gentlemen, let's call it a day and when we meet again *[student raises a hand]* Yes you have a question, you have another question?

U1.S36: Ok, there are certain situation whereby I read a certain book

LecU: You were reading a certain book? Sometime back?

[S36 continues to ask but question is unclear due to noise from students walking outside the classroom coming from another class].

LecU: Sir, that's exactly what we'll talk about in our next meeting. When we meet, when do we meet again? When do we meet? When do we meet? Timetable, do we have timetables? You don't have timetables, you don't know when we'll meet again?

SsU: *[different students shout different response. One is heard saying]* They are changing.

LecU: The timetable has changed? And you haven't seen the new one?

SsU: *[Chorally]* Yeah

LecU: Ok, if you haven't seen the new one it's ok we'll see it by the end of the day. But my point is when we meet again, those will be the issues to talk about, that'll come under referencing. Yes, you have used somebody's quotation, how do present it? Because you have to cite sources. You don't just bring in a quotation without indicating where you got it. So that's now referencing and we'll talk about that. And it's serious business in academic circles, we have to do it, we have no choice. Ok, ladies and gentlemen, let's call it a day, thanks very much *[student raises a hand]*. Yes, class rep.

U1.S35(TPNE): The assignment you gave us

LecU: The assignment I gave you?

U1.S35(TPNE): Yes, you did not tell us when we should bring it.

LecU: Didn't I indicate the due date?

SsU: *[chorally]* No!

LecU: You're lucky, because for your colleagues I'm getting them this week. The the idea was I gave that assignment when we are meeting, in the next lecture I'm collecting. I wanted to tell you [i.e. class rep] to say collect on my behalf.

[Inaudible exchange about when the said assignment should be submitted for some seconds]

LecU: Ok, we'll talk about it in the next meeting, but start [i.e. doing it] now.

U1.S37: It should be an essay?

LecU: It's not essay my friend...Uhm...do you have free time today so that we can have 5 minutes just to explain what to do?
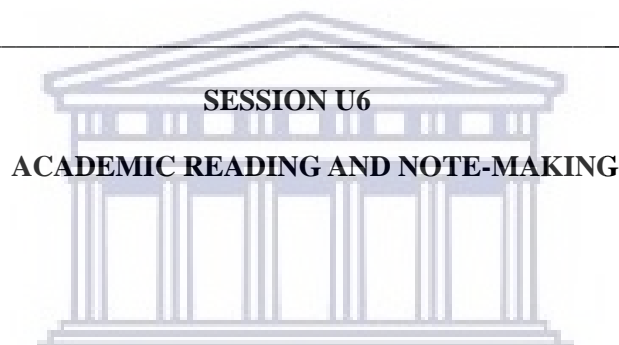
SsU*: [chorally]* yes.

LecU: When?

[Inaudible responses from various students]

LecU: 1 o'clock?

[LecU indicates he will not be free from 1-3pm and instead invites the class rep to come to his office when he's free so that they can discuss further on the assignment and then closes the class].

SESSION U6

ACADEMIC READING AND NOTE-MAKING

DATE: 03/12/18

TIME: 08:00 – 10:00

The lecturer used a projector to beam lecturer content on the whiteboard in front for the students to see. Before starting the content for the day, the lecturer began by talking about what had been covered so far.

LecU: And what I did was just to give you a picture of what is there so that if lecturers start giving you some essays, you'll know exactly what to do. And, and be assured that we'll re-cover those, we'll cover those topics again. Okay. But for, for listening on that one is done. Uhm time management, that one is done. I hope you are getting my point. But as of now I hope you have a picture of what to do you are writing an academic essay. Do you have that picture?

SsU: *[chorus by a few]* Yes

And maybe you also have a picture of what you do when you are doing referencing. Do you have that picture?

SsU: *[chorus by a few]* Yes

LecU: Okay, so uhm uhm that's exactly what I wanted to, just to give you a picture. But we'll, we'll do those two, academic writing and referencing again in detail and in most cases I'll even engage my students in presentations. You'll make presentations on the same and not just do it like that.

[A student asks a question but his voice is not audible]

LecU: Uhm that's a very good question. I will answer that one after consulting my colleagues and see what they have also covered. If it'll be questions from that topic, we'll tell you. We can't hide it from you. I hope I'm making myself clear. Ok.

[Silence as the lecturer apparently readies himself for the day's content]

LecU: Ok. So next and we are going to do this one in full again. Okay, ladies and gentlemen, let's look at academic reading and note-making. Okay, so we have covered time management fully, we have covered listening and note-taking, we are also covering this topic fully. Ladies and gentlemen, another skill that is there, that you need as university students is academic reading. Not only that but note-making as well. You need to be somebody who can read with understanding, somebody who can make notes after reading with understanding and that's exactly we want to do today. Can you tell me what is reading? What is reading? Maybe, is it possible to answer that question? Yes, what is reading? Do you know what listening is? As a language skill? And maybe you also know what writing is. What is reading? In your own words, yeah that's exactly what I'm looking for.

[A student sitting closer to where the lecturer is standing offers a response but it is not audible enough]

LecU: Uhuh. Is it possible to read from an oral source?

[Laughter]

LecU: Okay, so where there is reading you must definitely have a written source. There's written discourse and we read. So he's saying getting what is here, understanding what is there. Okay. Ladies and gentlemen, this is what we expect you to do after my presentation. So we expect you or I expect you to adapt your reading to purpose. And again use different approaches and strategies to the reading of academic texts. Here we'll focus much on academic reading because that's exactly what we are doing. But again we should be able to recognize different ways in which academic texts are organized or structured. When you realize, when you recognize how a text is organized, how a text is is structured then understanding or comprehension is always easy. But you should also be able to recognize various rhetorical functions uhm when you meet them in your academic texts. So there are different rhetorical functions and we expect you to be aware of these when you meet them in your reading tasks. So this is what we are going to cover in this presentation. What academic reading is, then general reading problems of university students. You are university students yeah we just think you have some of these problems. Why are talking about them? We want to make sure that we address those problems and maybe we improve on the same. So we'll also talk about effective reading strategies and critical reading as well. Organizational structure of reading struct- uhm texts, how are texts uhm structured? And finally rhetorical functions. So this is what we are going to cover. Ladies and gentlemen, we were we were supposed to do this test. It's a test. Can you just read what is there. We are not, we are doing this test.

[Silence as students apparently read from the side shown on the whiteboard in front]

LecU: Are we following? Are we following the steps? Are we following the steps? Ok, if if you were following what I was showing you, it's simply, this is just an exercise that you can use just to test your reading speed. Just to find out whether you are a fast reader or a slow reader. So I could tell you to do that, ask you to start reading. You read. I tell you to stop. Then we count number of words that you have covered within a specified time given to you. Then you see whether you are a fast reader or a slow reader. Ladies and gentlemen, at this level we expect you to be fast readers. Somebody who can read fast and at the same time, understand what you are reading. If you want to do this you can do this on your own. In the interest of time ladies and gentlemen, this semester I've been saying it's short, that's why we can do without this test. You can test yourself because during exams we will not ask you to give us the procedure that is used when somebody wants to test his or her reading speed. That question is not always there, is not there. Are we together?

SsU: *[chorus]* Yes.

LecU: Or you wanted to do it?

SsU: *[chorus by a few]* No

[Laughter]

LecU: You know some people *[laughs]* they wanted to test it. But you can you can test yourself. Find time to do that. Ladies and gentlemen, if your reading is like this, look at the, the reading speeds. If your reading is there, then it's maybe insufficient. What does it say? Can somebody just read? First bullet. We are saying?

U6.S1: 150 wpm insufficient

LecU: Okay, that's insufficient. That's not enough. That's not enough. And second bullet. If you can read 250 words per minute, that's you are now an average general reader. And again we are saying that is slow for university, that is slow for university.

[Laughter and murmurs]

LecU: It is slow for university. Third bullet, look at third bullet. Yeah maybe if you go to four hundred then you are a good general reader. Okay? And that's the minimum for effective college reading, minimum. Anything below that no, it's not enough for university. But if you go to 600 then maybe you are a strong reader. Strong college reader. And if you go to 1000 excellent. Yes, so these are the figures. You can you can take down the figures, just the figures, record the figures and test yourself during your own time. Just find out where you belong. Just get the figures.

[Murmurs]

LecU: You can't get to 150? Then you are not fit for university.

U6.S2: Sir

LecU: Yes, sir? Okay, you're still getting the figures?

SsU: *[chorus]* Yes

LecU: You want to test yourself. Okay get the figures and test yourself during your own time but be fast because there are real issues that I want, I want to cover. Do not memorise the figures. During exams we don't ask to say an average reader

[Laughter]

LecU: No no no. We don't, we don't do that. That's for your practice. Okay, can I move on?

SsU: *[chorus]* Yes

LecU: This is the same story ladies and gentlemen about reading speed. Same story. But maybe let's pick it from there.

That's now relevant. Academic reading. Academic reading ladies and gentlemen, requires a departure from everyday reading, a departure from everyday reading and that is done in terms of purpose, as well as quantity and even the strategies for reading. Yes, every day we read. Every day we read. You have read yourselves. You've read newspapers, you've read books, you've read magazines, but we are saying academic reading is something like a departure from everyday reading. And it's a departure in terms of three aspects. In terms of purpose, in terms of quantity, and even in terms of strategies. That means ladies and gentlemen, when you are doing academic reading you need to have a clear purpose for your reading. Why I'm I reading? Why do I want to read? You get a book and have a clear purpose, when you read with a clear purpose, understanding will come easily. But again in terms of quantity. At this level ladies and gentlemen, this is university, we expect our students to do a lot of reading. Do a lot of research. Higher learning is all about research. If you hate reading things will not work out for you. It's a matter of reading. Go in the library, read journal, journal articles, read books, read whatever is relevant. But again in terms of strategies, you need to choose an appropriate strategy in as far as the purpose is concerned, your purpose for reading. And after consideration of that purpose of yours then choose an appropriate strategy that will help you benefit from your reading. That's exactly what we are saying. So it is about being selective. When you are reading, try as much as possible to be selective. Don't just read anything. That's why we'll talk about scanning, we'll talk about skimming. You have to skim whatever you want to read. Find out, is this relevant? If you just read a, look at the library. The library is full and you find that some of the books look clean. If a book looks very clean, maybe chances are high uhm students don't touch that book. And you concentrate on only those clean books. Yeah, if your colleagues are not using those books, maybe they found them no important. So you have to select what you read, you don't just read anything. So choosing carefully what to read and not necessarily attempting to exhaust all the books on the reading list. Yes, on the course outline that we gave there is a reading list. We are not saying you should make an effort to read all those books. That's not what we are saying.

Okay, so reading ladies and gentlemen has to be purposeful but it also has to be selective. And those are very key issues in as far as reading is concerned. Reading should be purposeful. Reading should also be selective. Sir what do you understand when we are saying reading has to be purposeful? What do you get out of that?

U6.S3: When reading is purposeful

LecU: Yes

U6.S3: Uhm the one reading has got an achievable goal.

LecU: Uhuh. You want to achieve something after your reading. Okay. So in that case it's purposeful. Yeah. Sometimes ladies and gentlemen, it's possible just to go in the library and start getting the books and then go through the pages and come back to the same place. Is that possible?

SsU: *[chorus]* Yes

LecU: It means your reading was not purposeful. When you, you want to go to the library and read you need to have first of all a topic in mind to say what are you reading about? Have a topic in mind and that topic will cont- will be part of the purpose. And on that topic what exactly do you want to do in as far as your reading is concerned? Reading has to be purposeful. But we are saying reading has also to be selective. And when I'm saying reading has to be selective, what I'm I trying to say? Yes, madam? We are saying reading has to be selective.

U6.S4: You choose what to read.

LecU: You choose what to read. And make sure you'll be careful on your choice. Choose something that is relevant. Something that will help you achieve your purpose. So reading has to be uhm selective as well as purposeful. Now we are saying these are some of the general reading problems of university students. People did research and found out that university students experience some problems in as far as reading is concerned and these are some of the reading problems that are there. First one we are saying lack of vocabulary knowledge. There are some students, look at their vocabulary, very narrow vocabulary. And those, those students will always trouble their lecturer, 'Sir what's the meaning of that?' At this level we don't expect a university student to raise up a hand and ask a lecturer to say 'Sir what is the meaning of that word there?' No, it means something is wrong. So you need to make sure that your vocabulary is of the right size. You need to have adequate vocabulary. How do you address this problem? How do you make sure that your vocabulary is ok in as far as university is concerned? Yes?

U6.S5: Using a dictionary

LecU: Using a dictionary, that's what she says. Using a dictionary, how can that be done? Yeah explain.

U6.S5: When you are going to read and there are other words are familiar you use a dictionary.

LecU: Uhm you are reading with your dictionary there. Whenever you meet a big word then you look up that word look up the meaning in the dictionary. Is that advisable?

[A number of students are heard saying 'no' simultaneously]

LecU: You can give a big no. When you are studying you don't need to have a dictionary with you. It's not necessary. We encourage our students if, you know you can easily get the meaning of a word by using the context where that word is used. Read the whole sentence. Find out, try to establish the meaning of that difficult word. If the, if you have read the whole sentence and you can't get the meaning, sometimes it helps to even read the whole paragraph and find out if you can manage to establish the meaning of that particular word. But when all those strategies have failed, then the last resort is using a dictionary. That should be the last resort. Because you'll agree with me if you go to the exams and you are...you will not have a dictionary with you. So you need to learn to, to get meaning, meanings of words using the context. It helps a great deal. Okay, another problem is failure to adapt reading strategy to purpose. You have a clear purpose yes, but if your strategy is not well chosen, you haven't adapted your reading strategy according to your purpose, yes you will read but you'll to achieve the purpose. How do you address that problem? How do you address that problem? You are failing to adapt your reading to suit the purpose, how do you address that?

[Silence]

LecU: You know Mondays are always like this. Huh? You know thinking is very difficult on Mondays. Yes, sir?

U6.S6: I think that failure to adapt reading strategy to purpose

LecU: Again?

U6.S6: Can be resolved by, by reviewing your reading strategy then have a slight change or big change so that you adapt to your reading purpose.

LecU: Yeah, maybe that's straight forward. Simply adapt your reading strategy to suit the purpose that you want to achieve. Make an effort to adapt your reading strategy. Look at the purpose that you want to achieve, and get the right strategy, choose the right strategy that will help you achieve that purpose. But another problem is vocalization and sub vocalization. What is vocalization? Yes, sir?

U6.S7(TPNE): It simply means uhm sounding the words when reading

LecU: Yeah. Exactly that. You, you sound the words as you read. And everybody who comes close to you realize that you are reading. Now imagine everybody is doing this. You are in the library everybody is vocalizing. It will be a choir now. You, you as university students need to be able to read silently without vocalizing. Okay? Read silently. Don't make noises as you read. Just have your eyes on on paper. Your eyes on paper, that's enough. But even subvocalizing, some people subvocalize. What is to subvocalize? There's sub vocalization here *[the lecturer*

attempts to demonstrates subvocalizing by saying something under breath]. Uhuh, what is happening now? Because we are talking about vocalization as well as sub vocalization. Sometimes when you, huh?

[A student attempted to say something simultaneously with the lecturer]

U6.S8: Producing some sound.

LecU: When you are producing some sound then that's vocalization. But there's something minor to that.

U6.S8: Maybe speaking from within?

LecU: Again?

U6.S8: Speaking from within

LecU: Speaking from within. Okay ladies and gentlemen, when some people are reading, you can even notice it from their lips to say they are pronouncing words, huh?

[Laughter by some]

LecU: We we don't want to see you doing that. You can just be sub- without even moving your lips because sometimes you can easily tell that this one is pronouncing this word just by the movement of the lips. Don't move your lips when you are studying. Don't make any sounds. Just read silently. That's the reading that we expect from university students. But again another problem is lack of practice, yeah, especially large amounts. Some people don't practice reading. Reading is not inborn. If you want to acquire this skill you have just to practice. Practice reading and especially reading large amounts. It's not a matter of reading one page and already you are tired. No no, we expect you to read large quantities as university students. But again there is also faulty habits of attention and concentration. What do you understand by that? Faulty habits of attention and concentration. Yes sir, at the back. You. Faulty habits of attention and concentration? You know there are so many people at the back. And everybody feels it's not me.

[Laughter]

LecU: But the way I'm looking at you you can easily tell that it's you. Non-verbal communication. You pretend you don't- Yes, madam?

U6.S9(TPKW): Not staying focused on what you are reading

LecU: Again, listen listen, this is important.

U6.S9(TPKW): Not staying focused on what you are reading.

LecU: Okay. Somebody is not focused. What about that? That's her idea. We are looking at faulty habits of attention and concentration. Yes?

U6.S3: Maybe having the behaviour that affect your attention when reading

LecU: Okay, having some behaviour that affects your attention. Failing to have that attention. Failing to concentrate. You know some people cannot concentrate when they are reading. They are reading, they are easily distracted. The moment a cockroach is passing by, they stop that reading and look at that cockroach.

[Laughter]

LecU: How can you be dist- disturbed by a cockroach? Can't you be attentive that you be, can't you concentrate on your reading? We want people who can concentrate on their reading. They are not easily disturbed, they are not easily distracted. Even if somebody drops something, it has made a big sound, they are not disturbed, they are not distracted, they continue uhm reading. That's what we expect at this level ladies and gentlemen. We have just covered uhm general reading problems of university students. What have we said? Sir, do you remember anything? We were talking about general reading problems of university students. Just tell us one.

U6.S10: Lack of vibrant vocabulary

LecU: Lack of vibrant vocabulary. How do you look at that? Yeah, anyway there's a point in what he's saying. We have inadequate vocabulary. We expect ladies and gentlemen to have adequate vocabulary. And how do you achieve that? Do wide reading. If you do wide reading, you will make you vocabulary grow. It's a matter of doing wide reading. Read widely. Your vocabulary will grow. What other problems have we talked about sir?

U6.S11: Vocalization

LecU: Again?

U6.S11: Vocalization

LecU: Vocalization. Yes, we have said vocalization is a bad habit and that has to be stopped. So avoid vocalizing when you are reading. Do not vocalize. Just read silently. Just have your eyes on paper and get the information. What other problems have we talked about? Yes, sir at the corner?

U6.S12: Lack of reading practice.

LecU: Yeah, reading practice is not there. Sometimes you don't practice your reading, especially large quantities. Just read small quantities. Ladies and gentlemen, that's not enough. Practice you reading. This skill does not just come automatically, you have to make an effort to acquire this reading skill. What else? Yes, madam? You. You. If you fail to answer my question, I will not understand.

[Stifled laughter]

LecU: Yes, madam? Tell us.
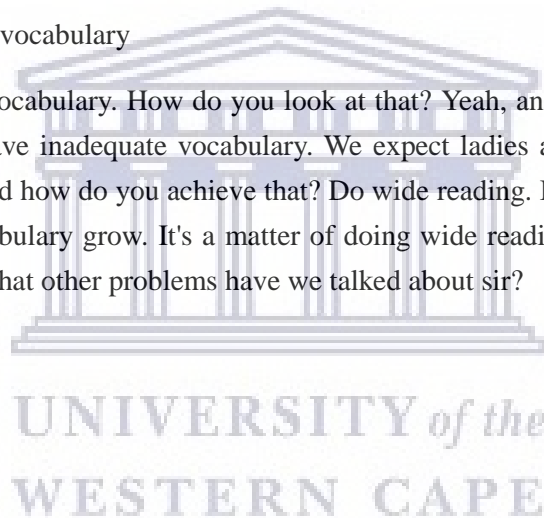
U6.S13: Faulty habits of concentration and attention.

LecU: Ok, faulty habits of attention and concentration. Some people fail to concentrate, they are easily distracted uhm when they are reading. How do we deal with that problem? You need to?

U6.S7(TPNE): Practice

LecU: Okay practice. Again you can also resist distractions when you are reading. Resist distractions ladies and gentlemen. Don't be easily distracted. Now let's move on to effective reading strategies, effective reading strategies. Effective reading strategies enable students to adapt their reading to suit the purpose for which the reading is being done. In as far as this course is concerned ladies and gentlemen, we will talk about three strategies. And we call these effective, they really help. Try them, practice them. So we have three effective reading strategies. And these are scanning, skimming and intensive reading. What is scanning? So many questions today. Yes, sir scanning, what do you understand by, this is not something new. It's even covered at secondary school level. Scanning is there. It's a matter of just telling us what you already know. Sir, what is scanning?

U6.S1: Scanning as far as reading is concerned is reading so that you get a specific uhm information from what you are reading.

LecU: You read just to get specific information. You are looking for something specific. So you read just to get that. How do you look at his answer? Is that correct?

[Affirmative nods and voices]

LecU: What about skimming?

[A number of students try to give their answer simultaneously but it's not clear]

LecU: You want to get general information. Okay. What about intensive reading?

[A number of students try to give answer simultaneously but it's not clear. One is heard saying 'reading widely']

LecU: Reading? Details. Okay...detail by detail in order to fully understand something. Okay, thank you. We have very good ideas. So let's talk about this. Skimming. Skimming is useful if a person wants to gain a quick overview of material and see if the text is useful. Ladies and gentlemen, when you get a book in the library, you have to skim some parts of that book. Do skimming. And it helps. You cannot just get a book and start reading, no. Look at the title, even look at even the year of publication. Look at the author. Look at the introduction if it is uhm a journal article, there's an abstract, look at the abstract. It's very important. So skimming is not reading. It will tell you about a text but uhm you will not learn from it. So When you do skimming it'll simply give you information about a text that you want to read. Skimming will simply give you information about the book that you want to read. And when you do skimming ladies and gentlemen, you can make good choices because we are saying reading has to be

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selective. For you to select something that is relevant, it's important to bring in skimming, quickly skim the text that you want to read, skim the book that you, look at the different parts of this particular book. So skim first sentences of paragraphs and pick out key words to see if it useful. Focus of fast I mean on facts and concepts and find out whether it answers some of the questions that you raised uhm before you go I mean before you start reading. Now ladies and gentlemen, when you are doing your skimming, you can skim the figures, if there are tables, if there are diagrams, if there are graphs, skim those parts, if there are charts look at them, even if there are photographs look at those photographs. You, we want you to have good information, enough information, adequate information about the material that you want to read. I don't know whether people are following. So to use skimming to decide which books and journal articles will be useful to you, look at the following information. We are saying when you are doing your skimming, you want to read a book for example, look at these parts of a book and there are good reasons why you are advised to look at these parts of a book. So the first part you can look at is?

[A few students try to give a chorus response but it is not clear]

LecU: Huh?

SsU: *[chorus by a few]* a blurb *[read from the slide showing on the whiteboard]*

LecU: Ladies and gentlemen, if I'm to pronounce words as you are doing, will you be getting me?

[Laughter]

LecU: Huh? Yes, madam? What are we supposed to skim? You are you are skimming a book, you, you have a book with you, we are saying skim what or look at what?

U6.S14: The blurb part

LecU: Okay. What is this? Because the word looks, it's new. In simple terms we are saying?

SsU: *[chorus by a few]* Back cover

LecU: Look at the back cover ladies and gentlemen. Some call it, I call it blur, the b is silent. Okay, so look at the back cover. Now is it important to look at the back cover of your book? How important is it? Those, those are the areas where we trick, we ask our students to explain. Is it important to re- to skim the back cover? If yes, tell us the importance?

LecU: Yes, madam. Today it's question and answer.

U6.S15: Because the blurb gives you detailed information about the book *[the last part is not clear because of low voice which made it harder for the recorders to pick]*.

LecU: Yes, no you have ideas. Okay, ladies and gentlemen, let's look at what is there *[referring to slides]*. So we are saying read this part to find out a little more about the content and coverage of the book. Who should read it? You need to know when the writer was writing this, there's

always, when you are writing something there's always an audience. You are targeting a certain group of people. Sometimes you can read a book that is not suitable in as far as your level is concerned, huh? You concentrate on a book which was meant for primary school students. You need to check, this book was written for which group of people? And you can get that information from there. It may also give you information about different editions of that that book. So you can get different editions and if if there are different editions of the same book, then also target those other editions. We want you to widen your understanding of the issues. What else? Okay so we are saying what extra is offered in a newer edition of a text. You can also get that information. So maybe there is something that is not there in the other editions when you read the other editions, you get that information. So ladies and gentlemen, you will appreciate the fact that really it's important to skim this part of your book. But not only that, you should also look at the title and the author. Why should we look at the title and the author? Quickly. Yes, sir? You.

U6.S16: I think to

LecU: No no, I wanted him. Sorry.

U6.S17: Me?

LecU: Yes, at the back. In a cap. I don't allow caps. I don't know why you are putting one. Maybe I've never said it. Yes, sir, tell us

U6.S17: Could you repeat the question I was

LecU: You haven't even, you have-

U6.S17: No I was copying

LecU: You were?

U6.S17: I was copying

LecU: Okay, you were copying. Good. So who who got my question? Correctly. He was copying. He was not doing uhm note-taking. He was copying-

[Laughter]

LecU: You know that's the danger. When you are copying you miss what the lecturer is presenting. That's the danger. That's why we didn't, we didn't say you should be copying but you should be making notes or taking notes. Okay I was saying sir, if you skim a title and author is that important in any way? This is a book and you look at the title of that book, you look at the author of that book. Is that imp- uhm is that important in any way? That's my question.

U6.S17: Yes, it is.

LecU: Yes, it is? How important?

U6.S17: Because you might know what the book is talking about.

LecU: Uhuh. You'll know?

U6.S14: What the book is talking about.

LecU: Is talking about. Okay maybe from the title yeah you can know that this book covers this. The title can tell you that. In addition, yeah you want to add?

U6.S3: To find out whether the author is reliable.

LecU: To find out whether the author is reliable or not, yeah. Ladies and gentlemen, check the author. Is this author really an expert in as far as this field is concerned? Yes, sir?

U6.S18: I think it can also help you to find other books by the same author.

LecU: Okay, you can also uhm other books by the same author. Good. So ladies and gentlemen, we are saying titles and subtitles provide you with more descriptive information and that descriptive information is the one that is the that you have mentioned. And we are saying, the extension we are saying your lecturer recommend certain authors and in time you will be able to recognize other works by them. You need to check. You'll be a very happy person. When you are skimming the title and the author only to discover that this author is the same author that your lecturer recommended. Sometimes lecturers give reading assignments and a lecturer gave a reading assignment to say can you read this book by this author. And in the course of looking at the title and the author, you'll discover that this one is the author that your lecturer recommended. You'll be a very happy person. That's why it's really important for you to look at the title, to look at the author. It's of great help. What about publication date? Do we need to look at publication date?

[One student apparently says 'yes' but at a very low voice]

LecU: Yes. How important is that?

U6.S19: To have an update

LecU: Yes?

U6.S19: To have updated information.

LecU: To have updated information, how? You are looking at the publication date, how can that help you get update, because if we ask during exams, ladies and gentlemen, and you simply say it will help you get updated information even the marker will be confused.

U6.S19: Okay, you try to compare

LecU: Uhuh.

U6.S19: The last publication and the current publication

LecU: Yes, so it will help you compare?

U6.S19: Yes

LecU: After comparing?

U6.S19: You'll check whether the other one is narrow and

LecU: Good. Okay, anyway, you have a point. Let's, let's get other points from other people. Still you have a point. Ladies and gentlemen, is reading a publication date important or skimming a publication date? Is it important?

[A few students still say 'yes']

LecU: How? Yes, sir?

U6.S20: Uhm it shows if the information from that book is updated or

LecU: Okay

U6. S20: outdated

LecU: Yeah, okay. Good. Ladies and gentlemen you will be disappointed if you just go, you get a book, you start reading, you make some notes only to discover that that book was written in 1941.

[Laughter and murmurs]

LecU: How would you feel? Because if something was written in 1941, chances are high that things have changed. And when you are when you are writing you academic essays, ladies and gentlemen, let me give you this piece of advice. Remember to target latest information. And where do you get this? From? Huh? You cannot write an assignment and cite a book that was written in 1920. You know, in the library sometimes you get very old books and you say, 'According to this one (1920)...' And then you explain what is there.

[Laughter]

LecU: You are not serious. And some lecturers would even will, will tell you to say, 'Okay, I want books 2017 I mean 2018, 2017, 2016, 2015 only.' That is latest information. Things change. So let's aim at getting uhm information from current sources. So it's really important because when you look at the publication date, you uhm know whether it's an old book or it's new, it's latest, you can get latest information from there. What about tables? I mean table of contents? You need to skim this part. Don't forget we are looking at skimming here. And we are saying these are the areas that you can look at before you start the reading task. Yes, sir?

U6.S21: Maybe this is where one need a specific chapter in a book.

LecU: Yeah

U6.S21: So contents might help to get it easily.

LecU: Yeah, if you want to read a specific chapter, a specific topic, then just use the table of contents and find out where you get that, at which pages do you get that topic. You can't just

read the book from page 1 and say, 'Okay, I'll get that information.' No no no. We don't read like that. And that helps you to be selective as well. This book is big, you can't read the whole book. You'll just need maybe a chapter or a section and just go through the table of contents just to locate where you get this particular chapter. Go straight to that and you save time. You manage your time properly. Okay so we are saying this can be in the form of main chapter headings or perhaps listing the main headings within the chapters. So by looking at the contents or content pages, you can see if the book covers the topics that you are studying or that you are looking for. You can easily locate what you are looking for if you use the table of contents. Is it possible to look at now the introduction? This book has got an introduction. Is it important? Yes, the answer is yes. It's very important to skim the introduction. And when you skim the introduction, what do you get? Sir, what do you get? *[pointing a student close to where he's standing]*

U6.S22: The main idea

LecU: Uhuh. You get the main idea, you get the main idea. That's what he said. Do we accept that? Yes, okay you get what this book covers. Okay, what else? Maybe you get the overview of the book. You get the overview. What else do you get if you read the introduction? Is that all? Maybe you have something slightly different? Yes?

[Nominated students tries to say something but it's not clear]

LecU: You you read what, you get what?

U6.S23: What the topic it's all about

LecU: Can you uhm we can't get that clearly sir, can you say it again?

U6.S23: Like you get what the topic it's all about because in the introduction it's when they try to describe what the topic is all about.

LecU: Okay. Yes, sir?

U6.S24: It provides a background *[the last word is not clear]*

LecU: It provides background. Maybe you can also get some background on this particular book from the introduction. Yeah, that makes some sense. Yes, sir?

U6.S24: Some other books can provide information about the author

LecU: Even in the introduction. Do we accept that to say some introductions will even give you information about the author? Information about the author in the introduction of a book?

[A few students are heard saying 'no']

LecU: I'm not very sure. But we can prove him wrong by just going to the library, hunt for a book where in the introduction there's also information about the author. But ladies and gentlemen, the introduction is very important. You can get a detailed overview of that whole book. A detailed overview and you have a clear picture of what that book covers. And in that

case you can make a good decision whether to continue reading that book. You have found it relevant or not. What about chapter headings? Is it important to look at chapter headings, to skim chapter headings? Yes, the answer yes. How important? If you are looking at chapter headings. If you look at our our our question papers, you'll find that we like examining this part. Asking you to explain why skimming this part is important. That's why I'm like wasting time looking at these one after the other. We are not wasting time. You need to have a clear picture of how important it is to skim a particular part of a book. What about chapter headings? If you read chapter headings, how helpful is that? Sir? *[pointing at a student towards the back of the class]*.

U6.S25: It summarize [sic] the chapter and it helps *[the last part is unclear]*

LecU: Uhuh, it helps to?

U6.S25: Summarize the chapter.

LecU: It helps to summarize the chapter. Who is summarizing it? You? It helps you summarize the chapter? Or we can't get the point very clearly? Shows you have a good point but maybe you have to put it, of course. Yes, madam? Maybe you just want to clarify this.

U6.S26: It helps to know what the chapter is talking about.

LecU: Huh, what that chapter has, content found in that particular chapter. Maybe that makes some sense. We are not just sticking to what is there ladies and gentlemen, that's why I'm asking you these questions to make you think about this. Yeah? *[nominating another student]*

U6.S3: It helps you to relate if what you are looking for can be found in that chapter or not.

LecU: Okay? You have something that you are looking for. And he's saying if you look at the chapter heading then you can easily establish whether reading that chapter will be helpful or not. I think that makes sense again. Yeah. Because you have something that you are looking for, something that you want to read around and when you read the chapter heading, you say, 'Yes, this is the chapter that I wanted. It'll give me the information that I'm looking for.' Okay, so we are saying these chapter headings are like clues to what chapters cover. A chapter heading is a clue as to what that chapter covers. And when you look at that chapter heading, then really you can make a decision whether to read that chapter because you can discover whether that chapter carries what you want to know or not. Sometimes you look at the chapter heading, you find that, 'No I don't need this chapter in as far as my essay is concerned. I don't need to read this chapter. I will not get anything important.' So you can use this just to make that judgment whether the chapter is relevant or not. Skimming continuing. What about the glossary? Madam, what is a glossary?

U6.S26: I don't know.

LecU: Who knows what a glossary is? Not grocery it's glo glo. But madam, do you know why I've asked you to answer this question?

U6.S26: Yes

LecU: You know?

[S26 nods her head in confirmation]

LecU: Okay. If you know do something about it. She was dozing and I thought some people listen when they are dozing. That's what I wanted to find out. Yes, sir?

U6.S27: Uhm actually glossary is a page which contains the words which are difficult well expla- well explained or even described or defined in a [the last word is unclear].

LecU: Yeah, that's a list of some words.

U6.S26: Yes, yes.

LecU: Okay. Now is it important to skim this part of a book?

[A few are heard saying 'yeah']

LecU: How important? Yes, sir?

U6.S27: That's where you find some meanings of words, difficult words that are given.

LecU: Okay you can also, you can get meanings of some dis- difficult words that are used in that particular book. Yes, you've got something slightly different.

U6.S9(TPKW): Some words can also be some topics, so you can also find some topics in the glossary

LecU: Oh okay, okay. So you can find them in that. Okay, so this ladies and gentlemen is simply an alphabetical list of subject specific terms, list of terms and you need to look at this. Use this to build vocabulary. That time when we were looking at the general problems, reading problems university students we talked about vocabulary, maybe you can do this. Look at the glossary, get a book look at the glossary, it will also help make your vocabulary grow because that glossary will have a list of terms uhm in as far as that book is concerned, the list of terms that are found in that book. So this will help you uhm when you are writing your essay. Really it will be helpful because you'll know the meanings, you can use these words correctly in your written assignments. What about bibliography? Yes, a book has got bibliography and we are saying you need to skim that part as well. How important is that kind of skimming when you are skimming the bibliography? Yes, madam? Yes, if you are skimming the bibliography, is that important in any way? How important? Yes. Yes, sir. How important? Uhm ladies and gentlemen, he told us that though there are cameras we are not you see, we are not here to capture failures.

[Laughter]

LecU: The camera are, because some are you know some are avoiding questions to say if I miss today, tomorrow I miss then I will be in the [laughs]. No no no. Please be flexible, why are you avoiding my questions? Huh? [laughs]. We are not trying to trace people who fail, no no no.

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And after all when you you give your ideas, I'm very happy about it, whether you miss it or you get it correctly. After all, if you miss it we know that's why we are here learning. Huh? Do we know these things already? No, why talking about them if you know them? We don't know them. We are discussing. So don't, don't avoid questions. Don't avoid questions. Some people would want to look very gentle, gentle for nothing.

[Laughter]

LecU: This is not a church, remember? Let's relax, let's interact. Okay, yes sir? Is it important to look at the bibliography?

U6.S28: It helps uhm

LecU: Okay, do you know bibliography because we mentioned this when we were doing academic, academic writing. There is a difference between bibliography and and references. So we mentioned bibliography. I hope you have a picture. Why should we skim this part?

U6.S28: Bibliography it helps to consult other sources uhm if you want to continue searching information.

LecU: Okay, do you get what he's saying?

[A few say 'yes'. Others nod their heads]

LecU: Who can add? Yes, sir?

U6.S29: It helps to exchange whatever information about that topic from other books

LecU: It helps to?

U6.S29: Exchange

LecU: Exchange

U6.S29: The topics

LecU: Uhuh

U6.S29: from other books.

LecU: Okay? Isn't that very far from skimming? Anyway, but...Yes, you have, you want to add to what he is saying or you are bringing something new?

U6.S1: It cannot be something new but in addition to

LecU: Yeah yeah yeah in addition to what other people have said

U6.S1: Yes. I think bibliography, because it contains the list of those authors that uhm the one writing the book has not used or has not cited you may ask yourself a question, why has this author author not used their *[last word not clear]*. Then you may want to find out whatever he wrote about that topic so that you compare and have the wide knowledge about the the topic.

Okay, that's what he thinks. Good you want to add something? Okay, you can add.

[U6.S8 says something but it's not very clear due to low voice]

LecU: To show that you have done research. Okay. Okay, ladies and gentlemen, when we are talking about a bibliography remember it's just an alphabetical list of all sources that the author has used to write that book. When somebody is writing a book you don't write what is there. No, you have to consult other authors. Get information from other authors. When you get information from other authors you present that in your book then you have to cite the sources and then you you'll come up with a list of those authors that you also used uhm in the process of writing uhm that particular book. So we are saying use this to provide additional reading sources. When you read the bibliography, it's like you are provided with additional sources apart from this book alone that you are using you know there are also other books that you can also target. So it's like you have knowledge, you have information about other authors that you can also consult in your reading tasks. What about index? There is an index in the book. We are saying it's in that index as well. Yes, is it important madam to look at the index?

U6.S30: Yes

LecU: Good. How important?

U6.S30: It helps to search the topics

LecU: It helps to?

U6.S30: To search the topics.

LecU: Okay, it helps to search the the topics quickly, to search the topics quickly. Ladies and gentlemen, if you want to get uhm to know where someth- where something is located, the index will help you to locate that easily. May I ask you, may I advise you to practice these. Go to the library and and do practice on these. Skim these parts of a book and you'll find it very helpful. Now we were talking about a book but sometimes you can also be reading a journal article. You can go to the library. If there's a journal on that journal you are targeting a certain article, you cannot just go straight into your reading task. You'll again have to do skimming. And here we are simply presenting to you why skim, skimming these is also important. Do you really need to skim the author, to look at the title, or the author of a particular article? Yes, we are saying yes. You have to look at uhm the author. You have to look at the title. Is it important to look at the publication date? And we are saying yes, you have to look at the publication date of every article that you are reading. How important? We are saying, sir? How important? How important? Maybe did you get my question? Ladies and gentlemen, let me tell you this. Uhm this is morning, huh? It's not even in the afternoon. We understand people when they are dozing in the afternoon. But this is in the morning and I don't expect people. Remember you have, you have failed even to get my question, the question that I've asked just because you are dozing. Advise me what what should I do when I see somebody dozing? Should I slap them?

[A couple of 'yeahs' and a few 'no']

LecU: Maybe slapping could help. Okay okay okay uhm if you have a friend close to you do a good job, at least you can touch them. If you see somebody dozing you can touch them, 'Neighbour, what are you doing?' Remind that, remind them that uhm these things are very important. Yes, sir? I was asking to say do you need to skim a publication date of a journal article?

U6.S31: Yes

LecU: How important is that? Publication date.

[U6.S31 gives a response but not very audible on the recording equipment because of low voice and noise from overhead fans which had been turned on because of the heat]

LecU: Okay, okay. You know how current the article is. Good. How current is the article? So if you discover that the article is current, then you know this is a very good article. Let me read it. If you discover that the article is very old then you may say, 'Uh no let me look for other articles. This one is a bit old.' Okay. Abstract. Do you need to read, is there, is it important for you to read the abstract? You know when you are reading a journal article, there is a title there and immediately there is an abstract. Huh?

[A few students say 'yes']

LecU: Yes. Is that abstract, is the reading of that abstract or the skimming of that abstract important? Do you really need to skim that abstract? Maybe the first question would be what is an abstract? Maybe that should be the first question. Who knows, who understands what an abstract is? An abstract is like?

[A few students are heard saying 'a summary']

LecU: It's like a summary. Yeah, it's like a summary of what that article is all about, what article uhm what that article covered. Now is it important to read this summary that we are talking about?

[A few students are heard saying 'yes']

LecU: Yes, how important, huh? Yes, sir. Is it important? Tell us.

U6.S32: Yeah, it's important because uhm

LecU: Yes

U6.S32: it gives a picture of what you will meet in the article

LecU: Yeah, it gives a picture as to what you'll get in that article. And when you have, you read that summary you can make a decision to continue reading or not. You can establish whether that article is helpful of not. Just by looking reading this uhm summary. This abstract. It helps a great deal. What about headings? Conclusions? Reference list? Is it important? Yes, ladies and gentlemen, we are saying you have to read the headings, and these are clues as to what the

paragraphs will cover. When you read a heading it gives a picture of what that part covers or what that chapter covers. Tables and diagrams? Yes?

U6.S32: Do these journal articles have an introduction?

LecU: He's asking a question to say don't these journal articles have introductions? What is the answer to that? Who has ever read a journal article? Nobody? Do we have journals in the library?

[Varied responses as some indicate 'yes' and others say they don't know]

LecU: Huh? They are there? Definitely, we can't have a library without journals. Definitely they are there, only that some have never touched them. Ladies and gentlemen, when you go to the library, you get a journal, that journal has got so many articles in it. And in most cases the articles are written by different people on different topics, huh? It's like a compilation. So articles, compiled, are put together to come up with a journal. Now the question he's asking is don't the, don't these journal articles have introductions? The question is? Huh? Do they have or they don't?

[Some are heard saying they have]

LecU: They have introductions. A journal article will have an introduction and you want to ask us why is it not there? Maybe?

U6.S32: No

LecU: Okay, I thought you want to ask.

U6.S32: Even that is you are saying a journal article has an introduction and an abstract, what is the unique difference when you say the introduction of a journal has an abstract?

LecU: Very different. You know you know the the abstract is like the summary of the whole article. Okay? It's a summary of the whole article. And it can't be the same as an introduction. The introduction is simply introducing the topic to the readers. You get my point? If you want to know the differences between an introduction of this article and the the abstract simply go there, get one journal, read the abstract and then read the introduction. You know the abstract will even tell you, will give you what was actually done, if the research was done it will give you the picture of how that research was conducted, maybe the methods they will be mentioned there, the findings, okay? In summary. So it's different from the introduction. Good. Is it important to look at the tables and the diagrams?

[A few are heard saying yes]

LecU: Yes the answer is yes. How important? How important? Ladies and gentlemen, I'm I showing you these things? Are these things there?

SsU: *[chorus]* Yes

[Laughter]

LecU: Because if if if I'm using PowerPoint and people are still, people look confused what would be the situation without this? You know the things are there. You can't even just read and explain and yet we are talking about reading here? You can't read something and maybe explain in your own words without necessarily getting it as it is on the slide. My question is do we really need to look at tables and diagrams and the answer is yes. How important is that when you skim the tables, the diagrams?

U6.S33: It will help in clarifying information in the journal

LecU: Okay. Good. Ladies and gentlemen, when somebody is writing an article, it means somebody maybe conducted some research. Okay? Came up with some findings and in most cases when presenting the findings this person can use tables and diagrams. And when you see these diagrams, these tables, they really serve as evidence to say somebody really did research. Because for you to present information in a table, the findings, it means you you really did that research and you came up with some findings. So these may serve as evidence supporting whatever, yes, they are there supporting whatever arguments are being made in that article. So the explanations are supported by the tables and diagrams. Yes sir, you want to add?

U6.S35: Yeah. They can also help to understand the contents clearly.

LecU: Yeah, you can also understand the contents clearly. When you look at the explanations, somebody is explaining some data uhm then you the moment you look at a table because the same is presented in table form, you can easily understand the table. It's simple to understand a table. So it can also promote understanding of the content of this article. Good, I like that idea.

U6.S8: You can also visualize.

LecU: You can also visualize. Visualizing what maybe? Let's look at it. He's saying it can also help you visualize maybe especially if there are diagrams, maybe they can visualize, they can help you visualize what is being presented. You have a clear picture in your mind as to what that means, what is uhm what is being explained. You want to add something? Good. What about conclusions? Is it important to skim the conclusions? Always conclusions are there, you have to look at them. Yes, why why should you do that? Why should we look at conclusion? Yes, madam?

U6.S7(TPNE): Question, question

LecU: Yes, you have a question?

U6.S7(TPNE): Is that conclusion talking about uhm the conclusion of the whole journal or maybe just for one article?

LecU: Uhm this is we are talking about a conclusion for a particular article because this journal it's like it's like a big book. Inside it we have these articles, and we are looking at the conclusion for this particular article. Yeah. So is it important to look at that? Yes, you have to skim the

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conclusion. When you skim the conclusion, how helpful is it? Madam?

U6.S34: It helps to know what the findings were.

LecU: Yeah, you you you easily know what the findings of whatever research was done, whatever study was done, get the findings uhm from the conclusion. You can easily get the findings of a particular study. What about reference list? Yes, do we need to look at this? The answer is yes. How important? Reference list. Yes sir.

U6.S35: It helps to know the sources that were used.

LecU: Uhuh, to know the sources that were used and when you know them you can also target the same sources. Good. You can also target those sources yourself and really say, 'No, this author is mentioning this book. Let me also go and read, get the details about whatever is being presented.' Because this author when writing this particular article may just get something small from this particular book. But if you go and target that book, you can get more details. Good, so we were talking scanning. Remember we are saying in as far as reading is concerned, there are three? Three effective strategies and we have just covered one, which is skimming. Ladies and gentlemen, apart from skimming there's also scanning.

U6.S15: A question

LecU: Yes, sir? A question?

U6.S15: Yes. There also other books which include this part called appendix.

LecU: Appendix, yeah. There are other books that uhm contain appendix.

U6.S15: Yes, what is this part?

LecU: No, you are telling us. Maybe we should expect more from you.

[Laughter]

LecU: Thanks so much, yeah the appendix and sometimes you have appendices, okay? Appendix is singular, sometimes you have more than one then you have appendices. Good. Tell us what this part is.

U6.S15: No, it was my question.

LecU: Huh? Ladies and gentlemen, do we know appendix?

[A few are heard saying yes]

LecU: Appendices?

[A few are heard saying yes]

LecU: Yeah, now the question is what this part is. Okay, maybe before I answer anybody who knows who knows appendix? Yes

U6.S8: It's the part where it carries more sophisticated calculations

LecU: Uhuh, more sophisticated calculations. Okay. Uhuh. There is sense in what he is saying. Ladies and gentlemen, when you are writing a paper, okay? It's not possible sometimes to include everything in that paper. You have so many tables for example. Okay, maybe in your analysis you had so many tables to use, you can't include them all in your in your article. So sometimes you just present a few of them there just to give the readers a picture and you advise these readers to refer, you refer them to the appendix for details.

U6.S17: Question

LecU: So, yes?

U6.S17: What if *[the other part is unclear]*

LecU: So if, what if?

U6.S17: ...are we going the calculations in the appendix?

LecU: No, by mentioning calculations he's just citing an example.

U6.S17: So what is the clear content of the appendix?

LecU: You can give calculations, you can get tables, you can get diagrams, you can even get pictures. Different things but we are saying here is a situation where somebody is writing a paper. And I'm giving an example where somebody is writing a paper and he has used so many tables. Maybe he was, when analysing the data he used so many tables, huh? You are, if you are prese- you are to present all those tables within your paper, I tell you the flow of the paper will not be good. Even it will be boring to your readers because you will have a part where you will simply be presenting tables and tables and I'm saying you can simply present a table, explain what you are, how you are using that particular table, what information is being presented and some of the tables you will present them in the appendix. That's the, I'm simply using that as an example. It's not that each and every appendix will carry tables. Some calculations can be found there. Diagrams can also be found there. Even figure can also be found in the appendix. Okay. Another question. Yes, you have another question?

U6.S21: Is a dedication and acknowledgement important in skimming a book?

LecU: He's asking us. Uhm do we need to look at the dedication? Maybe this is, anyway when you are writing a paper, sometimes you have a pap-, a part dedication or a research paper, a dissertation, a thesis, there's a part called dedication. Do you need to look at that dedication? Is it very important?

[Some students are heard saying no]

LecU: I find it not very. It's where this guy, the author was trying to, to feel that he's dedicating it to somebody else. You can dedicate it to your spouse, to your children or your parents. Even if you don't read that you don't lose anything as a reader. It's just helpful to this author, not to you

as a reader. Good. Let's talk about scanning. Ladies and gentlemen, scanning is different from skimming, very different. And we are saying it is reading more carefully and a little bit slower. Here you are more careful but you are also slower. And we are saying scan for specific information. Somebody told us that where we are doing scanning we are looking for specific information which is quite correct. You look for specific information. But we are saying restrict scanning to about 20% of the text. Here you are simply looking for some specific information. Do not overdo it. Just look for what you are looking for, what you have decided to look for. And we are saying identify topic sentences and evidence in each section. We are also saying that although you will only work with part of the text, careful thinking, together with a sense of context gained from skimming, will mean that you can see the text more clearly and gain a stronger sense of the overall meaning. Here scanning ladies and gentlemen, you are looking for specific information. But the advice is at least people have done research and found out that if you restrict scanning to about 20% of the content, then maybe you have done a good job. Now, in books read chapter introductions and conclusions in more detail. Get this, the process. And scan the rest of the chapter. Scanning is where you read only to pick up the essential details and no more is read than absolutely necessary. You just want to pick some important details from this particular book. So if you are scanning a chapter, it's not going through all the paragraphs of that chapter, it can't help. Then that will not be scanning. Just target some selected chapters. I mean some selected paragraphs of that chapter. You can, like skimming, look for titles, headings nd formatting tools to help you locate what you are looking for. Don't forget you are looking for something and in that process uhm if you look at the headings, the titles it can, these can also help you to get exactly what you are looking for. I know up to that stage people still don't understand what scanning is. Ladies and gentlemen, what is this scanning? What are you supposed to do? In our own words let's explain what we do under this one. In skimming what, remember what we were doing? Get a book, there you look at the titles, you look at the authors, you look at the publication, that was skimming. But here we are now talking about scanning. How do you do it? Yes, sir?

U6.S7(TPNE): I think we are just trying to get more information from the text by uhm not reading the whole text.

LecU: You are not reading the whole text. Yeah, you are not reading the whole text. You are reading some selected parts of this text. But even when you read these selected parts, you still have a picture, by the end of it all you still have a picture of what this text covers. Anybody who wants to add something? Under this scanning. Ladies and gentlemen, let me ask you this question. In as far as academic reading is concerned, is it enough just to do scanning?

[Some students are heard saying no]

LecU: Scanning alone is not enough. Is it enough just to do skimming?

[Some students are heard saying no]

LecU: Even if you just do scanning uhm I mean skimming, you do scanning still that is not

enough in as far as academic reading is concerned. You need to go beyond that. You need to do what we describe as intensive reading. Very important. So you find that this intensive reading that we are talking about is more purposeful than skimming and even broader than scanning. It's broader, how is it broader than scanning? Remember scanning we were loo- we were simply reading some selected parts. But here it's not just reading selected parts because you want to get the details, you want to fully understand something. So it's even wider, it's even broader than scanning. So just you at this stage ladies and gentlemen, you need to do what we describe as intensive reading. And we are saying this intensive reading is more purposeful than skimming. So it's purposeful because it is directed towards a task such as an assignment. Maybe you want to, you are writing an assignment. And you want to understand something fully so that you present it correctly in your essay. You really to do, need to do intensive reading. You because you would want to show the marker that you understand this topic that you are writing about and therefore intensive reading uhm becomes very important. And maybe you are also reading for an exam. If you just scan whatever is there, just do skimming uhm ladies and gentlemen, you cannot have adequate information to give during exams. You need to do intensive reading so that when you are there, you are able to provide correct information, relevant information to your markers. But we are also saying it's broader, broader than scanning and we are saying it's broader because it goes beyond looking for specific information. Remember, it in scanning we are looking for specific information. Here we want to understand the text fully, not just looking for specific information. That's the reason why we are arguing here that really this uhm intensive reading is broader, broader than scanning. Can somebody explain to me or explain to us what intensive reading is all about? What do you understand by intensive reading and what it requires? You don't understand intensive reading?

[Some indicate that they do]

LecU: You do. Okay, if you do let's get it from people. If for example during exams you are asked to explain, to provide some notes about intensive reading, what information can you give about, about intensive reading to make sure that somebody who doesn't know it know it after reading whatever answer you have provided? What is this intensive, yes madam?

U6.S26: It is reading for, like reading for details

LecU: Huh? It's a type of reading where you, you want to get details. To get details of the text. Yeah, that's one thing. She's saying uhm when you are doing intensive reading you want to get details uhm of the text or something that you are reading. Yes, what else? Yes sir?

[The nominated student gives a response but the cameras do not pick it due to low voice]

LecU: Okay, you read in order to get a broader understanding. You want to get a broader understanding of the text. He's bringing in broader understanding of the text. Yes, sir?

U6.S16: This helps reading widely in in a with a purpose to answer something for academic purposes.

LecU: You read widely read widely. Uhm you read widely. Do we accept that? He's bringing in the word widely. Okay, widely in which, in what sense? If you are reading something widely, in what sense? Can you clarify on reading widely? What are you doing when you are reading widely?

U6.23: Maybe you are getting full information

LecU: Okay, you are getting uhm you are getting information. You are getting full information. Do you accept what she's saying?

U6.S16: Yeah

LecU: You were also thinking about the same?

U6.S16: Yeah.

LecU: Yeah, yes

[Laughter]

LecU: Okay, we are not very sure. The way you are answering *[laughs]*. But there is a point in what, you read widely. You read something widely to fully understand it, not just targeting a few parts, no. Maybe from that angle we can accept it. Yeah, thanks very much. There was a hand up. Yes, you have something to share with us.

U6.S1: I wanted just to clarify when you are reading with an intensive mind you read word by word, sentence by sentence so that you fully understand the whole concept that you are reading.

LecU: Uhuh, you want to understand the fu- the whole concept that is being presented in that text. Yeah. Good. Ladies and gentlemen, when you are reading intensively, there is one method that is also unique in as far intensive reading is concerned. And we have always advised our students to go for this kind of reading. It helps you fully understand something. It's one of those reading methods that come under intensive. It's a, it's a, when you go for the SQ3R method ladies and gentlemen, you practice it as it is uhm it is supposed to be done, you follow all its requirements, then ladies and gentlemen, that is to us intensive reading. You can fully understand something by using this method. And we call that method the SQ3R method. Now what is the meaning of SQ3R method. What is the meaning? The S stands for?

SsU: *[chorus]* Survey

LecU: Uhuh. The S stands for survey, you know some people are confused here because I wanted uhm something like that. Yes, let's talk about the SQ3R method. The S for?

SsU: *[chorus]* Survey

LecU: Survey. So you have to survey the text. Survey the text before you start the actual reading. So we are saying SQ. The Q for?

SsU: *[chorus]* Question

LecU: Question. What do we mean by that? So you need to ask yourself some questions. And these are questions that will help you uhm read with understanding. As yourself some questions. So you question yourself. So SQ3R. Now the first R?

SsU: *[chorus]* Read

LecU: You have to read. Now do the reading. This third step. Remember you started with surveying the text. And we'll talk about that in detail, survey the text and then questioning yourself, asking yourself some questions and then start to read at this third step. The second R is for?

SsU: *[chorus]* Recite

LecU: Recite. So you need to recite what you have read. Recite. And finally what should you do?

SsU: *[chorus]* Review

LecU: You have to review. Ladies and gentlemen, when you follow that process, be assured that that you can fully understand the text that you are reading. So let's talk about this SQ3R method. Good. Uhm when we meet next time, we'll pick it from there. May I ask you to do research on the SQ3R method. Read it. When we are saying first of all do survey of the text, what are you doing when you are surveying the text? When we are saying question yourself or ask yourself questions what type of questions? Establish the type of questions that we can ask ourselves. When we say at the third stage then do the reading, how do you do the reading? And then we are saying you need to recite. Find out what you do when you are reciting because reciting will help will promote understanding of that and will even uhm help you keep the information that you are reading. Recitation is also very important. And finally what do you do under review? Can you do that as your reading assignment. When we meet again uhm Wednesday in the afternoon uhm I think we'll pick it from there. So for the time being let's stop. Uhm let me give chance to my colleague to do something.

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SESSION U8

MID-SEMESTER REVISION TUTORIAL

DATE: 10/12/2018

TIME: 08:00-10:00

LecU: We are not yet set because somebody has gone to get a desk. Then I can start with this *[pointing to a stack of papers in the right hand]*. I looked at your work and then gave you something. I will explain, I I will make comments when you get your own paper that you may make comments, make reference to what you gave me.

[Pause as the lecturer waits for the said desk]

LecU: I have two programs here. DRM and what is the other program? Water quality.

[LecU begins to call out names of individual students to come and collect their scripts]

LecU: I haven't arranged these papers in any order.

[Laughter]

LecU: When you are called last sometimes people may interpret it differently.

[LecU continues to call out the names and later decides to solicit the help of some students to help in distributing the papers while he sets up the projector in readiness for the lecture. TPNE assisted in distributing the scripts]

LecU: Ok uhm ladies and gentlemen, let's get started. Uhm I've given back your scripts. And that's feedback to you. May I ask you to look at what you presented uhm and then you'll see what comments I'm going to make. I was not very impressed with the performance, not impressed. The question was write a SMART goal. One single SMART goal. I tell you some people started writing essays. They could start explaining what a SMART goal is, what is the meaning of SMART.

[Laughter]

LecU: Write a SMART goal. I didn't say, I didn't say write about a SMART goal. But write a SMART goal. And I expected you to be or to go straight and give me the goal. Now I'm making those comments so that next time I ask the same, a similar question I don't want you to do what you did. Just go straight to your SMART goal. Two, three sentences enough because one sentence may not carry all, everything. At least two, three sentences. Just something short. But somebody ended up producing a whole page, having the whole page a SMART goal. Explaining, I tell you. I said no. When I ask a similar question ladies and gentlemen, go straight to the point, give me a SMART goal. And remember when we are saying, what is the meaning of SMART? Because we are revising. I I told you today it's just a tutorial. We just want to look at areas that are still giving problems in preparation for exams next week. So the very first thing to do is this issue of SMART goal. And I'm saying make sure you observe brevity as you are presenting your SMART goal. Just make sure your goal is SMART. And what is the meaning of SMART ladies and gentlemen? We talked about this. Can somebody just remind us? What is the meaning of SMART? Yes, sir?

U8.S1: Specific, Measurable, Attainable, Relevant and Time-bound.

LecU: Very good...You explain that your goal is specific. It should be clear as to what you want to achieve, very clear. Go straight to the point, tell us. Be specific. But again your goal should also be measurable. The way you present it should, you present it in a manner that when it comes to measuring it, it's something that you can really measure to say yeah you have achieved it, measurable. If you are saying I want to graduate with a distinction, that's something that we can measure because there will come a point when you are graduating with that distinction, and

that time we'll say yes the goal has been achieved. We want something that is measurable. Uhm but again we want something that is achievable. Ladies and gentlemen, come up with a goal that you can really achieve and I even specified in the question that it should be a goal that is related to your studies at MUST. I think two people missed that one because some people *[laughs]* I looked at their goals, they are not very connected to their studies here at MUST. So if I say your goal should be related to what you are doing at MUST, I expected something that is really related to your studies at MUST. But if it was not related then I had big problems because it's like you were not answering my question. You were simply presenting any other goal that is not what I expected from you. But majority missed it on relevance. I said if you look at SMART they are saying your goal should also be relevant. Show how relevant your goal is. Is it important in any way? If you achieve this, how can that help you? Many people missed on that one. But some people did very well. So if your goal is lacking relevance, you are you are not showing how relevant your goal is, I was even asking you how relevant is this goal? Some of you have got that question on your answer book, answer, answer sheet. So what it means, at least bring in this aspect of relevance. We want to see, we want you to show us that really achieving this goal is something that is important. And how important, how relevant? We want it to be captured your goal. And again we also expect that your goal should be time-bound. Give us time-lines. By when do you expect to achieve this? So we expect your goal to be time-bound as well. So if you are not satisfied with you, the grade that I've given you, I, I always make it open to say to my office to say, 'Sir, no. The grade you've given me I'm not satisfied. We can have a re-look at your work, we can have a remark and, okay? *[Laughs]*

[Laughter]

LecU: Because I tried as much as possible to give you what you deserve. And what I've given you is what I think you deserve. But if you think you don't deserve it, yeah you are free. We can, we can talk about it, have a look again at your work to see what we can do about it. Questions on SMART goal? But I'm emphasizing the point that some of you included information which is not relevant. That's why your goal is very long, covering half a page, covering the whole page. Ladies and gentlemen, and interestingly if you, you know some people did very well. They just wrote something short, but they ended up getting very very grades. Because I simply looked at it and said, is it SMART? I was simply checking how specific it is. How relevant it is. Is, is it time-bound? Simply looking at those aspects in your goal and then say yeah, this is a good goal. And if you have given me a good goal, who am I not to give you what you deserve? Questions on goal setting? Questions on goal setting? Questions on goal setting?

[Silence]

LecU: No questions. Okay. Ladies and gentlemen, uhm next week, we are writing our exams. Now there are some tips that I would want to uhm to to make here, because when you'll be taking exams at MUST for the first time that is. And therefore I need to tell you one or two things that are supposed to be seriously considered when you are taking an exam. The very first thing is when it comes to our questions, we don't leave any stone unturned. Okay? We don't

leave any stone unturned, meaning what we have covered our questions will also come from there. I know as groups, we are different groups to write the same exam. There might be differences here and there uhm anyway we can always come up with good communication at some point to say these are really the topics that you should expect because as lecturers maybe chances are high we have covered this but we come together, sit and talk about it. But as of now as to when you are studying, just study everything that we have covered up until we tell you we are covering this, I mean these topics. Am I making myself clear?

SsU: *[chorus]* Yes

LecU: Okay. Secondly, when you are asked in our questions here, always examples are a must. Take note of that. You can even record it. Examples are a must. At this level ladies and gentlemen, whether a question clearly specifies that you should provide an example or the question is silent on the issue of example, but for you to show the marker that you really understand what you are writing about, providing an example is the best decision that you can make. So always give us examples to show that you really understand what you are talking about. Thirdly, when you are writing, ladies and gentlemen, write legibly. It looks simple like that. Write legibly, write something that somebody can easily read your work. I know you can't be penalized for better, bad handwriting but when you write neatly, when neatness is observed, it gives a good impression on the marker. The marker looks at your work and they are happy about it. So write legibly, something that somebody can easily read. When you answering questions, ladies and gentlemen, observe brevity. I want to emphasize on this one. Observe brevity. You go straight to the point. Give what the question demands you to provide. And sometimes marks can guide you. You know when we ask a question there are always marks provided. We give, we allocate marks to each and every question. Now if a question simply is allocating a single mark, 1 mark and you end up covering, your answer covering the whole page, ladies and gentlemen, I can't ask you to provide an answer than can cover a whole a page and yet it's just a mark, a single mark. So marks will also guide you to as to how much we require on that question. So look at the mark allocation. If there's 10 marks you need to know that there's something that really that the the examiner demands...So marks should really guide you. What else can I talk about? I think those are the issues that I wanted to talk about. Provision of examples, writing legibly, observing brevity, and when you are you are answering the questions, you know we we did time management. It's not that you should be answering the questions in the order that they appear on the question paper. You can start with any question. You go to question one you find that it's troubling you, you know, leave that question. Move on to a question that you can easily handle, start with those questions. And at some point you can come back to this question that is bothering you. You you use your time wisely if you do that. So sometimes there's a difficult question and you are struggling, you waste a lot of time. In the end you don't finish answering all the questions and you leave some questions that you could answer and get them correct...So it doesn't matter the order that you use when you are answering the questions. You can start even from question 10. Start with that question 10 because it's something that you understand provided you write the number of that question. Put

10 there and answer so that the marker is guided to say 'Oh this is question 10' then your marker can still mark. Good. So that's it about how you know how you can handle the exams next week. Let's turn to areas to be revised now. What should we revise today? We want to make sure that all these areas that are giving us problems...in preparation for mid-semester examinations *[The lecture's voice becomes faint on the recorders as he moves away to the middle of the class]*. When you are raising an issue, when you are giving us an area of difficulty be specific. Don't just mention the whole topic.

[Laughter]

LecU: Saying uhm time management...The whole time management cannot be troublesome. But be specific, tell us something that is confusing you. What should we revise? Ladies and gentlemen, don't be forced. [*LecU's voice fades again on the recorders as he moves to the middle*]. Yes, madam?

U8.S2(TPKW): Referencing

LecU: Again?

U8.S2(TPKW): Referencing

LecU: Referencing. Yeah, that's broad, broad, very broad. What specific about references? What is it about references?

U8.S2(TPKW): On citing *[the last part is not very clear]*

LecU: On citing what?

U8.S2(TPKW): On text citation

LecU: Again you are not specific

[Laughter]

U8.S2(TPKW): Sir-

LecU: Yes

U8.S2(TPKW): Specific?

LecU: What actually, you know on referencing we talked about two two two items. In-text citation and the reference page. And even when you are, if you are talking about the in-text citation, what is it that is causing problems about in-text citation? If you are talking about the reference page, what is it, what is it that causing problems? Be very specific. Yeah, you are looking at the specific area. Look at something specific and tell us.

[Here the LecU consults with the researcher to find out if another lecturer LecW had covered the topic on referencing with the groups that he was teaching. The latter indicates that LecW had not covered referencing yet]

LecU: Okay, ladies and gentlemen, let's concentrate on these topics first. I know we have done referencing. But let's concentrate on listening, time management, and reading. Let's first of all concentrate on these three because chances are very high our questions will come from these topics. Yes, sir?

U8.S3(TPNE): I think we should revise on the use of some specific tools of time management, for example-

LecU: Time management tools.

U8.S3(TPNE): Yeah, specific, their specific uses.

LecU: Okay, time management tools. Okay, good, thank you. Time management tools. What else? Let's just first of all come up with a list and then we'll start looking at these together. Okay, time management tools. Yes, sir?

U8.S4: The time management matrix

LecU: The time management matrix

U8.S4: Yeah

LecU: Okay, the matrix, good. Okay, time management tools and then the matrix. What else?

U8.S5: Time thieves

LecU: Time thieves. Okay, good. Ladies and gentlemen, let's first of all talk about these under time management. When we were looking at time management, we looked at time management tools. What did we say? What are these tools, time management tools? What tools are these? Yes, madam?

U8.S5: Watch

LecU: No, no we want to exp- just to explain what these tools are before giving examples. Yes.

U8.S5: Yeah, they are materials that help you to manage your time.

LecU: Okay, they are tools that we use in order to manage our time properly. If you want to become a good time manager there are tools that you should be using. And ladies and gentlemen, when you are explaining these tools or when you are asked to give these tools, it's not a matter of mentioning a tool. It's a matter of mentioning the tool and explaining how that particular tool is used in time management. Because somebody can mention a, for example, a we can say a phone. You know a phone is used differently to manage time. It will depend from which angle you are looking at this phone. So let's start with a phone. How can you use your phone to manage time? There are so many ways. One? Yes, sir?

U8.S4: Set an alarm

LecU: You set an alarm. That's not, that's not enough.

[Laughter]

LecU: Just writing set an alarm. So what? What is this alarm for, huh? You need to give a clear explanation as to what you do to manage your time using this alarm. So what what happens? You are in the right direction. You just make sure that you provide a good explanation so that somebody who doesn't know this alarm just by reading what you have written should be able to follow what exactly you do with that alarm to to manage time. So how is it done where you are using your phone, setting an alarm, how is it done, the whole process?

U8.S3(TPNE): Uhm I think it will help to know what to do in a specific time, to remind you *[the last part is barely audible because of lowered voice]*.

LecU: It will remind you what to do. Can this alarm remind you what you to do?

U8.S3(TPNE): When

LecU: Okay, okay.

[Laughter]

LecU: What or when?

SsU: *[chorus]* When

LecU: Okay, maybe you planned to do something at 10 o'clock and you set an alarm. So when, what time do use? When that alarm does what?

[Different responses are overheard from different students at the same time: 'rings', 'goes off']

LecU: Cries

[Laughter]

LecU: When the alarm rings then you know this is the time to start studying, for example. Ladies and gentlemen, what what what we look for when we are asking you to mention a tool and explain how that is used, that's what exactly what we want you to do. Tell us, you set this alarm so that when it rings you know it's time for this. And I know on paper you can't say for this, huh? Are you getting my point? It's not a matter of saying, 'Okay, a phone is a time management tool.' No no no. That's not enough. Mention it and explain how you can use that phone to manage time. But the same phone can also be used differently to manage time. Yes, apart from setting alarm, we can also use it to?
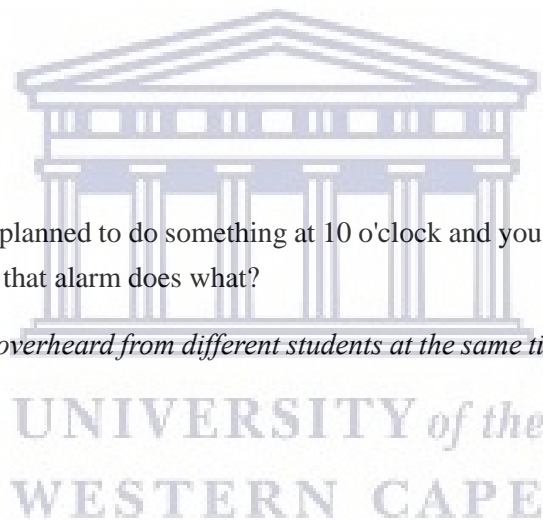
U8.S5: Set a reminder

LecU: Okay, a reminder. How do you do it?

U8.S5: In case uhm you going to have an event

LecU: Yes?

U8.S5: You set a reminder

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LecU: A reminder

[U8.S5 continues to give further explanation but it's not very clear due to lowered voice]

LecU: And when that, okay when that time comes it will remind you. What else, how else can you use the phone to manage your time? I want an explanation. Yes?

U8.S6: You may also use a phone to store your to-do list

LecU: Okay, yeah

U8.S6: Yeah this will help to follow the activities you have planned.

LecU: Oh okay. So you put your to-do list in the phone and then you simply move around with your phone with that to do list. You simply check what time, what I'm I doing? At 7 o'clock, what I'm I doing? At 10 o'clock. A to-do list, ladies and gentlemen, remember we said it's also one of those time management tools. And you need to explain how you use a to-do list to manage time. And remember we said when you are preparing a to-do list, you need to have an activity and show the time when you are doing that particular activity. You don't just list activities, 'I will do study, I will attend lectures, I will...' No no no. Give us specific times when you are doing those things. Then that is a good to-do list. I hope you have one today.

[A student tries to say something but it's not exactly clear]

LecU: Huh? So you mean you don't have a to-do list today?

[Murmurs]

LecU: You should definitely have. You don't know what to do today? Okay, other tools? Other time management tools? Let's be fast. Other time management tools, ladies and gentlemen.

U8.S7: Calendar

LecU: A calendar. How do you use a calendar to plan your time? Because what is important is the explanation how you go using that tool. How can you use a calendar to manage time? Suppose we ask you next week explain how you use a calendar to manage time, what explanation can you give? Yes, sir?

U8.S8: Maybe you can circle the date I think when an assignment is due.

LecU: Okay, on that calendar you mark when you are submitting an assignment. Yeah, that's one way of doing it. On that calendar you mark to say on this particular date I'm submitting my assignment. Yeah, you can do that. How else can you use a calendar? Yes, sir you have something to give, to share with us?

[A student tries to say something but it's not clear enough]

LecU: Uhm uhm may be I'm very close to you. Let me be, I can't get exactly what, you know sometimes when you are close to somebody it's difficult to get what they are saying. Sir, can

you say it loudly?

U8.S9: Okay, what I'm saying is it helps you to keep track of days-

LecU: Okay

U8.S9: So you know-

LecU: Keep track

U8.S9: Yeah, you know what day you are in. You know how many days you have to complete a certain task

LecU: Yes. Yeah, good. You know when to start uhm when to write LCOS, when it comes to mid-semester exams what time and then for what time you may need to use a watch. We don't our students to go for exams late, ladies and gentlemen. We don't want our students to miss exams to say, 'No, I, I, I thought we are writing tomorrow.' *[Laughs]* Yet your friends have written today. Yes, sir?

U8.S3(TPNE): If you can say that it also gives you the total number of days, if you talk for example of an academic calendar, is that okay?

LecU: It gives you a total number of days

U8.S3(TPNE): Yeah

LecU: But maybe we may need something more than that because if you know the total number of days, how can time management come in? Because if you just explain that okay the calendar will show you the number of days, then it's not very clear how you are using it to manage time. Because we want you to be very clear as to what you do with that tool in order to manage your time properly. Ladies and gentlemen, do you have a picture of how to handle this part? The tools?

[A few students are overhead saying 'yes']

LecU: Good. Uhm another thing that somebody has mentioned is the time management matrix. That matrix ladies and gentlemen, very important. But before I project this one, let's just talk about this one because we talked, we discussed. Who can explain what this matrix is all about? The time management matrix. Yes?

U8.S10: It discuss activities according to how important and unimportant *[the last part is not clear]*

LecU: Uhuh, okay.

U8.S10: So we when you are arranging the things, the thing can be important but not urgent or important and urgent.

LecU: Uhuh

[U8.S10 continues to say something but it's not clear because of a lowered voice]

LecU: Are you, are you able to get what she's saying?

SsU: *[chorus]* No.

LecU: They can't get what you are saying. Okay, an you just speak a little louder.

U8.S10: The matrix allocates activities according to how important, unimportant, urgent, unurgent activities. Yeah, so when you have an activity, you look at these four *[the last part is unclear because S8 lowers her voice]*

LecU: Okay, ladies and gentlemen, thanks very much. Ladies and gentlemen, the matrix that we talk about remember we said it has four quadrants. The matrix has four quadrants. I'm looking for a marker here. So it has four quadrants [*draws a diagram of the time management matrix on the whiteboard*]. This is quadrant one and this is two, this is three and this is four. Now, in the first quadrant what type of activities do we have here, in the first quadrant?

SsU: *[chorus]* Important and urgent.

LecU: They are that are important but they're also?

SsU: *[chorus]* Urgent

LecU: Urgent. Ladies and gentlemen, this activity that is here, that you place there, should be an activity that is both important and urgent. Now if something is important, something is urgent, you cannot procrastinate. You have to do it right away. You have to prioritize that one. Do it that same time, because if you delay, remember it's urgent. You'll not meet the deadline. If I give an assignment today, an example, I give you an assignment today, a short assignment, to say okay can you write it and submit by five o'clock? It's an assignment to be submitted today by five o'clock. Already that one is?

SsU: *[chorus]* urgent

LecU: But also?

SsU: *[chorus]* important

LecU: And you have no choice but to leave other things and do this. You have to prioritize this activity. Even if you have a busy schedule but you say no this assignment is a grade. I've no choice but to do it. So you have activities that are both important and urgent. And remember if we ask you to, for example, provide examples of activities that appear there, it's not a matter of simply saying an assignment. If you simply say an assignment, no, an assignment can also be there [pointing in the second quadrant on the matrix drawn on the whiteboard]. Do you get the point?

SsU: *[chorus]* Yes.

LecU: Explain clearly what to, so that it is very clear as to what makes it urgent and important.

If you say an assignment to be submitted by the end of the day today then you are describing that assignment to show that it's really urgent and important, because an assignment can also be there. If you are submi- if I give an assignment to say okay this is an assignment ladies and gentlemen. When coming from Christmas break submit, then automatically than one cannot belong there. It will be quadrant two. Yes, it's important but it's not?

SsU: *[chorus]* urgent

LecU: Not urgent. So what is important when you are giving examples, ladies and gentlemen, is to clearly explain your activity so that we really see where it belongs, what is making it urgent, what is making it not urgent. Yeah, so what type of activities can be placed there? Let's just have examples of activities in quadrant one. They are important and they are urgent.

U8.S11: Personal care

LecU: Personal care, okay. Personal care also belongs there. You can't wait ladies and gentlemen. You wake up, you need to think about taking a bath. You can't come here without taking a bath.

[Laughter]

LecU: I know sometimes that happens. But it's abnormal.

[Laughter]

LecU: Personal care. You have to brush your teeth, you have to comb your hair. You have to make sure you look smart. We we don't want you to come here and and irritate your friends.

[Laughter]

LecU: Okay, personal care can be there. What else? Yes, sir? I will come, I will recognize you. Yes.

U8.S12: Visiting a toilet *[the last part is not clear]*

[Laughter]

LecU: Okay ladies and gentlemen,

[Laughter continues]

LecU: Listen, let's look at his example.

[Laughter continues]

LecU: Is it uhm is it urgent?

SsU: *[chorus]* Yes

LecU: You cannot wait?

SsU: *[chorus]* Yes

LecU: Is it important?

SsU: *[chorus]* Yes

LecU: So it's important

[Laughter]

LecU: Uhm any objection on that one?

SsU: *[chorus]* No

[Laughter]

LecU: *[Addressing S12]* We are failing to comment on your-

[Laughter]

LecU: Okay another example maybe.

U8.S3(TPNE): Uhm taking notes during a lecture.

LecU: Okay, taking down notes during a lecture. Ladies and gentlemen, it can also be there. When that lecture is in progress, you have no choice but, it's right there. As a lecture is in progress, take down notes. You don't wait. You can't wait. Because if this lecture is gone, it's gone. You go away. So taking notes during a lecture. That is urgent and important, very important for that matter. Thanks very much. Uhm you wanted to give us the last, let me get the last example because there are other things to talk about. Yes?

U8.S13: Taking medication

LecU: Taking medication. Taking medication, what type of medication? You have to explain this because if the doctor says okay, uhm tomorrow start taking this medication then you are going to start taking it. But maybe you are taking it in a week time, can that be urgent? Anyway, I, I, we get the point but what is important is you cannot just say taking medication. You have to give some more information. We want to see what makes it urgent, what makes it important. We know it's important because you are sick in that case. But what is making it urgent? Okay, so many examples. Okay I wanted us to-, you want to comment? Okay okay then I can accept comments on what she said. Yeah?

U8.S3(TPNE): I think uhm medications are time specific, for example, ARVs.

LecU: Yeah, uhuh

U8.S3(TPNE): They have a particular time. So you have to take to take them right away.

LecU: Yeah, okay. There are specific times when you take this. Then when that time comes ladies and gentlemen, at that particular time it's really urgent, it's important. You have to do it because if you delay that's bad. So do you see why I'm saying there's need for an explanation to the activity? Don't just mention an activity. Sometimes it can be confusing. Is that a comment or

another example?

U8.S13: Yeah. I want to ask. You talked of submitting an assignment. So if we can say submitting an assignment on due time, is that specific?

LecU: Submitting

U8.S13: An assignment

LecU: An assignment

U8.S13: On due time

LecU: Uhm then the then the explanation maybe it's not all, because we want to see, you you if you are submitting an assignment tell us when you are submitting that assignment. If you tell us when we'll know whether it is urgent or not urgent. We know for sure the assignment is important. Yes on that one we agree but on urgency then you have to tell us when you are submitting that assignment. That's why I was giving an example where I can give you an assignment today and tell you submit when you come from seme- uhm uhm I mean Christmas break. In that case, yes it's important but not, but not urgent. You, it will be in this quadrant two. But ladies and gentlemen, in quadrant two we have activities which are important but are not urgent. And therefore, though they are not urgent, but we see them they are important, you have to do proper planning. Here it's where you have to do proper planning because if you say, 'Okay uhm I'm submitting this assignment after Christmas break, then you relax, you'll come back without writing that assignment and then you'll start working on that assignment when you are back. Because you didn't plan for it. We are writing exams next week. Okay, let's consider end of semester exams. When are we writing end of semester exams?

[A few students murmur out their responses]

LecU: In February? Yeah, that is important but not urgent. But you have to plan your study to say I need to start studying for these, these exams. Because you know for sure you are writing exams and you need to do proper planning. So what is very clear is that we expect you to operate in quadrant one. You have no choice but to operate there. But also take time to operate in quadrant two. Do the activities there, plan them. 'Okay, I'm submitting this assignment next week. Let me by this date make sure uhm make sure I've done it, ready for submission.' We don't want you to work under pressure. You are submitting an assignment today and today you are busy writing that assignment. It means there was no proper planning. Even if you have 5 assignments to be submitted, plan them. This one by this date it should be done. This one by this date it should be done. So you plan your activities. But what activities can be there in quadrant two? Examples. Those that are impo- important but not urgent. Examples of your own. Yes, sir?

U8.S14: Studying for end of semester exams

LecU: Okay. Studying for end of semester exams which are to be written in February. Maybe you mention even the month when you are writing the exams, because at some point this exam

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will be urgent. I f you are writing it tomorrow. Yeah, but mention them month when you are writing this. I can accept that. Another activity that can be in quadrant two, not urgent but important? If, ladies and gentlemen, if your ideas are not coming here,

[Laughter]

LecU: I don't know what will happen there. Yes?

U8.S15: Attending church prayers

LecU: Attending church prayers, when?

U8.S15: Sundays

LecU: Attending church prayers. This is for example a Monday and you plan to attend church prayers next Sunday, then yes it's important but not urgent. So you plan properly. Good. Yes, sir?

U8.S16: Gathering resources to prepare for entrance exams coming next month

LecU: Uhm gathering resources to prepare for?

U8.S15: Entrance exams coming next month

LecU: Entrance exams?

U8.S14: Yeah

LecU: Okay. Gathering resources to prepare for entrance exams that will be administered next month. Yes, it's important and not urgent. Good. I think it makes sense. Maybe anybody with an objection to his idea? You have an example of your own? Yes?

[A student tries to say something but it's not clear]

LecU: Again?

U8.S15: Voting on 21st May 2019.

LecU: Voting. Okay, voting on, what is the date?

U8.S15: 21st May

LecU: 21st May, voting yeah. Voting yeah 2019. Yeah, we know it's important but look at the date 2019, 21st May, yeah so you can place it there. And you plan, you know you have to do it. So we expect you to operate there. We also expect you to operate there. And ladies and gentlemen, if you operate there successfully, you will not panic there. Because what will happen is if you relax here, these important activities will accumulate. You will have now a lot of them to be done. In the end there will be a crisis. So make sure you operate there, you also operate there. And what type of activities do we have in quadrant 3?

[Students try to murmur their response]

LecU: These are not important. So we will put not important there. So these activities, ladies and gentlemen, are not important. But look at them, they are urgent. They urgently pressing you. You have to do it right there. But you look at it to say it's not important. Activities like what? Yes, madam?

U8.S16: Answering a phone call.

LecU: Okay. Answering a phone call from a friend...A phone call from a friend during a lecture. Ladies and gentlemen, you are in a lecture room like this one and a friend of yours is calling already that one is urgent. Because with this call you have to answer right there. But you look at it to say no it's not important. Then if something is urgent yes, but not important, what do you do? You can simply ignore that. Because even if you don't answer that call from a friend, you will not lose anything. But if you try to attend to that activity, you can lose. Because this is a lecture and you miss on what a lecturer is presenting. So it's a good example. Answering a phone call from a friend during a lecture. Don't just say answering a phone call, no. But expand. Another example? Yes?

[A student gives a response but it's not clear]

LecU: Again?

U8.S17: Drop-in visitors

LecU: Drop-in visitors. Is that an activity, drop-in visitors? Let's look at that, if we say drop-in visitors, is that an activity? What is the activity? Maybe the activity is to attend to drop-in visitors. Yeah, attending to drop-in visitors. So if you, somebody comes without notice, they just visit you in your room, yeah immediately you have to attend to them. You have to open the door, they're knocking. It becomes urgent. But is it important? This one did not give you notice. They didn't tell they're coming and maybe they're just coming so that you could gossip a little bit

[Laughter]

LecU: It doesn't help, it doesn't help. So my advice would be ladies and gentlemen, avoid operating in this quadrant, avoid, avoid. What about quadrant four? You have activities that are not important, but they are not,

U8.S3(TPNE): Question

LecU: So they are not important, they are not urgent.

U8.S3(TPNE): Question sir

LecU: Yes, sir?

U8.S3(TPNE): Uhm let's say, for example, you are browsing, you're surfing

LecU: You are?

U8.S3(TPNE): You are surfing the internet

LecU: Yeah, uhuh.

U8.S3: Then uhm a pop-up message comes up, is that one urgent and important or-

LecU: Maybe what type of message?

U8.S3(TPNE): Those advertising messages which just pop up

LecU: Okay, just advertis- an an advert. Okay, what are you doing here?

U8.S3(TPNE): Removing

LecU: Huh?

U8.S3(TPNE): Removing uhm a pop-up message, that's what I'm doing. You are reading then it comes up. So I'm saying it is urgent and important or not-

LecU: Okay, you are surfing and from nowhere this advert comes.

U8.S3(TPNE): Yeah

LecU: What are our comments on that? Yes, it's urgent because if it comes you have to look at it right there. But is it important? Are you there checking adverts?

U8.S3(TPNE): No, I'm saying is it important to-, because if it comes it's probably blocking your-

LecU: Okay. Yes, yeah yeah. So okay, the question maybe I don't get the question, the question is, is it?

U8.S3(TPNE): Removing a pop-up message.

LecU: Okay, removing

U8.S3(TPNE): Yeah

LecU: A pop-up message

U8.S3(TPNE): Yeah. While we are looking at other pages

LecU: Okay. Yeah, that can be a good example here. It can be a good example. No, maybe we are not getting his point.
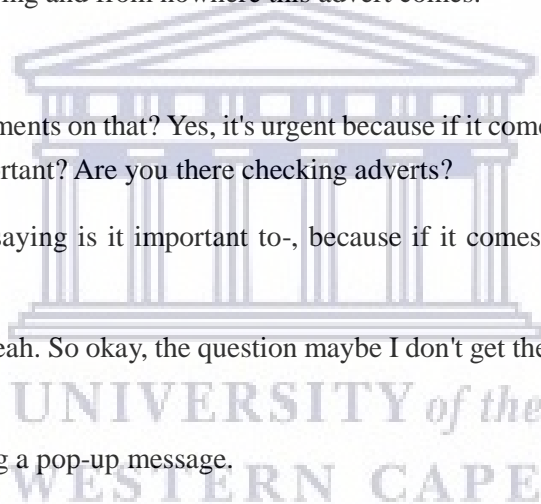
U8.S18: Sir, urgent and important because what he is saying is-

LecU: Okay, okay. Removing that that message

U8.S3(TPNE): Yes

LecU: So that you continue with what you were doing.

U8.S3(TPNE): Yes

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LecU: Yeah, removing it will be something important. Okay? And it's also urgent. Yeah, in that case. Because if you don't remove it it will disturb you. So removing it is important and you have to do it right there. So it's also urgent. Okay, maybe I was missing your point. Ladies and gentlemen, let's move on. What type of activities do we have in quadrant four? You have a question?

U8.S19: A point

LecU: A point?

U8.S19: An example, an example.

LecU: An example? Okay, he wants to give us an example *[LecU points into quadrant 3]*

U8.S19: No on four

LecU: On four, okay, four. Not urgent, not important.

U8.S19: Maybe if there are unnecessary chatting with your boyfriend or girlfriend

[Laughter]

LecU: Uhm sir you're talking about unnecessary chatting, is there unnecessary chatting?

[Laughter]

LecU: Uhm and this one is a girlfriend or a boyfriend. Unnecessary chatting, because you know the activity is not very clear. Unnecessary chatting. So there is necessary chatting and we have unnecessary chatting. Okay okay, let me get comments from your colleagues. What are our comments as to what she is raising? Yes? He's talking about unnecessary chatting with a girlfriend or a boyfriend. Unnecessary chatting, what is your comment?

U8.S20: Yeah, that's not important and not urgent.

LecU: It's it's not important, it's not urgent.

U8.S20: Yeah because you will just waste time with nothing

[Laughter]

[S20 continues to speak but his voice is drowned in the giggles being made by fellow students]

LecU: Okay uhm let me the question is, you need to explain this clearly. What time are you doing the chatting? Maybe if it is lecture time. You get my point? Huh? This is time for a lecture and you do the chatting then, ladies and gentlemen, it's not important. It's not, it's not even urgent because you can plan to chat at some point when you are free. Uhm but let's look at chatting. Is chatting important or not important?

SsU: *[chorus]* Important

[A few other voices are overheard saying it's not important]

LecU: There is a hot debate here. That's why I'm emphasizing the point that you have to explain your activity clearly. Because sometimes this can eve appear on your to-do list. I've done the studying, I've gone to the library, I've done sports then maybe you have free time somewhere. Ladies and gentlemen, if you are a good time manager we don't expect you to just be busy throughout. Without time to relax.

[Laughter and few handclaps]

LecU: Okay, maybe maybe

[Laughter continues]

LecU: Maybe what is confusing, uhm listen. Maybe what is confusing in this example is a girlfriend or a boyfriend. And that is giving us a different connotation. Let's just about chatting with friends. You can spare time, 30 minutes, and relax with friends. Ladies and gentlemen, relaxation is also important if you are a good time manager. But it will depend on how you explain. But if you haven't done your studies, you haven't attended the lectures, you haven't gone to the library and you simply spare time with friends chatting, then that's abnormal. In that case it's not important because. You are simply wasting time. But thank you. Uhm I know some people were worried about that one. Okay. The next, so we've talked about, now, my my advice on quadrant four is that ladies and gentlemen, avoid again operating in that quadrant. Those are simply time-wasters. You simply waste your time. You know for sure something is not important, something is not urgent, why bothering yourself doing it? And you maybe by now or now you've seen the pressure that is there at a university. You have so many things to do. So many assignments, lab reports to write, preparing for mid-semester exams, you can't find time to operate in quadrant four. That will be total irresponsibility. Huh? It means you are not respons- uhm you are not responsible enough. You are irresponsible. You don't know what you are doing. You don't know why you are here for. So we expect you to use this, and you'll see that when use this matrix properly you will be able to prioritize. It also helps in prioritization. What should be done first? Okay. Questions on the matrix. The one you mentioned, maybe is it clear now as to what you wanted us to, to discuss? Yes?

U8.S21: Based on that quadrant, uhm attending initiation ceremonies can't it work?

LecU: Where? Which quadrant?

U8.S21: Four

LecU: Attending initiation ceremonies. You are a university student and during holidays you go-

[Laughter]

LecU: You spend two months there, that's not important to you. That's not important to you. You know, it's not important. *Eee, kudzabwera kuno mochedwa. Akulu aja alikuti? Aaa analowa unamwali* [You come here late. People ask where is this guy and they are told you

went to attend an initiation ceremony]

[Laughter]

LecU: Okay, let's talk about time thieves. Ladies and gentlemen, time thieves these are things that steal your time. You do this, you engage in this, they steal you time, they consume some of your time that you could have used in better things. These are time thieves. And remember we talked about different time thieves. We have exa- what are the examples of these time thieves? Time thieves. Have you forgotten them? Okay, let me project these first. Okay, what time thieves did we talk about? One?

U8.S22: Poor planning

LecU: Poor planning. Ladies and gentlemen, poor planning is a time thief. How does that become a time thief? That is what is important. How do you explain poor planning as a time thief? How? Poor planning. Can poor planning steal your time? How? That's, I want the explanation. Because it's not a matter of saying poor planning. But how can this steal your time? You poorly plan and you find that your time is stolen. Yes, sir?

U8.S3(TPNE): I think it can take away time allocated for other activities. For example, if you plan to uhm watch a football, a football game then uhm go for studies, if you watch the football game for more than what you planned, more than what time you planned for them, it means that the time for studies will be reduced.

LecU: Okay

[S3(TPNE) continues to explain but lowers his voice which made if difficult to capture on the recorders]

LecU: Okay, you get the point? But let me give another example on poor planning. For example, on your to- your to-do list, you indicate that from 6am to 8am you washing your clothes, it's there, 6 to 8. Or may 6 to 7:30 so that at 8 you attend a lecture. Look at one and half hours in the morning and this is in the morning? You want to do washing. Ladies and gentlemen, that is already poor planning. And what will happen is you use this time on washing your clothes and other, we know...there are other activities that will suffer because of that. In the morning you are still fresh, why not planning to study? Why not planning to go to library? Why not plan to to attend lectures? And you plan to do washing? You can plan to do washing after you have done all those other activities, for example, you've gone to the library, you have attended lectures, you have studied the uhm the different courses that you've done in that particular day and then spare some time to do the washing. And you get all your clothes and wash them, huh? Remaining with only a single pair of trousers and and a shirt. The other clothes washed, put them on a line from here up to there. That's poor planning. You are not using your, your time wisely. And in the end other very important activities will suffer because of that kind of, that kind of planning. I remember sometime back we gave our students some activities so that they come up with a to-do list. And there was an activity, ironing for an hour. Ironing for an hour.

You know what happened? Other people put that one in the morning. You see. My friend you want to do ironing for an an hour in the morning? And ironing for an hour it means you are ironing all your clothes. Can you plan to do that at 7 o'clock? 7 to 8? That time can be used on other better things and not ironing. Good. Now, we are saying poor planning as a time thief ladies and gentlemen can be addressed. There's a way of addressing this. It's a problem, we can't just look at it. We have to address it. That's why we are saying failing to plan is planning to fail. And this again leads to crisis, crisis management. If you plan poorly, you'll find that you'll find yourself in a crisis where you have so many things to be done. There's now a heap of activities to be done by you within the shortest period of time and you panic. We don't want you to do that or to find yourself in that situation. So we are saying maybe the best thing is to distinguish between the urgent, the important and unimportant tasks in order to decide what needs to be done first. So prioritize. When you prioritize you know let me do this, I have to do this before this. The other thing that can be done in the afternoon after you've done the day's work. If we go back to this point, chatting, if you plan to chat from 6 to 7, chatting, this is 6 to 7 am. You chat and then you go for a lecture, poor planning. That can simply steal your time. Another time thief we talked about procrastination. That's a time thief. The moment you keep on postponing, 'No I will do it later. I will do it later. I will do it later.' At some point you will panic. If there's an assignment, you keep on postponing it, 'Uhm I will do it tomorrow.' Tomorrow comes, 'I will do it tomorrow.' Then the deadline comes and you work under pressure. You submit trash. Look, when I was marking the, the SMART goals, I looked at some SMART goals and said, ' No, this one worked under pressure just to make sure something is submitted.' It's not a matter of making sure you submit something. But you submit something that makes sense. So how do we address this? Never put off till tomorrow what you can do today. If you can something on that particular day, do it and move on to something else. Don't procrastinate. Another time thief? You are studying these things. Yes, sir?

U8.S23: Interruptions

LecU: Again?

U8.S23: Interruptions

LecU: Interruptions, yeah. If you are interrupted, somebody interrupts you, you are busy working, somebody comes interrupting you, that's a thief because they are disturbing you. You are studying and somebody comes and says, 'Uhm let me see you.' They are disturbing you. 'Let me talk to you.' They are disturbing you, they are interrupting you. If you are doing a very important activity here, please do not allow to be interrupted. You are working in your room, you have closed the door and somebody comes and knocks at your door. Don't allow such people to interrupt you. Yeah, solution? Work in areas where you are less likely to be interrupted or to be disturbed. But you can also tell friends when you are busy and do not wish to be disturbed. Yeah, make known to your colleagues the plan that you have. If you have a best friend, tell them, 'My friend this is my schedule today. At this hour I will do this. At this hour I will do this. At this hour I'm doing this. If you want to visit me, come at this hour.' Okay, so you

can avoid being in trouble. But if your plan is not known to your friend and this is a very close friend, they can some to your room at any time and disturb you. When you are busy studying and that time you are, you are getting the issues very clearly, you are understanding, you are understanding time management issues and somebody comes just to disturb you. And be careful, there are some guys who are very bad. They study study study when they are tired they go and disturb others.

[Laughter]

LecU: Or they start with disturbing others, disturb you, disturb you then they go and lock themselves in their room to study. Okay, unnecessary meetings, another time thief, especially when exams are around the corner like this. Some people simply call for meeting, 'Let's meet.'

[Laughter]

LecU: They have seen a question on a certain question paper and that question is bothering them. They would want to call for a meeting. 'Let's have discussions.' Now, if you just attend that group discussion without proper planning you'll simply go out and waste your time. After all it's it's dangerous when you attend uhm those discussions when you haven't studied yourself. You get more confused, more confused than you were before that discussion.

[Laughter]

LecU: It's dangerous. Disorganization, yeah. If you are disorganized, ladies and gentlemen, some of your time will be stolen. Very disorganized. You know there are some people very disorganized. Go to their room. You'll see the disorganization there.

[Laughter]

LecU: They can't trace where they put their pen.

[Laughter. Lecu continues to speak but his voice is drowned in the laughter for some seconds]

LecU: Very disorganized. Ladies and gentlemen, if you are disorganized know for sure your time will be stolen. And that's dangerous. How do we deal with this? That's the solution *[referring to content projected on the whiteboard]*. Ensure that you keep things that you need in a specific place. Know where to get your pair of shoes, know where to get your pen. Know where to get your laptop. Are we together? Good. Another time thief? Any other time thief that you can think about that's not on the list? Yes?

U8.S23: Social media

LecU: Social media. Let's look at what he's saying. Social media. Is that a time thief? Social media. Is it a time thief? How, how does that become a time thief? Social media. How does that become a time thief? How can that steal your time?

[A student closer to where the lecturer is standing says something but it's not clear because of low voice]

LecU: There are some people who cannot do without WhatsApp here.

[Laughter. Some students are heard saying 'yes']

LecU: They are always there. Everytime they are online. They are studying, they study for five minutes they have to check what is there. They study for ten minutes, they check what is there. Maybe that's overdoing it. Really that can become a time thief. It can steal some of your uhm most important time. That time could be used on some other better activities. I know somebody can also argue that no social media is also important. It all depends on how you make use of it. As a student, make good choices in life, know how to use this social media so that it doesn't consume much of your time. Always data on, everytime online, everytime. No, that's too much. Okay, ladies and gentlemen, other questions? Other areas that are causing problems? We are writing exams next week. And I expect everybody to get very good grades for the exams. Yes, sir?

[A student tries to say something but it's not very clear at the first time]

LecU: Again?

U8.S24: On life styles can you come again?

[Other students turn round to see the person who has asked the question perhaps to signal surprise with the question]

LecU: Life styles? Where? Life styles? Did I mention life styles? Which part is this? No, don't look at the slide, just tell us what you want us to clarify. You want us to talk about what?

U8.S24: Yeah, something on life styles.

LecU: Because even your friends are surprised. Life styles? Life style? Which topic is this?

U8.S24: Time management

LecU: Okay, he said time management?

U8.S24: There is things like *[the last word is unclear]*

LecU: Huh?

[A number of students are talking at the same time]

LecU: Which part is this?

[There is general noise and the lecturer allows it to continue]

LecU: Yes, sir?

U8.S3(TPNE): Maybe just a reminder on the introduction and uhm conclusion of an essay.

LecU: Uhm he's talking about just a reminder on the introduction and conclusion of an essay. He's looking for just a reminder. This is academic writing. Okay, what else? Let's see if we can

spare some time on that.

[Another student proposes something but it is not clear]

LecU: In an introduction, building sentences? Uhm but I wanted us to first of all focus on time management, listening and reading. I wanted us to focus much on those areas. Uhm there's a good reason why I'm emphasizing on those. Maybe chances are high we may have questions from those areas. Because my expectation is that in our group maybe everybody has covered this. Anyway, we'll meet what each one of us have has covered. But let's talk about these three first. We can always spare time for that. After the exams or what yeah.

[Another student apparently proposes that they should talk about the Cornell Method]

LecU: The Cornell Method? The Cornell Method. Okay, the Cornell Method.

U8.S25: Abbreviation types.

LecU: Abbreviation types, okay abbreviation types. Cornell Method and abbreviation types. Which topic is that?

[U8.S25 says something but it's not clear]

LecU: Huh?

U8.S25: Listening

LecU: Okay. Ladies and gentlemen let me talk about the Cornell Method and then I will comment on abbreviations. You know when we were talking about listening, we said if you are a good listener you are somebody who can also take good notes. If you are a good reader, you are also somebody who can make good notes because there is a connection between note-making and note-taking. But remember the methods that we use are the same. What differs is the source of information. In note-taking you get your information from an oral source. Somebody is saying it, speaking, presenting, you capture what they are presenting, you make I mean you take notes. You write down something. Or you are given a passage, you read that passage with understanding, and you make notes from what you get from your reading. But the methods are the same. And we talked about four methods. What are these? One

SsU*: [chorus]* Cornell Method

LecU: Cornell Method. Two?

SsU*: [chorus]* Outline Method

LecU: Outline. Three?

SsU*: [chorus]* Paragraph

LecU: Paragraph, and four?

SsU: *[chorus]* Mapping

LecU: Mapping, good. So somebody is saying we should talk about a few comments on the Cornell Method. For the Cornell Method ladies and gentlemen, you know it's a process. And a long process for that matter. It's not something that you can do right here as you are attending to a lecture like this one, no. It's not possible to complete that process. Looking at all those five Rs, you cannot just cover that in here. But the very first thing that you do if you want to use that method, is to have your note paper, you have a note paper and you demarcate that note paper. You demarcate it into how many sections?

SsU: *[chorus]* Three

LecU: Three sections. So that's your note paper and a note paper is the paper where you want to do the recording, where you want write your notes. So make some three sections. There is this big section. We call it? We have started. Don't look at your notes. Let's just talk about this. We understood. So you have this big section. This is called the note-taking area [said in chorus with the class]. And we have a smaller section that side that is?

SsU: *[chorus by some]* the cue

LecU: The cue column or recall column this side. And we have another section down there. That's the summary area. And if you are explaining this method ladies and gentlemen you need to produce that diagram. Show us the sections that are there. And explain what is done in each and every section. So what do you do on the note-taking area? What do you do there?

SsU: *[chorus by a few]* Record

LecU: You record. That's where you record your notes as you listen to your lecture. A lecturer is presenting, you get what they are saying, you rec- you record on the note-taking area. You do the recording there. So you have recorded, the lecture has come, has come to an end, then you go back to your room. You find time now to continue with that process. So you now reduce the, the notes that you were recording. You reduce. What are you doing when you are reducing?

[A few students are heard trying to give a response but it's not clear what they are saying]

LecU: You are looking at what you recorded. Get only the key issues and write them on the recall column. In that case you are reducing because when you are recording, chances are high you can record record something that is not very

SsU: *[chorus]* Important.

LecU: Because you record as you listen. But when you spare now after the presentation, you can have a look at what you recorded and then pick, isolate all the very important issues and record them on the recall column. You have reduced. But remember you are also supposed to? Down here what do you do? You make a summary in one or two sentences summarizing what the presentation is all about. Okay, ladies and gentlemen, you have reduced, what next? You have to? Recite [said together with the class]. And when you are reciting, you recite from the recall column. You recite from what you have reduced from the recall column, that's where you

do your recitation. You recite the notes that you have uhm produced. When you recite then you remember to re-? The other R?

SsU: *[chorus by a few]* Reflect

LecU: To reflect on your own notes. Reflect. You have to reflect on what you captured. And finally re-, review what you, you have recorded. So it's a process that cannot be completed right here, no. Here you simply record but later on you find your own time to continue with the process where you reduce, you recite, you reflect and then you review your notes. Any other question on this Cornell Method? I know fears are there to say but if we ask you next week to to make notes using that Cornell Method, maybe that's the fear? To say can you complete that process in the exam room? Maybe *[giggles]*, let's wait and see.

[Laughter]

LecU: Okay, questions on the Cornell Method. Yes, sir?

U8.S26: When you are trying to reduce the notes that you recorded, should you present them in the form of points or maybe just a small paragraph?

LecU: Even in in form of points. You you cannot, you know when you are making notes, ladies and gentlemen, it's better just to present those in point form. You know, do not use full sentences. Full sentences will not help. This is note-making, note-taking, short phrases will help. Simply bullets, put bullets there, no problem. Provided you capture what somebody is saying. Yeah?

U8.S3(TPNE): Uhm still on the Cornell, the part where you are coming up with a summary,

LecU: The summary

U8.S3(TPNE): Yeah, is that uhm is that one under reduce or reflect?

LecU: This part where you produce your summary. His question is, is that one under reduce or reflection? At which stage can you produce that summary. At which stage can you produce the summary? Somebody is talking about review? Sir, what do you think?

U8.S27: That maybe review or reflection maybe.

LecU: Under reflection what are you doing? What did you capture under reflection?

U8.S27: You try to, it's where you try to draw conclusion.

LecU: Yes. What do you have under reflection? Somebody doesn't understand this reflection. Do you have these things with you? Ladies and gentlemen, you know when exams are around the corner it's difficult to understand simple things.

[Laughter]

LecU: You understand them but because of the fears that are there you now start saying, 'Can

we look at this?' Huh? He's asking a very good question. Let's just see what is there. This is Cornell Method.

[Silence as the lecturer looks for the appropriate slide on his laptop to project onto the whiteboard]

LecU: So it starts from there. That's exactly what I've talked about. That's the note paper and how you demarcate it. Let's at the 5Rs and how you make use of those 5Rs. We are saying record legibly and concisely your words/understanding of the main ideas in the note-taking area. As you listen you are doing the recording. Reduce these notes after the class to recall column summarizing the main points. You are simply summarizing the main points. You are recording these main points on the recall column or the cue column. And then you do the recitation. And that's how you do it. So you cover this part where you recorded and you just recite from the recall column. But if you want to verify you can uncover the note-taking area just to check whether what you are recalling I mean what you are reciting is quite correct or not. And then we are saying reflect on your notes, study and try to draw conclusions about how this course material fits the overall frame of reference for your academic study. And try to develop and nurture a mental understanding of the essential ideas and points. Learn to distinguish between important and not important. And finally the last stage is to review these notes and your summary statements using the recite method above. So at which stage can you make this summary? At this, at which stage can you make this summary?

U8.S28: On reflect.

LecU: So she agrees with you to say on reflect. You can make that summary. Where else? Isn't possible that you can make your summary after you have done the reduction? Immediately after uhm you have reduced this? Isn't it possible to make a summary?

[Some whispers say 'it's also possible']

LecU: It's also possible. To say at that stage, remember you recorded and you are reducing. So you are, it's like you are selecting only key issues. And from that key uhm from those key issues, you can come up with a summary of what the presentation was all about and then move on to recitation, reflection, and finally review. Still at that stage it can also work. Good. Another thing that somebody was mentioning is, somebody mentioned something.

U8.29: Yeah, so is it means that the process of recitation, reflection and review will be done in the summary column?

LecU: Uhm now I'm a bit confused. You are saying the activities of recite, reflection, and review, you are saying these activities?

U8.29: Can be done in the summary column. No, when you are reflecting on your notes you are not simply reflecting on the summary that you made. You are simply making a reflection on what you have recorded. The whole. You cannot just make a reflection only on the summary and you cannot just review only the summary. You cannot just recite only the summary. I hope

we are getting what you are saying. Good. Somebody mentioned something. What did you mention? Finally, you mentioned? Apart from Cornell you also talked about what? There is somebody who mentioned something. Abbreviations, okay. Ladies and gentlemen, uhm I know we covered four types of abbreviations. Let me be very clear with you that what is very important it's not to memorize the types. Okay? At this level maybe we can't ask you how many types of abbreviations are there? And you give us a list and their examples. I think that question is not important. At this level what is important, we we we have you those types so that when you meet the different abbreviations that are there, you can try to analyse them where they belong to. And in that case what is very important for you to know the abbreviations and their meanings so that when you are doing your note-taking, you are doing your note-making, we are saying make use of the abbreviations. Because if there's an abbreviation for something then you give us the full form you are always penalized for that. It means you don't know note-making or note-taking. You can't give us the word people in your notes. You know there's an abbreviation for people. You can't write World Health Organization, the whole of it, in full yet there's an abbreviation for that one. Similarly, with symbols, if there's a symbol and you give us a full form, we are always worried, we are always annoyed to say no, you don't do that in note-taking or note-making. So yes, there are types, four types that we discussed in as far as this course is concerned, but what is important is to know different abbreviations for the different words that are there because that's what we expect you to do. Use those abbreviations in your note-taking or note-making. I'm I making myself clear?

[Some nods and grunts]

LecU: So just study the abbreviations that are there and be able to use them. Present them appropriately because sometimes you know some abbreviations uhm if you present them you mispresent them, you present them wrongly you end up losing some marks. Yeah, so that's it what we can talk about under abbreviations. So remember to use abbreviations in note-making, in note-taking. Abbreviations, symbols, short phrases, short forms, all those have to be used. Do not use full sentences in note-making or note-taking. If there are, okay, should we stop here, or do you still have some questions? We are revising. Yes?

U8.30: On the issue of listening

LecU: Again on the issue, the the issue of?

U8.30: Listening

LecU: Listening, yeah, listening.

U8.S30: Under what we call lecture structure

LecU: Yeah lecture structure. Uhuh, what is it about?

U8.S30: On how to differentiate an introduction and giving background.

LecU: Again?

U8.S30: On how to differentiate between introducing, introducing something and giving background, background information.

LecU: Okay, giving background. Somebody is giving background, somebody is introducing something. You mean you can't recognize when somebody is introducing or somebody is giving background. You know uhm I, I can see the the challenge that is there. You know when you are introducing a lesson sometimes you can start with background. Okay? 'Uhm ladies and gentlemen, as you all know, we talked about this this this.' That's background. But that background is done in the course of introducing a lesson. And then finally somebody says 'So today we want to talk about this.' Huh? You can isolate the two. Because if somebody is mentioning what you already covered then that's clear that that is background. We want take you from known to unknown. I'm not saying everytime lessons are introduced that way, no. Some can simply come and say, 'Today we are doing this, we are covering a, b, c, d.' That's an introduction. And in that case there is no background. But what is important is to recognize when somebody is introducing because you'll be able to follow that presentation. If you know somebody is giving background, somebody is introducing, somebody is giving examples, somebody is is winding up then you are able to follow the presentation. Do you still have problems?

[S30 nods his head to signal he doesn't]

LecU: Ladies and gentlemen, may I ask you, I wanted uhm to say this. I don't know whether you'll receive this or not. I wanted to suggest that Wednesday we are not meeting. Can you use those two hours to study LCOS in preparation for exams. If you still want that we meet, no problem, I don't have problems. We can still meet. Let's agree as a class. This is something to discuss.

[Noise as the class ponders the lecturer's suggestion. A number of voices are heard saying 'we should study.' LecU leaves it to the students to discuss amongst themselves for a while. A few students start to walk out. TPMK is among them]

U8.S31: Sir, you have to be around so that when we are studying if we have questions-

LecU: Uhm somebody is saying but still I have to be around.

[Some voices are heard saying 'yes']

LecU: Yes, definitely I'll be around, definitely I'll be around. But let's agree how many are saying we need to meet like this or we study for this particular course?

SsU: *[chorus]* Study

LecU: How many are saying we should study?

[Almost everyone in the class raise their hands to signal they should study]

[Laughter]

LecU: Ok. Ladies and gentlemen, I'm simply giving you chance. I know what pressure is there. For you to study all those six courses to write exams next week. Make use of those two hours to study LCOS. I will be around, if you have a question, you can always come for clarification. But even before exams, if there is something troubling you you can always come for clarification. We can always have a look at whatever is there. But class rep remind me before you write exams we have to be clear as to which topics we are covering. And yeah, we uhm as lecturers we have to make that communication very clear. We don't want a situation where you are studying something that you haven't-

[U8.S3(TPNE) interrupts the lecturer to say something but it is not clear]

LecU: Huh?

[U8.S3(TPNE) again tries to say something but it's not clear]

LecU: Huh?

U8.S3(TPNE): Tutorials

LecU: Tutorials?

U8.S3(TPNE): Yes

LecU: Yeah, this was a tutorial

[Laughter]

LecU: Okay, what do you understand by tutorials?

[Laughter]

LecU: No, tutorials are done differently. This was a tutorial. Tutorials, sometimes I can come up with a question, a task and just say let's do this maybe in groups. The aim of a tutorial is to make sure that you understand something fully. And that's exactly what we were doing.

U8.S32: Sir?

LecU: Yes?

U8.S32: According to the first draft, we are writing chemistry and LCOS same day. So I wanted to propose that what if we have uhm LCOS on the next day because we have nothing *[the last part is unclear]*.

LecU: Huh? Okay, according to the timetable, she's saying because you are writing LCOS on Tuesday? I'm I right?

[Nods and 'yeahs']

LecU: Have you seen the timetable?

SsU: *[chorus]* Yes
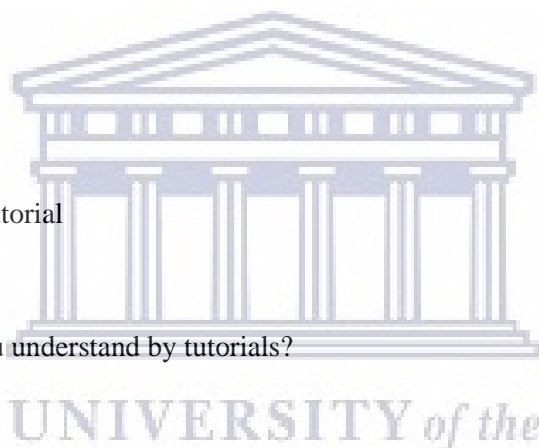
LecU: Is it Tuesday?

SsU: *[chorus]* Yes

LecU: Yeah Tuesday. Tuesday in the morning or afternoon?

SsU: *[chorus by a few]* Morning

LecU: Tuesday, Tuesday morning. So according to her observation she's saying on the same day you are also writing what?

SsU: *[chorus]* Chemistry

LecU: Chemistry. Same time?

SsU: *[chorus by some]* No

U8.S32: The next day we have completely nothing

LecU: Ooh! On Wednesday, there's nothing.

SsU: *[chorus]* Yes

LecU: But on Tuesday you have two.

SsU: *[chorus]* Yes

LecU: Uhm look at this. Listen. Does that apply to all first years?

SsU: *[chorus]* Yes

LecU: All first years are free on Wednesday?

SsU: *[chorus]* Yes

[Here a number of students try to say something at the time but it is not clear on the recording equipment]

LecU: Okay you are writing Physics this week

SsU: *[chorus]* Yeah

LecU: And this Physics was supposed to be written on Wednesday?

SsU: *[chorus]* Yeah

LecU: So it means Wednesday is free?

SsU: *[chorus]* Yeah.

LecU: Now maybe

[A student close to where the lecturer is standing says something to him but it is not clear]

LecU: Uhm, okay, we'll we'll, a lecturer has come already. So Let's stop there, ladies and

gentlemen. But we have to look at that carefully and maybe take that to the people responsible so that they can change it.

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Appendix B2: Selected transcripts from Group Q and LecV

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SESSION Q2

ESSAY WRITING - BODY PARAGRAPH

DATE: 20/11/18

TIME: 10:00-12:00

[Before the lecturer calls the class to order, there is a lot of chatter among students which is happening in the local vernacular Chichewa discussing trivia not related to the course or its content. This is especially picked out by the camera at the back where students might probably have felt they were freer because they were far from the lecture in front of the classroom. The lecturer on this day brought with him the LCD projector for use during teaching]

LecV: Good afternoon

SsQ: Good afternoon sir.

LecV: Uhm we are finishing on informative essay with the body paragraph. Last time we looked at the introduction. So going into the body of the essay uhm we'll now be expanding or explaining more on the uhm on the main ideas that were outlined in the introduction. Because we said when you are writing the introduction, especially thesis you also outline the uhm main ideas that you are going to discuss in the essay. And usually the main ideas are there to answer your uhm your thesis. So what are the three parts uhm of a body paragraph? Or what goes into the body paragraph? So the first one we have the topic sentence. Then we have the supporting sentences and the concluding sentence. So the topic sentence is mainly uhm the first sentence of the paragraph. This is the sentence that contains the main idea or the controlling idea. The main ideas that we have uhm or that we included, we outlined in the introduction are now being expanded in the paragraphs. So the first line of the paragraph I mean the uhm the body paragraph will contain the topic sentence. So that's your main idea. Uhm what example did we use last time? I think *tinkakamba za* [we were talking about] sustainable energy, developing sustainable energy. Uhm what were the main ideas that we were using? If you remember any?

[Silence]

LecV: Otherwise I'll use this very common example. Uhm I like this one *[while writing on the whiteboard]* because it's very simple and we used to enjoy it in primary school and you would memorise. That's the importance of agriculture. Source of income, source of manure

[Laughter]

LecV: source of uhm, source of what? Employment, raw materials

[Some students are heard shouting their own contributions amid the noise made by others who seemingly find the example amusing]...

LecV: Right so, I I just want to use that as a simple example so that we understand...So if we are to use source of uhm income

[Silence as the lecturer writes a topic sentence based on the example]

LecV: So what we have there is a topic sentence. It is introducing the idea that will be discussed in that particular paragraph. So anyone reading our essay will know that in this paragraph this is what will be discussed. Whatever comes uhm after it is simply now supporting or explaining more on that particular uhm main idea. So when you start explaining the main idea what it is, what it means it means you are now writing the supporting sentences. So the supporting sentences will explain and develop the topic sentence. So you explain what it means. If it means defining you define, some of the points that you may use in the topic uhm in your topic sentence or some of the main points may be technical. Therefore, they will need, you need your reader to understand what they are. So you need to define them as a way of explaining to the reader what it means. But also, you may need to provide evidence. For example, if you're saying uhm importance of agriculture as source of income, what is the evidence? Can you provide evidence that it is a source of income? So in your explanation, you should show that. Uhm in providing evidence, you can use examples. So you can use examples to show that agriculture is a source of income. You provide your thoughts. What is your thought about the topic sentence? What do you think? Uhm the fact that you are in university, of course we'll talk more about this when we'll be talking about academic essay, the fact that you are in university we'll need you or we'll expect you to be your evidence but not just evidence that I've talked about as an example but also we need you to use uhm what others have written in the literature as evidence for your points. So actually we'll need you to provide literature as evidence for, to back up your points. But we'll also need you to provide your own interpretation, your own understanding of that point. So that's where you are providing your logical thoughts because you need to provide your own understanding, your own explanation, how you understand. So that is the supporting points. *Ndukhulupilira kuti aphunzitsi anu a Chingerezi anakuuzani ku sekondale kuti* [I believe that your English teacher at secondary school told you that] when you are writing a composition you also include I don't know if they were calling these supporting sentences but you have I think to know what they are. So we are just reminding each other. Uhm before we move to the concluding statement or concluding sentence, can I have anyone who can complete that sentence or that paragraph by providing the uhm supporting details.

[A student volunteers after some moment of silence]

LecV: *[Addressing the student who has volunteered]* Uhm so *udutsira uku, apa kukhala ngati tatchingapo* [You will pass on this side since we seem to have blocked the way here]. So you will provide the supporting sentences by explaining further that particular sentence, what it means, what uhm so that your reader understands when you are talking about source of income, what do you mean? What is the evidence?

[There is silence as the volunteer student writes on the whiteboard. The student takes about 4 minutes to come up supporting sentences for the topic sentence that the lecturer provided, filling up more than half of one side of the whiteboard. He resumes his seat and the lecturer begins to comment on his work].

LecV: It's it's clear now that he was taking agriculture. I think one of the subjects that he was taking was agriculture. So 'As it is already known by that agriculture involves the growing of crops and rearing of animals, these are harvested when mature. The output is not only used for home consumption but can also be sold thereby providing the farmer a source *[lecturer inserts something]* of income. Some of the crops which can be sold are cotton and tea, just to mention a few.' Very clear, huh.

LecV: That's what we need to do. When you are explaining your main idea, it should be clear to your reader. Where you have technical terms, for example uhm your disciplines are technical. Those of you in GIS, uhm sustainable energy these are technical fields. So sometimes you may be writing the terms that are uhm specific to your discipline. You'll need to explain them so that if someone like me who is not an energy expert or is not a GIS expert should be able to understand what you are saying. So that's why we need clarity in our explanation. So after providing that information, after explaining that, then we need a sentence which concludes that paragraph. We should provide a sentence which wraps up the paragraph, and we are calling it the concluding sentence. This is not a conclusion. But we are talking about a sentence that, conclusion *tibwera imene imakhala ya* essay *yonse* [we will come to the conclusion that is for the whole essay]. But we are talking about a sentence that concludes your paragraph. It should tell your reader now that you are finishing the discussion in that particular paragraph, then you are going to another paragraph. Uhm it is that one. So so it ends uhm the topic that has been discussed in the paragraph. For example, uhm *[begins to write a concluding sentence for the paragraph that had been developed on the whiteboard in collaboration with the student volunteer for about 40 minutes]*. That's just an example. Uhm 'Agriculture is therefore significant as it enables the farmer to get the much needed money for for survival.' So you are wrapping up uhm in this sentence. Sometimes it happens that the topic you are discussing uhm some of the points are highlighting a problem. Or some of the or it's for example, if you are talking about uhm the energy crisis which we have now. By the way uhm we are now going towards the crisis. Is it towards or we are already in a crisis?

[Laughter]

LecV: Because you can count the number of hours uhm on the load shedding schedule. We used to have 6 hours *ya* [of] blackout, now it's 7 hours.

[Laughter]

LecV: *Moti mupange ijeni* sustainable energy *simukudziwa zimenezo* [That you should produce sustainable energy, you don't know that]? *A* sustainable energy [Those of you doing sustainable energy].

[There is general chit chat among students in response to the lecturer].

LecV: *Osamazitsata, muzidziwa* [Don't follow, know the stuff]. *Munayenera muzidzitsata za ku* ESCOM or *za ku* ENGENCO *apa* [You should be familiar with what is happening at ESCOM or ENGENCO]. *Aonjedzera* [they have added] another 3 hours, now it's 9 hours. *Mwera wind ija yapita* [The *mwera* winds explanation is now gone]. *Kaya panopo nde kwabwera kaya chani kaya* [Now I don't know what explanation they have come up with]. *Kaya ndi anyani amagwera nthambo aja ayambiranso* [Maybe the monkeys who used to fall on the transmission lines have started again] So uhm I was saying sometimes it happens that the point you are discussing is a problem. In concluding that paragraph that you are discussing a problem, you can provide a solution as a conclusion to that paragraph. So it could probably be that your main idea was a problem. So you were discussing a problem: *anyani akumavuta* [monkeys are causing problems], *eee akumabwera, akuma-, akumati akagwira chiijeni, nthambo magetsi akumadzima* [when they touch the transmission lines power goes off]. You are describing, that's a problem that is resulting in power blackouts, ok? So that's your point. So as a concluding statement you can provide a solution. So uhm it is important that once you provide, or you explain, or you give an explanation, or you provide a main idea, you give an explanation you conclude that paragraph. How to conclude it? It's up to you as long as you are able to back up so that your your reader knows that this is what has been discussed from this conclusion of this particular idea. Then, uhm before we come to then, any question? Before we move on to the conclusion. Yes?

Q2.S1: Are we allowed to include uhm examples there?

LecV: Yes, very much so. And it's very important that you should include examples because an example helps in clarifying uhm the issue you are discussing. Sometimes it may happen that your explanation, you may think your explanation is clear but it may happen that your explanation is not so clear. So how do you make it clearer? Sometimes you give an example and it's important. Let me ad-, encourage that always when you're writing include examples. And that also shows to your reader that you know what what you are talking about. So when you are providing your supporting details, provide examples because they will help to clarify or illustrate the point you are discussing.

[Silence]

LecV: *Ukulongosola za Kawuniwuni* [you are explaining about *Kawuniwuni* - a local airborne

geophysical survey] A GI- Geo, Geo-Information Systems-

Q2.S2: And Earth Observation Systems

LecV: Geo-Information and Earth Observation Systems,

Q2.S3: Science not systems

LecV: Science?

Q2.S3: Yeah

LecV: What's the difference anyway?

Q2.S3: Science

LecV: Ok, uhm *nkhani ya ujeni mwaimva, ya kwa Senzani* [Have you heard about the news from Senzani*]? Imene ikutchuka pa* social media [the one that's trending on social media]? *Kodi simukugona kuno eti* [Are you not sleeping here]? *[Upon seeing a student dozing].*

[Laughter]

LecV: So these are important matters. *Akukhudza* field *yanu* [They are concerning your field]. They are saying, people are alleging *that kwa amene mumachokera ku* Lilongwe or *ku* Ntcheu or Balaka [for those of you coming from Lilongwe or Ntcheu or Balaka] there is CP Foods *ili ndi machani, makola a nkhuku eti* [CP Foods has got buildings for poultry farming].

SsQ: *[in a chorus by some]* Yeah

LecV: As we go from Phalula *kapena kwa* [or] Senzani that area. Somebody is alleging that *pali, timati chani ichi*? Gold *pamene pajapo. Ndiye anthuwo akunamizira kumanga khola la nkhuku akuma-, akumafukula miyala ya golide. Ndiye tikufuna mutifufuzire kuti kumeneko kuli miyala ya golide kapena ayi ngati* a GI Information Systems. *Osamangogona iyayi. Kumadziwa zomwe zikuchitika mdziko mwanu.* [there is, what do we call it? Gold in that area. So the people are pretending to be building structures for poultry when in fact they are mining the gold. So we want you to find out for us if indeed there's gold in the area or not as GI Information Systems students. Don't just be sleeping. Be aware of what is happening in your country].

[A few students are heard saying together 'Treasure']

LecV: Treasure? *Akakuthamangitsanikoni apa* [They will just chase you]. Ok so conclusion. We know that after every discussion we have to come to an end. So the same thing when you are writing, after you have discussed everything you have to conclude. If you remember when we were starting, I said that we have some lecturers in Malawi, not at MUST, but since MUST is in Malawi it can happen that they are also here. Some lecturers who simply read the introduction and the conclusion and will award you marks, because they know what has been uhm outlined or explained in the introduction and the conclusion is a summary of what was discussed in the

body. So that's why we are saying when we are concluding the paragraph we need to restate the thesis that we explained in the introduction. We also need to summarize the main ideas. And probably the only thing that we did not do in the intro-, in the introduction is to provide our final thought. So we are saying firstly as you are writing your conclusion, you have to restate the thesis. Repeat what you said in the thesis or repeat the thesis but this time around it will be in a different way, using different words but the meaning will be the same. You are simply changing or using the words, changing the words, different words. Then you have to summarize the ideas. Why are we saying that you have to restate the thesis and you have to summarize the ideas? These are the ideas that you have already discussed in your body and these are the ideas that you outlined in your introduction. But why are saying these two should come back or should be repeated in the conclusion? The idea is we want to remind our reader that: 1. This essay that you are reading is based on this argument or this point which is your thesis. You are also reminding your reader that whatever you have we have been discussing in this essay is based on these points and these are your main ideas. So that's uhm a summary or as a reminder to your reader of what has been discussed. After that then you have to provide your final thought. So having discussed all these, what do you think?

Q2.S4(TPFC): Question

LecV: Yes?

Q2.S4(TPFC): Uhm is it, is it should it be like in the thesis uhm, like the the main ideas, like it was the first in the thesis should it also appear like the first in the in the conclusion?

LecV: Where in the thesis at firs- we said uhm they are appearing in the same sentence?

Q2.S4(TPFC): Like source of income, so when coming to conclusion, should also start with the source of income or you can start with other parts-

LecV: *[interrupting the student]* Oh as in arrangement?

Q2.S4(TPFC): Yeah

LecV: To say because you started with source of income, source of-, uhm in terms of arrangement, it's good that arrange them the way they were explained in the in the body. But in terms of wording it's possible that you can paraphrase. Do you know what it means to paraphrase? Using different words or rather say it in a different way, but you are maintaining the meaning. But when you are summarizing summarize in the way they have been arranged in the discussion in your body. And you should remember we are saying the arrangement in the body is based on how you have arranged them in the introduction. So about the final thought we are saying now you have discussed the issue, now what do you think? What is your opinion as a writer? We are, here we are not saying you should bring different things or a different point which was not discussed in the essay. But what you are doing now is to provide your, it could be your assessment of the issue, it could be your your final your final judgment, having read this I think now uhm the point. That is your opinion. Based on the points that you have discussed,

what do you think? Uhm we'll look at the example that provides a conclusion and then we'll see how that example provides the final thought. And that conclusion, that example is based on a certain uhm thesis and we'll see that thesis. That's an example that is uhm relevant to our friends who are doing *za za, kodi Chichewa cha* sustainable energy *ndi chiyani* [what is the Chichewa expression for sustainable energy]? *Za mphamvu ya magetsi* [electrical energy]?

[There is laughter and another student is heard trying to contribute but his contribution is drowned in the noise]

LecV: *Mphamvu ya magetsi* [electrical energy], *timati chiyani* [how do we say it]? *Mphamvu ya magetsi ndi* [electrical energy and...]

[Various students are heard trying to contribute the vernacular equivalent]

LecV*: [Apparently repeating one of the responses] Mphamvu za m'bwereza* (Renewable energy]?

Q2.S5: *Eee* [Yes] sustainable.

Lecturer *[Addressing S5]*: *Ukupanga* [Are you studying] sustainable?

Q2.S5: *Eee* [Yes]

LecV: Oh yeah

[Class breaks out laughing]

LecV: So that one is relevant to, it mainly applies to those who are doing a degree, *maphunziro a ukachenjede a mphamvu zam'bwereza* [degree studies in renewable energy]. So in that example *[referring to an example beamed on the whiteboard]* we have the thesis which has been restated, we have the main ideas that have been summarised, and we have a final thought. So read it and then I'll take you to another slide where the thesis as it appeared in the introduction, so you should compare that one with this so that we should see when we are talking about a thesis restated but in a different way using different words. Summarising the main ideas, how does it uhm or how is it done?

[Silence as students read the sample thesis for an introduction for about 40 seconds]

LecV: So this uhm is based on that particular question and thesis. So the question was explaining how solar power as an important form of power is used successfully in the world. So the thesis was 'Solar power is improving people's lives.' So like we said, in a thesis you have the topic, the main idea, and uhm the position of the writer. So in this we have this part and then the last part *[marking the said parts on the whiteboard]* this is starting here and ending here so that we have, 'Solar power is improving people's lives in developing countries by providing efficient light safely, linking them to the global mobile community, and increasing their productivity.' So that is the thesis in, as it is appearing in the introduction. Now we are saying in the conclusion you restate the thesis. You summarise the main ideas. These are our main ideas. Therefore, you

summarise them in different words. But also uhm conclude by providing your final thought. So *kujaku tinati* [earlier we said] 'Solar energy is improving people's lives in the developing world.' That's how it appeared in the introduction. 'Solar energy is improving people's lives in the developing world by...' There we are saying, 'In summary solar power is making a significant difference in the lives of people in the developing world.' Different from how it was put in the first place. But the idea is the same, it's about improving people's lives. So if it's making significant uhm difference to the lives of people, there's that element of uhm change. So how the words have been put to or how the thesis has been restated is different from the way it was stated in the first place in the introduction. Then following that is coming the uhm the main ideas. Now if you look at this part, where we have 'The evidence firmly shows that in parts of the world where there is abundant sunlight harnessing solar energy can be a key to improving the lives of people.' That is the final thought of the writer. He has looked at all the evidence, he has looked at the discussion, then eventually he's making his own judgment or his own final opinion to say based on what has been discussed based on this, I believe that if we can use sunlight in harnessing these solar power, I think we can have uhm, we can improve the lives of the people. So that is the final thought or the final opinion. So when you are concluding you should be providing your opinion based on what has been discussed. Any question or comment? Yes?

Q2.S4(TPFC): Uhm when you summarise, can you use direct words like in conclusion?

LecV: Like in conclusion?

Q2.S4(TPFC): Yes

LecV: Yeah, you can. There I've just used 'in summary' but you can use 'in conclusion,' 'to sum up,' uhm and other ways that signal that you are you are finalizing your or you are concluding. Yes?

Q2.S5: The question comes from the introduction. When you are writing the thesis, uhm are supposed to outline all the main ideas or you just state some of them, the other ones you'll have them when you are writing the main body?

LecV: *Funso limenelo silinayankhidwemo muno eti* [Wasn't that question answered here]?

[A few students say no]

LecV: Uhm anyway *vuto lokhala ndi makalasi angapo nkumaphunzitsa zofana* [that's the problem when you have more than one class and you teach similar content]. I think that question was asked in a different class. Right uhm you have 10 points in that case outlining all of them will be cumbersome. So you can outline at least 5 is okay. And then you indicate that there are others that you will be discussing. But when you have 5, 4, 3 then you have to outline all of them. But 10, 11 or *zambirizambiri* [many more] then the whole introduction will just be about stating main ideas. *Koma nthawi zambiri* [But many times] when you are writing an essay *mumakhala ndi ma* limit [you have limits], *amakupatsani* ma limit [they give you limits-

[Q2.S6 interrupts the lecturer and says something but it's unclear]

LecV: Huh?

Q2.S6: You mean like number of words?

LecV: Yeah, you have, even sometimes you have the limit on the number of points, especially if it's a con- content question. For example, if it's about importance of time management, we can't just leave open. We'll say *mwina* [maybe] 5 importances [sic]. But you are always limited by the number of words and space. Alright, then if there are no questions then I would want to invite Mr. Mkandawire he has something to say and to do with you. And that one will not need the projector.

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SESSION Q4

ACADEMIC LISTENING

DATE: 13/12/18

TIME: 13:00-15:00

At the start of the lesson the class was almost half empty. Rumour had it that students had a Physics exam earlier. While the lecturer had allowed a few students who came after he had already started teaching into the classroom, he refused entry to those he deemed to have been too late for the lecture. This contributed to the relatively smaller number of students present in the class on this day. The lecturer used a projector to beam the content of the lesson on the whiteboard in front for all the students to see.

LecV: Okay, good afternoon

SsQ: Good afternoon sir

LecV: Yeah. So let's forget about Physics

[Laughter]

LecV: Uhm last week last week we we were looking at listening, note-taking, oh no not last, on Tuesday, listening, note-taking. And when I was introducing the topic uhm especially on lecture overview I made mention of recognizing lecture structure, as one of the subtopics that we'll have to look at. So this is uhm the topic that we want to look at and that's the last part of listening. Come in *[Addressing three students who were knocking on the back door]* So uhm in listening, for you to be able to capture the presentation, yes *[addressing another student who was knocking on the front door],* for you to be able to capture the presentation you need to be

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able to follow or you need to follow uhm the flow of the presentation. So for you to be able to follow the presentation or the flow of the presentation you should know what the presenter is about to say. You have to know whether the presenter is about to give an example. You have to know whether the presenter is about to give you some more information, is trying to clarify. That's the only way you can easily capture the flow of the presentation. So that's why, come in *[addressing a student who is knocking to be allowed into the class],* we are looking at uhm recognizing the lecturer structure because it's important for us or it helps us as uhm students as well as uhm generally as audience or as listeners to follow uhm the presentation or the oral presentation. So uhm like I've said, in every presentation there has to be an introduction and therefore we need to know whether what the speaker is saying is the present- I mean is an introduction or not. Come in *[addressing another student asking to be allowed into the class]*. You need to know whether what the speaker or the presenter is about to say is an emphasis on a point or not. You have to know whether the person is uhm concluding or not. So what we have here are the signals or we'll look at the signals indicating these sections of a presentation. We want to see how one can introduce or how you can know that the presenter is introducing a concept or is giving background or is referring, is clarifying, is digressing. So we have to look at how these can be signalled to us when we are listening. Yes, come in. Come in. And you are the last one. So let's look at uhm how each of these uhm can be signalled. Uhm we'll at each one of them. Introducing or giving an introduction. How do you know that this is an introduction? Because sometimes the way people present, you can you you cannot tell whether what they are saying is an introduction. *Pali anthu ena* [there are some people] when they are speaking they start in the middle of the story or the presentation. But how do you know that this is an introduction? So these are some of the uhm signals, some of the expressions that will signal to you that this is an introduction. So when somebody says, 'What I want to say is' or 'What I would like to do is to discuss...' 'What I intend to do is to explain' and 'In my talk today,' those are some of the ways how you can know that what the presenter is saying is an introduction, is trying to introduce to me uhm or to us the topic. Sometimes, I know as lecturers sometimes we [the word is unclear because of a loud knock on the door] and we just start without giving any sort of introduction. But if somebody is using those words you have to know that's an introduction. *Sinkhani yokopera kuyambira* word *iyi mpakana* word *iyi* [You don't need to copy starting from here up to here]. You can just, we are talking about introducing, you can write your own words, just your sentence and then write these rather than copying each and every word. You are at the university. *Kumaphunzira kupanga* compress *zinthu eti* [You must learn to compress stuff, right]? *Kulemba zinthu* [Writing stuff] in your own words *osati kukopela* [not copying] word by word *iyayi* [no]. *Osamapanga zinthu ngati year0 eti* [Don't do like a year one student] .

[Laughter]

LecV: Okay uhm giving background information. When you go into a lecture, you need to provide the background so that your audience or your listeners should relate what you are saying with what they should expect in the lecture. Or if it's you making a presentation you need

to make sure that you provide some sort of background, a situation which your listeners should use as a jump-off point uhm they should relate with what you want to say. For example, sometimes uhm you can use the previous uhm presentation reminding the, your listeners of the previous presentation. *Mwachitsanzo* [For example], if I come here and say, 'Last week or last uhm previous meeting we looked at a b c and today we are looking at this, you are trying to build the relationship between what you did previously and what uhm we are doing today. So one way of uhm giving the background these are the signals or the signpost words that could signal to you that what we are doing now is providing background. As we know, as we have already seen, as we have all read, as you already know, as already discussed. That's uhm some of the signal words signalling devices or some of the signpost words that signal to you that what you are about to hear is the background. Then we have defining. How do you know that the speaker is about to give a definition? So those are the uhm the signpost words. X is ... that's the most popular way. Agriculture is

[Laughter apparently following a knock on the door by another student]

LecV: the art...So you know the moment the person is saying 'Agriculture is' just know they are about to give a definition. X is called...X is known as...X may be defined as...X is a type of Y which or that...' That's also another way of showing a definition. So if you hear those words in a presentation you know that what I'm about to hear now is a definition. Enumerating or listing. Mention five importances [sic] of energy. So you start listing. That's listing, that's enumerating, when you are saying 1, 2. That's enumerating, you are listing. So when you are using the words like firstly, secondly, next, then, thirdly, those are words that indicate to the listener that you are giving a list of items. That's what sometimes uhm I think last week, last Tuesday uhm when we were talking about we were looking at what an active listener does, I would say number 1 listen selectively, number 2 uhm avoid distraction, number 3 that is a way of listing or enumerating. *Koma mwina imene timaidziwa kwambiri ndi ya* [But may be the one we are most familiar with is the one with] firstly, secondly, thirdly, fourthly *mpakana* [up to] eighthly]. Fifteenly [sic]. Giving examples, excuse me uhm we didn't say come in [addressed to a student who just wanted to get into the class. The student went back]. Giving examples. How do we know that the spear is about to give examples? *Ma YO amasiku ano paja mmati chani* [How do you wannabes say it these days]? 'Let's say for example'?

[Laughter]

LecV: That's what you say. Uhm let's say for example *[chuckles]*. Why can't you just say 'For example'?

[Laughter by some]

LecV: So uhm this is shown or signified or illustrated by 'For instance, for example, this is shown by the following examples, You only have to think of.' Uhm 'let's say' *yo kaja ndiye ndi chani kaya* [Whatever does 'let's say' mean]. 'Let's say' *yo mmafuna mutanthauze kuti chani* [What do want to mean when you say 'let's say']? *Tingonena kuti, tingoti* [Let's just say]? So

that's how one would know that what I'm about to hear is the example or the speaker is about to give an example. *Kodi mayeso inunso munalemba nawo* [Did you also write the exam]? *Mmatenga Physics* [Do you do Physics]?

SsQ: *[chorus] Eya* [Yes]

LecV: Why are you saying 'eya'?

Q4.S1: *Kuvomera* [responding affirmatively]

LecV: *Koma kuvomera kumenekoko kuli ndi* meaning *ina* [But that kind of responding gives a different meaning].

[Laughter]

LecV: There's an implied meaning *'Eya!' Ena angoti 'eee'* [Some have just said 'eee' i.e. another variant of 'yes'].

[Laughter]

LecV: *Osaopa* [Don't be afraid].

Q4:S2: *Mwati bwa* [What have you said]?

LecV: *Osaopa*

Q4.S2: *Chabwino* [Alright].

LecV: *Wina asakuopsezeni* [No one should scare you]. *Iyeyo akuopsezani anakhoza bwanji* [How did the one scaring you pass]? Showing importance or emphasis. When you are writing it's easy to show emphasis. *Mmalemba ma* [You write] capital letters. You use uhm you do underline. *Ena amalemba* [Some write] in bold. But when you're speaking it's difficult to show that, sometimes it's difficult to show that this is an emphasis because you can't say uhm energy [underlines in the air] you are underlining *pamenepo* [there] energy to show that this an emphasis. But there are some ways of how you can signal to the readers that what about to say now is important and therefore you have to take note of it or you have to listen. And that's one way we are showing you. 'I want to stress...' The word stress shows emphasis. 'I want to stress', 'I want to highlight'. So instead of *kuchekenira kwa* highlighting just say I want to highlight uhm your listener will know that you are about highlight. 'I would like to emphasize, to put emphasis', and 'it's important to remember that...' You are saying 'it's important to remember that', you're telling your reader that 'what I'm about to say is important. Therefore, you should always remember it.' Because you can't tell your read- your listener to remember something which is not important. So you tell them that they should always remember that because it's important. Clarification. Sometimes it happens that you have presented an idea to your audience but when you look at their faces they are telling you that 'No, we didn't understand.' *Mwina simmadziwa zimenezo kuti nkhope zanu zimaonetsa kuti awawa sanamve ndipo sakumva* [Maybe you don't know that your faces show that these ones didn't understand and

they are not understanding]. Just looking at your face *timadziwa kuti nkhope iyi mmene andiyang'anira awa ataa hanamve ataa* [we know that the way this face is looking at me the person didn't understand anything]. So as a presenter, as a lecturer, there is a need to say what you said but in different ways. *Chifukwa mwina ukuyankhula muchilapalapa* and the other person *sanamve* [Because maybe you are speaking in such a way the other person didn't understand]. But maybe if you can change the, the words, you can change the language, by changing the language not necessarily changing from English to Chichewa but the words that you use they possibly may understand. So for you to the uhm or to signal to the audience that what I'm saying is nothing new, I'm simply repeating what I said before but in different way. So you use words like in other words, or rather. But what do you do? Lecturer *akuti* 'In other words,' *nanunso mumalemba* 'in other words' [The lecturer says 'in other words,' you also write 'in other words']. But what he's simply telling you is that I'm simply repeating what I already said. *Ndiye ngati sunamve iweyo ukhale chidwi umvetsere kuti amakamba kuti chani* [If you did not understand you should now pay attention so that you should understand]. So that's what it means. *Vuto lochokera poti amati ku sukulu amati tizikopa* notes *ndiye mmangokopela chilichonse, ndiye ndi* in other words *yemwe kukopera* [The problem of coming with mentality that they say in school we should copy down notes, so you just copy everything including in other words]. Changing direction or moving on. Uhm in any lecture, in any presentation, you have different talking points. You have different points that you have to present and therefore you'll need to signal your audience that 'I'm done with this point that I was saying, now I'm moving on to another point.' From soccer let's now go to football.

[Chuckles from a few students]

LecV: You are telling your reader that I'm done with soccer, now let's go to football. So having looked at energy, I would like now to consider uhm geology. So what you are simply saying telling that I'm done with the energy thing, now I'm going to geology. So your reader will know that Ok now I have to switch my mind, uhm switch of from or leave aside the geology thing I mean the energy thing. Now let me switch on to uhm geology. I'd like now to move on to...Turning now to or so let's turn to...So those are the uhm the sss signpost words showing you as a listener or signalling to you as a listener that the presenter or the lecturer is changing, is done with what he was saying, is going to another point. Giving further information. So there you are talking about the same thing, the same point, you are just, or the same uhm same ideas, going in the same direction but you are just adding some ideas. Furthermore, an additional point, in addition to, additionally, a similar point, a further point, further to this. Those are the uhm the signpost words to show that you are adding further information to what you are saying. So these are things that look simple but most of the times we fail to understand or to use them correctly. *Enafe amene tinafunsira ntchito yowerenga zolemba za anthufe ndi amene timazunzika* [Those of us whose jobs involve reading what others have written are the ones who suffer]. *Mukalemba zinthu zanuzo kutipatsa* [When you write your things and give them to us] we say *'Ho! Ambuye uyuyu afuna akambe kuti chani apapa* [What is one trying to say here]? Because sometimes the way we use them, we do not use, they look so simple but sometimes we use them wrongly. How

about contrasting uhm information? Giving contrasting information. *Mwakamba chinthu ichi kenako mukupereka uthenga wosiyana* [You've talked about one thing and now you want to give a contrasting message]. You are giving a different, you're going, you're giving uhm information which is contrary to what you said earlier. *Enanu muuzidwa mau* or *mudzauzidwa mau tsiku lina* [Some of you are going to be told or will be told something someday]. Someone would want to say *Mau Oyera akuti amene amakonda zoyankhula, akuti atsikana amakonda kuyankhula mau amenewowo, kaya ndi zoona kaya* ['The Bible says those who love to say, they say girls are the ones who love saying such words, I don't know how true]. *Amanena kuti* [They say] as you come to retire they say, 'You know I love you, right?' So the moment you hear those words, just know that a but is coming. 'But I think we have to separate. We have to part ways.' The use of that 'but' is giving contrasting information because what you are saying on one part is different from what is coming after that. Although you are my friend, but I can't lend you money. You have a problem*, simmabweza* [you don't give back].

[Laughter by a few]

LecV: So you are saying I'm your friend so the other side they are saying I can't lend you money. Contrasting information. So we have words like although, however, on the other hand, whereas, despite. Despite MUST being a new university, you can finish the sentence.

[Laughter]

LecV: *Mafunso akalekale ankakhala amenewo* [Those used to be the question some time back]. Complete the following sentences. Class- uhm classific- classifying or classification. This is very common among uhm sciences. Are you, are you science students?

SsQ: *[chorus]* Yes.

LecV: You are? Ok. I thought you are climate students.

Q4.S1: Aaah no.

LecV: No? So you are science students?

Q4.S1: Yes

LecV: Okay. So this is common among science uhm science and uhm engineering. Too much classifications. Gas is classified into 1. monogases, *eti, ndi choncho eti* [right, is that right]? *Simmadziwanso koma mukuti ndinu* a science [You don't know but you are saying you are sciences]. So uhm, so yes there are, 'There are three types (or classes, kinds, categories, varieties) of uhm energy. Is it? These are...you list. X consists of (or comprises, can be divided into) 3 types (or classes, kinds, categories, varieties). So these are the uhm the expressions or the phrases that signal classification. *Ati ku* science *kwanuko zimene mmapanga nzimenezi* [They say this is what you do in the sciences]. Digressing. *Tikamakamba za* digressing [When we talk of digressing] we are talking about uhm leaving the main, the subject that you are discussing at that point and you talk about something for a while, for a short time and then you

come back to the same. More or less like taking a detour. Or *kupatuka* [branching off]. *Msewu mukuudziwa ndi uwu wopita, ndiye umati iii ntakhota kaye kumbaliku ndipange zina* then *nkubwereranso kumapita* [You know this is the road to your destination and you say let me branch off and do something else then you come back and continue with your journey]. So that's digressing. You were talking about uhm mining in Malawi and then you say by the way or before I forget. So you are telling your reader that let's pause for a while on this issue *ya* mining *tikukambayi* [about mining that we are discussing] and do something then we'll come back to the issue. So that's uhm digressing. So those are some of the wo- uhm words or phrases: incidentally, by the way, while I remember, before I forget. Those are some of the words that we use to show that we are digressing, we are leaving the main issues uhm the main point for a while and to come back to it later. So that's digressing. The other one is referring to visuals. Uhm sometimes we may have visual aids, images, photos, graphs in our presentations and we will be required to tell our our listeners that can you pay attention to this uhm image or to this visual? So how do we tell our listeners or how do we show to our listeners that we want them to pay their attention to the visual? So that's where you have on this graph, take a look at this, let's have a look at this, I would like you to look at this, I would like to draw your attention to this, here we can see, all those and some that have not been listed there are there to signal to us that uhm what you are about hear is a, an expression that wants to draw your attention to the visual aid. *Ngati a* GIS *mukuyenera kukhala ndi zojambula zambiri* [As GIS students you are supposed to have many drawings]. Photo *ya ndege ikuwuluka mmwamba ikupanga kawuniwuni* [a photo of a flying plane conducting a geophysical mapping exercise], *mapu* [maps], *enanu mwajambula mapu oloza kuti ndi pomwe pali mgodi apa* [some of you have drawn a map showing where a mine is], *enanu chani? Timati chani*? [some of you, what? What do we call it?] Windmill. Solar, *mumatha kujambula* [you are able to draw], you want to. So that's part of communication and therefore you have to, people must uhm see that because it serves a purpose and therefore you want to tell them that they have to pay their attention to it. The last one is concluding. In conclusion therefore again, we had a professor who, a Nigerian professor, in conclusion therefore again. And we used to wonder why again? But that's just a way of trying to tell us that okay we are concluding. In conclusion, to sum up, in summary, in short, we have seen that, so, first we look at and we saw that, then we considered and added that. So all those are ways of uhm concluding or showing that we are concluding. Now, let's conclude. How do we conclude? What does each of those tell the listener? *[Referring to signpost phrases appearing on a slide beamed on the whiteboard in front]*. Assuming you are the one presenting when do you use 'Let's now look at...' Yes

Q4.S3: Moving on or changing direction.

LecV: Moving on?

Q4.S3: Or changing direction

LecV: Or changing direction. So he says moving on or changing direction. Anyone with a different, yes?

Q4.S4: Referring to visual

LecV: What?

Q4.S4: Referring to visual

LecV: Referring to visuals. Ok. He says referring to visuals and he's saying uhm moving on or changing direction? What do others think? *Enafe ma* stagecoach, *eti*? *Zingolo za* stagecoach [The rest of us are stagecoach, right. Trailers of stagecoach buses]. Pali anthu muno *simunayankhulepo iyayi* [There are some people here who have never said anything]. *Koma mukakhala panjapo mumalongolora kwambiri* [But when you are outside you make a lot of noise]. *Pano ndiyamba yomangoloza, 'iwe!'* [Now I will just start pointing, 'you!'] *Iyai, ndidzayambe tikabwera ku* mid-semester [No, I should start when we come back from mid-semester holiday]. *Ndaona nkhope zina zagwetsa ena agwetsa kale nkhope pansi akuwona ngati ndilodza iwowo* [I've seen some have already lowered their face thinking I will point at them]. Okay so 'Let's now look at...' It means you were looking at something so you want to go to something else. That's moving on or changing direction. 'The point I'm making is...' When do you say that or what does that represent?

Q4.S5: You are making an emphasis.

LecV: Making an emphasis. You wanted to say something?

Q4.S6: To explain more or clarify.

LecV: To?

Q4.S6: To explain more or clarify

LecV: To explain more or clarify. Explain more or clarify, making emphasis. The point I'm making is...The point I'm making is...What do you think? Yes?

Q4.S7: Making clarification.

LecV: *Kodi inu si amene munayankha limodzi ndi mkuluyu* [Aren't you the one who answered together with this guy i.e. S5]? *Mwasintha maganizo* [Have you changed your mind]? *Mwasintha maganizo? Eti* [Not so]? *Mwasinthano maganizo eti?* Why now do you think it's not what you said earlier? It's it's uhm a different thing? Because earlier you said making emphasis, now you are saying clarifying. Why, why uhm are you now saying it's clarification?

Q4.S7: *[says something at the beginning but it's not clear]* He as making an emphasis.

LecV: We we are talking about this *[pointing on the whiteboard]* the second one and *munayankhulira limodzi ndi uyu* [you said together with this one]. *Munati* [you said] making emphasis. But now you have changed. So I was saying probably you have changed because you have realized that no there's something I think I, then why are you saying it's it's uhm clarifying, not making emphasis as you said? Anyway, uhm ladies, ladies anyone with a contrary idea? *Ai eti* [No]? Okay so uhm 'The point I'm making is...'

[*Different students now begin to give varied responses at the same time. Some say clarifying. Others say explaining.*]

LecV: Explaining then clarifying. So you have already, you have said the point now, so you have already said the point. You're trying to make it clear now 'What what I'm saying is...' Just like that *eti*?

Q4.S8: Yeah.

LecV: Apart from? Yes

Q4.S9: Giving additional information

LecV: Giving additional information. *Alipo amene otsutsa kapena osemphana ndi iye* [Anyone who wants to differ with him]?

SsQ: [*chorus by some*] No

LecV: *Adzaimika mkono ndipo adzanena* [Shall raise a hand and say it].

[*Laughter*]

LecV: So do you all agree that it's giving additional information?

Q4.S1: Yeah

LecV: So apart from mangoes, I also have apples. So that's additional. Nevertheless. Yes?

Q4.S10: Giving a contrasting idea.

LecV: Giving a contrasting idea.

Q4.S10: Yeah.

LecV*: Mwina ndifunse kaye* [Maybe I should ask first], *mwinanso ena sakumudziwa* nevertheless *ndi ndani eti* [Maybe there are some who don't know what nevertheless means]. *Nkoyamba kumuwona* [They are seeing it for the first time]. Yeah, so it's giving contrasting information. You use that to uhm contrary information. *Nde mumfunse iyeyo, 'Ukutanthauza chan*i nevertheless?' [So you should ask him, 'What do you mean nevertheless?'...So it's it's used uhm contrasting information. X, we already talked about ma X. So you know who they what they what X is all about. [*Murmurs something unclear for a few seconds*] So what is that? *Yophweketsetsa* [the simplest].

CalssQ: Classifying

LecV: So yeah, that's classifying. By the way? Uhm we already talked about that, which is?

[*Different students compete to give a response which makes it unclear at the first time*]

LecV: Huh?

SsQ: [*chorus by some*] Digressing

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LecV: Digressing, not grace, digressing. My colleague and I will give a short presentation on...

[Students give out a chorus response but it is unclear]

LecV: Huh?

SsQ: *[chorus]* introduction

LecV: So that's how uhm or those are some of the phrases or expressions that can use to signify. So those are signpost words we talked about in what an active listener does, recognize signpost words. So when you know some of these signpost words it's easy for you to follow a presentation because you know that what the presented is about to say is this. So you are able to follow uhm the presentation. Any questions or comments? If there are no questions, then we'll meet during exam. When are the exams? Tuesday. Yes?

[Other students were beginning to rise up and leave]

LecV: Ok, he has a question, he doesn't want us to meet during exams.

Q4.S11: How many topics are the exams covering?

LecV: Now listen to him. I sa- we sa- we discussed that let's not discuss exams

[Murmurs from some students. Not clear whether it is protest or in agreement with what the lecturer just said]

LecV: Uhm we'll cover the topics

[Laughter and murmuring]

LecV: Yes. *Chilichose chimene chaphunzitsidwa* [Everything that's been taught], ok.

Q4.S1: *[Shouting to be heard]* But you didn't give us the notes.

LecV: Uhm but uhm of course there may be some topics that may not be covered because it seems *pali ena saphunzire zina ena aphunzira zina* [There are some differences in terms of coverage of some topics across the groups]. So because of that we want to have a common ground. So basically it will be, I think it's two topics if I'm not mistaken, because everyone has taught listening and everyone has also taught time management. Referencing uhm referencing-

[At the mention of referencing there is indication that most students are not comfortable to have the topic examined. One student gestured with his arms to signal that referencing should not be included. Another is overheard saying 'zimene zija ayi, zimene zija ayi' (that one no, that one no) after which there's laughter by the whole class]

LecV: I don't know. But prepare because a soldier is supposed to prepare for for any attack. So consider yourself a soldier and prepare for anything. So see you in the, but but today is what? It's Thursday. On Monday I will be in office, if you have a question you can come in the office and ask.

Q4.S12: We'll fire you with more questions.

LecV: No problem. Actually I'm always happy when people are coming to ask.

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SESSION Q6

ACADEMIC READING II

29/01/19

14:00-16:00

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LecV: Good afternoon

SsQ: *[chorus]* Good afternoon sir.

LecV: Okay, so this is the last part of uhm reading as a topic. You might remember in the last uhm first meeting where we started reading or academic reading, one of the topics that I mentioned that we will look at was rhetorical function. Uhm so these are the or when we are talking of rhetorical functions in reading or in academic texts, so these are uhm the phrases or the signpost words that are used to indicate to the reader of what the writer wants to communicate. So they are there to guide you as a reader uhm for you to know what you are about to read. Uhm is what you are about to read a question? Is it a description? Is it a classification? Is it an explanation? So readers use language in order to signal to their readers or writers use language to introduce to their reader uhm what they are about to uhm read. So we'll at uhm each of these and see how language is used to signal to the reader uhm for example, in terms of description, how do writers use language to signal to the reader that this is a description. So we'll start with description. How does uhm a writer use language to describe? Or how do we know that what we are reading is a description? Usually a description uhm uses language that provides uhm a visual image. It uses language that enables you as a reader to be able to see what the writer is saying. Uhm for those of you who remember the story the short story by uhm it is in Looking for a Rain god uhm a story Alex LaGuma uhm Out of Darkness. It's a story which you have a cockroach uhm they are in a prison cell. So they are chatting they are discussing. So there's uhm one statement which I like which describes the condition of the prison cell in terms of uhm temperature. They are saying the prison cell is hot. So the way they describe to the reader in order to show how hot it was they used, they were saying the air was as thick as cotton wool. So if you look at uhm that sentence you know what cotton wool is and you know how thick cotton wool is. So if you try to compare cotton wool or you try to visualize how cotton wool looks like and relate it to the air in the prison cell, you'll be able to see hot it was, how thick it was. So the language there is trying to create a visual image that and a picture to you so you should be able to see. So there is use of adjectives in description

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because you are trying to show either the qualities of something, how something looks, how something uhm appears. For example, uhm we have a student *here [gives first name of the student]*, *eti* [right]? In first year. Who is this one?

[The named student raises his hand]

LecV: So if somebody says I've never been handsome? How do I know that this one is handsome? What's your surname? *[Asking a student]*

Q6.S1: *[Mentions his name]*

LecV: *[Repeats the name to confirm if it's correct pronunciation]*

Q6.S1: *[Says his surname again as a correction]*

LecV*: [Says the name again]*. Okay, how how do I know that this is *[says S1's full name]?* So you start saying uhm *ndiwoyelerako, wowezuka eti* [He's a bit lighter in complexion, right]? *Woyelerako pang'ono. kaya mwina ndi wa* [Maybe he is of] medium height. *Wocheperako thupi, wathupibe la* medium [He is of medium build]. So you are trying to give uhm a picture. *Timakamba* uhm *ndufuna wakutiwakuti wa nkhope yake yozungulira, wamfupi, wakathupi* [We say I'm looking for so and so with a round face, short, of heavy body build].

[Laughter]

LecV: So if you look at the language that you are using, it's full of adjectives because because it's talking about the quality of something. But also you are able to visualize. Okay, *munthu wakathupi amaoneka bwanji* [how does someone with a heavy body build look]?...So when you meet that person you'll be able to relate to say, 'Could be that one' depending on how uhm it was said. So that's about uhm description. So you always have a language. So if you look at this example *[showing on the whiteboard]*, they are talking about a rhinoceros being a large primitive looking mammal. That statement describes the rhinoceros or a rhino, how it looks. It's large, it's primitive, it's a mammal. So here they are talking about that it dates back to the Miocene era and here they are talking about the white or spoiler lipped rhino. That's also description, they are telling you about the colour, it's telling you about the shape. So that's a description. They are describing the rhino, how the rhino looks, their species something like that. Apart from description, we have process narration. How do you take any pictures when you are doing the geo- uhm, geo- what?

[Laughter]

LecV: The Kawuniwuni, the language *amati chani* [how do they say it]? Geo-

[A few students try to complete what the lecturer is trying to say by suggesting 'geo-information' 'and earth sciences.']

LecV: *Iyai, sitikunena* program *iyai* [No, we are not talking about the program]. We are talking about the activity of *zija amapanga andege* [what they were doing in the geo-physical mapping

exercise]...How how do you take aerial uhm images or do *timati zichani? Kusakasaka, kawuniwuni* [what do we call that? Searching for minerals]. So you may explain. It means it's a process. So uhm how does a writer describe or explain uhm to the reader how to do a particular process? How to cook *nsima* [mealie meal]. It's a proc-, cooking *nsima* is a process. How to cook rice, which is *vuto lalikulu limene atsikana athu ali nalo samatha kuphika mpunga* [a big problem that our girls have is that they don't know how to cook rice]. So ask them how to cook rice. They will tell you we take water, put it in a rice cooker and then we. Because all they know is how to use the rice cook. But that's a process. When you go to the lab, the lab manuals that you find in the laboratory, they'll tell you about a process. And when you look at the processes, in most cases, they are, one they are telling you how to do something. The language there is telling you how you can do something. Another thing that you find mostly with language uhm used in a process if you take the lab manuals *mukaona kuti* language *yake imakhala yolamula* [you'll notice that the language in there is in the form of imperatives]. The language is more or less *yokulamula yokulamulira chonchi* [commanding you] because they are telling you this is how you have to do it because if you don't follow that process, it means you'll not achieve the results. So they'll tell you uhm put the beaker on the d- on the *mmati ma* table *kodi si ku* lab [do you call these tables in the laboratory]? Bench yeah. Put the beaker on the bench then pour in four mils of alcohol so uhm you find the language is *mau ake amakhala ngati aja timati ngati ma* command *eti* [the words used are like commands] because they are telling you the process, that you have to follow that process to achieve something. So an example uhm is this *[shown on the whiteboard].* Here they're explaining how they managed to come up with a bamboo culm *kaya ndi zotokosera manozi kaya* [I don't know whether it's toothpicks]. So they are telling you *tinapanga chakutichakuti* [we did this this], then we did this, we added, we dried the uhm we kept with 10% air, drying. So they are telling you a process, then it came to this stage where they chopped the bamboo segments, then the other stage the chamber temperature was increased, like that. How to bake a cake. So you start *eee mmatenga madzira* [you take eggs], *eee mmatenga chakuti* [you take this]. That is uhm now process narration where somebody or the writer is telling you how to do something. Then you have definition. Uhm if you remember when you may recall *tikupanga za* [when we were doing] recognizing a lecture structure in listening. Uhm we talked about definition. We said X is. If you can recall that. So that's exactly what we are looking at. So if you are, you have 'hypnotherapy is...' you know that they are giving a definition. We also said sometimes you can use for you to know the definition of a word you can you also look at the uhm where the word is coming from. Like here it's saying hypnos is a Greek word which means "sleep." So you you, when you see the word hypnos you know it means sleep. Then you can tell what hypnosis means or hypnotherapy because you know therapy is about treatment. Hypno is talking about sleep. So which means it's a treatment which is given when a patient is sleeping. *Zija amakugonetsa kuchipatala kuti ugone kaye nkumakupanga* treat [The one they make you fall asleep asleep and then treat you]. So there we have uhm a definition. So we have X is...So if you can go back to those notes, you know the other ways of uhm knowing that this is a definition. So apart from where we have X is...or in this case Hypnotherapy is... we also have this case where we use uhm where the word is coming

from. Check where the word is coming from and then and then you be able to know what it means. Uhm classification. Grouping things together. Putting things together. How do you know that the writer is classifying items? Uhm when we were looking at listening we talked about the writer the presenter saying uhm X is classified into...There are three types of...There are X types of...uhm X is grouped into...as ways of showing to the listener that time we were talking about listening telling the listener how or what uhm the presenter is about to say, what the lecturer is about to say. So it's the same thing in writing. The rea- uhm the writer or the author uhm *ku* science *ku mumakonda zomapanga kaya zomapanga* uhm classifying *ma* metals [In the science you like classifying metals]. Chemistry *imene ija* [or is that Chemistry]? *Mumati awa ma* metals, *awa ma* gasses, [You say these are metals, these are gasses]. There is a language that is used to tell you that ok now we are classifying gasses. So gasses are classified or are grouped as. So this is uhm an example *[referring to a slide on the whiteboard]*. "There are many larger groups..." just that statement tells you that we are classifying. And then we are stating groups. "Let us begin with the first seven species." Just that. Let's begin with seven species will tell, it will give you an idea that we are talking about species, a group of animals who have similar uhm...yeah they are from the same family. *Ku* biology *mmatero, eti* [That's how you say it in biology, right]? So we belong to the uhm genus homo. So there they are telling you the groups of uhm the animals that they are trying to group. Then we have comparison or contrasting. Uhm when we are talking about comparison we are talking about similarities. *Kalekale nthawi zambiri timati tikapatsidwa funso la* compare and contrast *anthu nthawi zambiri timangoika ma* differences *timaona ngati funsolo afuna adziwe ma* differences [In the past most of the times when we are asked requiring us to compare and contrast we usually just gave the differences because we thought the question wanted that]. But when they say compare and contrast they want you to show the similarities as well as the differences. So how do you show that these are the simil- uhm how do the writers show that these are the similarities and these are the differences? So we have this example *[referring to an example shown on the slides]. [The lecturer then proceeds to read an example from the slides].* So if you look at that example, it's telling you more of the differences. The similarity is there mostly because the two things that are being compared there or contrasted are both computers. So it's comparing, contrasting computers. So in terms of uhm contrast, we have words like uhm "In the 1940s ENIAC, an early electronic computer, filled a room with its banks of vacuum tubes and miles of wiring. Today one can hold in the hand a computing device..."Two sentences giving two different uhm types of computers. One big, the other one small. Then they are talking about uhm the fastness of the device. One is faster the other one is slower. Then we have, they are talking about memory. One has got larger memory the other one small. So there is language which is comparing or contrasting. Faster, larger uhm then we have more reliable, the use of more than. We have words like "rather than." All those are words that signal to you that we are comparing or we are contrasting uhm two or more, two items. We are contrasting two items because those are words that are used in comparing or contrasting. Then we have exemplification or example. Uhm so this is very common. How do we give examples? Uhm of course not the very common 'let's say.' 'Let's say' is the one you use when you are speaking,

'Let's say for example.' So how do we know that the reader is I mean the writer is giving an example? So we have the usual words like 'for example.' We have words like 'for instance.' What's the others? Which others apart from 'for example' and 'for instance' do we use? These are the very common ones. Which other words do you use when you are giving examples?

[Some students murmur out unclear responses. One is overheard saying 'such as.'

LecV: Such as.

[Students continue murmuring unclear responses]

LecV: Like, can we say 'like'?

[Affirmative response from some. One is heard saying 'yeah yeah']

LecV: 'Like' as a way of signalling to your readers that it's an example. Can we use that? Okay so uhm that's the very common, 'for example.' Not 'let's say for example.' But just 'for example.' Then cause and effect. So sometimes the writer wants to show to the readers the relationship between why something is happening and the result. Like what is happening now at MUST. We have the result. So people are trying to find out why do we have these results? What is the cause? *Akuti ana apa* MUST *mwano, khalidwe* zero, *lavunda*. [People are saying MUST students don't have manners]. What's the cause? So some are saying drugs, you are using drugs, as a cause. The effect? *Khalidwe lavunda* [Rotten behaviour]. Just like what you did during you first week here at MUST. I don't know what was the result, the cause. But the result was your first week here, you are just the first years in your orientation week. We don't know the cause but the result was all the condoms were finished at the clinic.

[Laughter]

LecV: That's the result.

[Further laughter and murmurs]

LecV: This is serious and people were surprised. *Anthu a* first year a*ngobwera. Ma ma ma* continuing students *sanabwere. Ali ku* orientation week. *Aku* clinic *anabwera kudzapanga* report. [First years have just come. Continuing students haven't come yet. They are in the orientation week. People from the clinic came to report]. 'We had cartons and cartons of condoms. But they are all finished.'

[Laughter]

LecV: Orientation. By these first year students who are...What's wrong you people? What were you doing? *[The lecturer continues with the subject on student conduct during orientation week for a few seconds before coming back to the lesson for the day]*. So you want to show uhm why something is happening. So for example, uhm if you look at that example *[referring to a slide showing on the whiteboard]*. "The effects of regular exercise can change a person's life. First, walking or running three miles a day can burn about 250 calories. That adds up to a weight loss

of about half a pound a week even without dieting! Over a year, about 26 pounds can be shed. Perhaps most significantly, however, exercise releases endorphins, compounds produced by glands in the body...' uhm like that. So there they are telling you what is the result if you do the exercise, which means the exercise is the cause. The effect or the result of doing exercises is losing weight. *Enanu mukumadzilanga osadya ati ndufuna ati pabwera chizungu ati* banting [Some of you are punishing yourselves by skipping meals saying you want to lose weight]. *Kudzilanga, ati ndili pa* diet, slimming diet [Punishing oneself saying you are on slimming diet]. *Osamadya mungodwalapa ma ijeni ma* ulcers *za ziii* [You will just develop peptic ulcers for nothing]. *Mmalo moti muzikapanga ma* [instead of going to do] at least *zija zomapanga kumajoga kupita kwa* Goliyati *wapansi kubwera* [jogging to Goliyati and back]. *Kupita ku* Nguludi *kuyenda wapansi kubwerera* [Going to Nguludi on foot and back]. *Koma pompa pa ijeni enanu pompa apa pa chani pa* Nansadi *mumafuna mukwere* mini bus, *kukwera njinga pa* Nansadi *pompa*   [But some of here want to take a mini bus or a bike even when you going just here at Nansadi]. *Osayenda pansi* [Why not just walk]? So there, what this is telling you is the cause. If you do A the effect will be, if you do exercise the effect will be weight loss for those of you who want to lose your weight. It's not just about losing your weight. But also if you want to be uhm health wise, huh, you want to be strong, you want to be healthy. It's important. As small as he is, he can be doing exercise, *kumathanga mamawa* [jogging in the morning], as slim as he is.

[Laughter]

LecV: Because he wants to be strong. Because sometimes, sometimes we think that

[Laughter and noise]

LecV: Sometimes we think that *ma* exercise *amayenera kupanga ndi anthu onenepa okha* [Exercises are for people who are overweight]. *Iyai, aliyense* [No, it's everyone]. So uhm cause and effect basically is just trying to show you what causes what and what will be the effect. We'll not talk about note-making because we already did note-taking. So there isn't much to discuss there apart from uhm so the only difference here is that you have a passage with you and you make notes out of that. *Kulibe zonamizira kuti sitikumva kuno, zija munkapanga zija* [Here there is nothing like saying 'we can't hear you', like what you were doing*]. Ulendo uno simuzapanga chonchi* [This time around you won't do (lecturer uses gestures to mean we can't see)].

[Laughter and chatter]

LecV: Okay. Any questions or comments before we move on to something different. How many ladies do we have in this class?

[Some are heard saying seven]

LecV: Seven?

[Affirmative response by some]

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LecV: Seven ladies which means seven groups. *Anyamata* [Boys]?

[Chatter as LecV tries to project something onto the whiteboard]

LecV: So we have SES.

[Some students confirm by saying yes]

LecV: Uhm out of 24 students in SES we have...we have five ladies.

[Some students indicate there are four ladies]

LecV: *Wina anasiya* [The other one dropped out]?

[A few say yes]

LecV: We have *[mentions names]*. Okay so uhm okay four out of 23 which means 19 uhm gentlemen. Uhm *koma pa* gender *pokhapo sitikuchita bwino* [But we are not doing well in terms of gender]. Four against nineteen, that's too much. So which means we have three, three uhm GIS.

[Confirmatory responses from ladies]

LecV: So out of, out of uhm 33 in GIS we have two ladies?

[Confirmatory responses]

LecV: Who is *[mentions name of a student]?* Do we have *[mentions name of a student].* Yeah because I don't have their grades for *analemba* assignment *yoyamba koma* mid-semester sanalembe [He/she wrote the first assignment but did not write the mid-semester exam]. [Mentions names of two students].

[A student responds to the lecturer in vernacular that one of the mentioned students switched programs]

LecV: Yeah so which means we have 31 not uhm, 31 minus 3 which is 28. 28 plus 19, forty-

[Some students say forty-seven]

LecV: Forty-seven against seven ladies. So uhm seven divide by forty-seven I mean forty-seven divide by seven?

[Chatter as the students work out the answer]

LecV: We'll have groups of seven people and *pakhala* group *ina ikhala ndi anthu* eight [there will be one group with eight people]. So uhm we'll start from here. This lady *akhala ndi* [will be with] one, two, three, four, five, six, seven. *Nde mumuyang'ane iyeyo* [So you should look at her]. *Iyeyo ndiye* focal point *yanu* [She is your focal point]. Because ma group *wa* [these groups] we are forming based on ladies. Then we have that that lady. We have one *apo* [there], one, two, three, four, five, six and seven. *Iwe uli uku* [you belong to this group]. So you, *anthu atatu awa ndi wachifolo ali ukuyu* [These three people and the fourth one who is this side] plus these three.

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Then we have *iwe [*you], uhm we have one, two, three, four, five, six, and seven. So you take this *awawa ukuwa* [these ones here]. One, two, three, four, five, six, seven. One, two, three, four, five...

[The lecturer continues to put the students in the groups before finally explaining the task to the class. While putting the students in the groups he discovered that some of the students were absent]

LecV: So take not of that. *Ndiye mulembane maina* [Write down your names]. So uhm these groups *akhalapo mpakana* [will be there even] next semester, *mpakana* next semester. Because next semester we will have presentations, *kaya kudzakhala ma* [whether we will have] group assignments, we will use the same groups. So I want the names, *ndikaalemba ma* group *ndikaatayipa bwinobwino* [I'll have them typed]. I'll keep them.

[One student asks in vernacular what will happen to those who haven't come saying 'amene sanabwere?']

LecV: *Amene sanabwere shauri yawo* [Those who haven't come that's their own problem]. *Tidzaona* [We will see]... So can we have, you should be writing the names. So while you are writing the names I will give these to the uhm the ladies.

[The lecturer gives printed copies containing a group task on referencing]

LecV: So *anyamata ndi amene mudziawuza atsikanawa maina anu akulembeni chifukwa ndi amene mukudziwa kuti muli* number *chani* [So it's you the boys who should be telling the girls to write your names because you know the number that was assigned to you]. *Iwowo* they don't know.

[Chatter as the students put themselves in their groups using the numbers assigned to them]

Appendix B3: Selected transcripts from Group V and LecV

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SESSION V4

PERSUASIVE ESSAY

DATE: 22.11.18

TIME: 10:00AM-12:00PM

The lecturer projected the content of the lesson onto the whiteboard for all learners to see.

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LecV: Good morning

SsV: Good morning sir

LecV: Alright uhm we are starting a different type of essay uhm that is persuasive essay. Uhm remember that we are trying uhm the first time we were starting the essay we talked about two types of essays. Uhm that is informative which we looked at and persuasive. So we have those words of inspiration *[referring to what's written on a slide beamed on the whiteboard]*. Uhm the words of wisdom which simply mean that for one or for you to become a good writer it means you should be doing constant practice. So it should become a habit. Simply sitting in class and listening is not enough. You need to make it a habit. You should write, make the mistakes and then you learn from correcting them. So this is the learning outcome, what we are expecting, wha is expected of us. So we have to look at what persuasive writing is or persuasive essay is. Then we have to look at uhm forms of persuasive essay. Then we will look at the structure just like we did with the informative, so we still look at the structure. And then we have to look at the actual practice in writing. So more or less like we are practicing the writing of the persuasive essay. So the question is uhm what is a persuasive essay? So that's uhm our explanation about the persuasive essay. In most cases when you are writing a persuasive essay, it means you are presented with two positions. There are two possible uhm positions for the question. So what is required of you to take a stand to choose a position that you have to explain. So in that case, it could be for or against. So what you are doing is to convince your reader that if you take this route or if you buy my point of view or my point of view is the right uhm right position. For example, if uhm maybe I, how many of you chose manufacturing as your first choice, second choice or whatever you actually chose? So the rest of you is redirection? Okay. How many of you chose textile? Only two. The rest of you it's redirection. So you have to accept that now you're doing textile. If you don't accept you'll be in trouble. Alright, but the point that I want to say is if somebody asks you, the one doing textile, why is it important that or why is it uhm or wh- how do you convince someone that textile engineering or what do you call it? Engineering textile or textile engineering?

SsV: *[chorus]* textile engineering.

LecV: Textile engineering is the right uhm or is the better engineering degree than manufacturing engineering? The same thing those doing manufacturing engineering, why should one do manufacturing engineering and not textile engineering? That will involve you to convince the person and therefore for you to do that, you'll need to either use logic where you have to present this, when this happens this happens, this happens this happens, therefore this is the the result. Or you have to use reason. Provide the reasons why somebody should opt for manufacturing, not textile or textile not manufacturing. So that will involve you taking a stand and give reasons to that. So for you to convince or to persuade your reader, to persuade your audience, you have to use facts. State the facts. Don't just say uhm textile is good because uhm in Malawi we don't have textile engineers. Therefore, it's good to do textile. Just that. Can you give some facts about textile engineering. Give logical reasons. If you do textile or if you do manufacturing this will follow. So there should be that connection between what you are saying and the consequent or the result of doing that particular uhm program. Use examples to

illustrate your point. Convincing somebody is not as simple as a b c d because the person you are trying to convince has his or her own position. It's difficult for example to convince someone that or who is into uhm, how many engineering degrees do we have here? Four, huh? We have chemical. *China ndi chani* [What's the other one]?

[Different students try to murmur out a response. One of them is heard mentioning metallurgy]

LecV: If somebody is into metallurgy it's difficult for you to convince that person to start liking uhm manufacturing, for example, because for him metallurgy is the right thing to do. So for you to convince that person if you can provide examples, it will be better because those examples will create a clear picture for that person to say 'Okay I can dump or I can leave metallurgy and do-' You know some of you are here doing engineering because your parents, your brothers and sisters are doing or did engineering. *Enanu mwinanso simunasankhe* engineering, a redirection *makamaka mwina munasankha* MBBS [Some of you maybe didn't even choose engineering, especially those of you who were redirected, maybe chose MBBS]. *Paja aliyense akakhonza* form 4 *amafuna* medicine [When everybody passes form 4 they want to do medicine].

[Laughter]

LecV: So you wanted, you wanted MBBS because uhm you saw somebody *atakolekera* [hanging a] stethoscope and you thought it's the best thing that ever happened in the world.

[Stifled laughter]

LecV: But if someone is to uhm dissuade you, tell you that no MBBS no, try manufacturing, they have to give you examples. 'You know what? If you do medicine,' *nanga si anthu mmaona ngati wa* medicine *ndiye amakhala wolemera eti. Ndalama zimakhalapo. Amakhala anthu otchuka. Eee adokotala amapatsidwa ulemu.* So *timafuna tikapange zimenezo.* [since you people think someone who's done medicine is rich. They have money. They are celebrities. Doctors are respected. So that's what we want to do]. But if somebody tries to say no, *ngakhale mmaonatu kuti ndi aulemu nda nda ndi otchuka, andalama koma si anthu andalama* [though you consider them as well respected, famous or rich but they are not rich] because of a b c d. So they give you clear examples. You can easily say 'Okay then I think I won't go into medicine, I will choose something else.' Whoever lies to you that *madokotala ndi anthu andalama* [medical doctors are rich]. But that's what we, *aliyense kungolemba mayeso a* 4 *kungokhoza ka* 6 points *kaya ndi ka* 7 *kaya ndi ka* 10 *ndufuna ku* medicine [everyone when they write form 4 exams and pass with 6 points or 7 or 10 say they want to do medicine]. Those are the forms of uhm persuasive writing *[referring to a slide showing on the whiteboard]*. So we'll at each of them. We'll look at each of them. Of course this is our focus. But still we have to look at these others because they are also persuasive writings. For example, one of them we are saying it's advertisement. *Ena amati* [some say] advertisement *[gives a variant local pronunciation].*

[Laughter]

LecV: Yeah, depending on the school that-

[Laughter and chatter]

LecV: *Alipo pano amene ali ma* customer a NBS Bank [Do we have customers of NBS Bank here]?

[Two students say 'Yes']

LecV: Why? Why are you still with NBS Bank?

[Murmur]

LecV: Huh? *Chifukwa choti imapezeka kumudzi* [Because it is found in rural areas]?

[Laughter]

LecV: *Amabwera nchigalimoto* [They come with a vehicle].

[Laughter]

LecV: But if you look at that advert, it's meant to convince you that from now onwards uhm bank with us. Uhm for those of you who have watched TV *masiku apitawa* [the past few days] or *miyezi imeneyi* [these past few months] there's an advert for *kaya ndi* [I don't know if it's about] Butex. So they are using, is it two ladies? Two ladies. *Wina akumatenga* ma selfie *kwambiri* [One is frequently taking selfies]. Uhm the other one *amanena kuti ine* [says that I] can't take selfies uhm confidence *ndilibe* [I don't have confidence] you know things like that. So they are saying if you want to look beautiful and start taking selfies use Butex.

[Laughter and chatter]

LecV: So the lady takes Butex *nkukasamba* [then goes to bath], now she says 'Wow now I'm looking beautiful,' she starts taking selfies, say 50 selfies a day because she's now looking beautiful. The idea there is to convince you that if you take Butex *muzikhala* [you'll be] beautiful. If you don't want-

[Laughter]

LecV: If you don't want to be beautiful continue using Geisha.

[More laughter]

LecV: You know that's why, that's why most men are not beautiful because we don't use Butex. Most ladies use Butex, that's why they are beautiful. Okay, editorials that's another form of persuasion. Uhm if you check newspaper it has got a section where there's some they call it editor's note. Uhm some will say editorial comment. That's where uhm the editor of that paper uhm writes his or her idea or his or her opinion based on a story in that particular paper. So they will pick a story which they feel has an impact on that particular day and they will write hi- uhm their opinion based on that story. So in most cases uhm editors are regarded as uhm imp- uhm very important and knowledgeable people. That's why when they write an editorial it carries more weight. So some, the idea for them is to convince you that this issue is very important.

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Therefore, it requires even your attention. So uhm an editorial is an example of persuasion. Then we have persuasive speeches. Uhm the immediate past president, students' council president uhm, *kodi timamuti ndani* [what do we call him]? *[Mentions his name]* he was nicknamed Obama. The reason is, they are saying when he was vying for the president position on speaking, he was speaking like Obama, so convincingly. So we have people who when they hold the floor, they start speaking you get convinced. Here at MUST, *munawamvapo* a DVC, uhm a VC *akuyankhula* [Have ever listened to the VC speaking]?

SsV: *[in chorus] Eee* [Yes]

LecV: The VC when speaking you can get convinced that yeah I think now this is the best, what she's saying is really true. *Ndigulu a anthu aja oti wekha ukhoza kungopitsa mthumba nkwapatsa ndalama. Ukamazadzindikira kuti akubera iwo apita* [She's in that group of people you will just dip your hand into your pocket and give them money. When you realize that they have stolen your money they are gone] because they are very good at *[gestures to mean talking]*. *Magulu a achina* JB, a Bakili [The likes of JB, Bakili].

[Laughter]

LecV: Very good at *uhm [gestures to mean speaking]*. So that's uhm a form of persuasive writing. Then we have propaganda. Uhm on MBC TV they have got a program which they are calling 'Never Again.'

SsV: *[chorus]* Yes

LecV: *'Sapita Kawiri'* [vernacular name of the program].

SsV: *[chorus]* Yes

LecV: That's propaganda. That program is targeting MCP and actually it started before the coming of UTM because that time it was clear MCP had an edge over DPP. So I don't know if the program is still going on since the coming of UTM. I don't know how, what they are saying now. But that's propaganda. The *Makiyolobasi* thing [Makiyolobasi was another propaganda program on Radio MBC] that's propaganda. So the idea is uhm to present a bad picture about other side. So they can use emotions. For example, they can say uhm you remember Atcheya when, aaah some of you were not born yet.

[Stifled laughter]

LecV: Uhm Atcheya *ankakapang*a campaign 20 20 20 *chani* 2009 [Atcheya was doing political campaign in 20 20 20 was that 2009]?

[Laughter]

LecV: I think it was *[the last word is unclear]*. *Amakamba za* uhm a Solobala, *amfumu aku* Nsanje [He was talking about Mr Solobala, a traditional chief from Nsanje]. *Amati Solobala analira 'Mayo! mundikho, Mukundipheranji?', akuti ataakhoma chinsomali, a a ijeni a* MCP,

atatenga chinsomali kwakhoma amfumu pamutu kho! kho! Ndiye akuti akati kho! amfumu amati 'Mayo!' Nde mmene amayankhulira, tone *ya* Atcheya *muja.* [He used to say Mr Solobala cried, 'Ouch! Why are you killing me?' as they drove a nail into his body, as MCP people drove a nail onto the chief's head. He used to say each time they hit the nail the chief would say 'Ouch!' Just imagine the way Atcheya speaks, his tone]. So that was uhm, they were using some emotional appeal, appealing to your fear that you know if we bring back this party then *azidzatipha* [they will be killing us], you know something like that. So that's propaganda. Reviews. Uhm I think it's Nation Newspaper, it has got a column on reviews. They review *nyimbo* [music], *mwina* [sometimes] a movie where the they will evaluate uhm a movie. They will give its good side and its bad side, more or less like doing an analysis, providing a judgment. So that's a form of persuasive. So what will happen is if you are reviewing uhm a song, for example, you look at its strength and its weakness. So if you lean much on the strengths of the uhm of the song it means people will get convinced that the song is good because you have concentrated much or you have given it a positive uhm evaluation. If you give a negative evaluation, it's the same thing, it will sway people towards that particular side. So we have some people that we call experts, such that when they, football commentators, are good experts. When they are giving their commentary, sometimes they will they will start, *amati chani* [what do they call that]? Analysis *eti*? And you *amati ma* [they call them] football pundits, *mumaatchula choncho* [that's what you call them]. *Ndiye amatenga* Thierry Henry *ndani ndani akhale apo azipanga* analyze *'Pamenepo akanapanga chonchi'* [And they take Thierry Henry, so and so to sit and make analysis saying, 'There he should have done this'] and we say they are experts. And we listen to them. So if they say no it's bad, we say no it's bad because the experts are saying it's bad. *Ku* Malawi [In Malawi] we have political commentators who I think sometimes you wonder uhm if at all they qualify to be experts. Blogs. Uhm the coming of technology uhm has seen uhm the coming of blogs. People have got their own blogs where they provide commentary on issues, for example, whether it's a political issue, they will provide commentary on that political issue. So uhm *kodi ku* Malawi *kuno*, pa MUST *pano alipo amene ali ndi* blog [here in Malawi, here at MUST is there anyone who has a blog]? *Ena amatha kumangolembapo zibwana basi* [Some will just be writing childish things on it]. But we have people who use their blogs to uhm provide analysis. They use the blogs uhm to comment on issues of public uhm importance. They use blogs to convince people to take action. So blogs are becoming an important uhm part of uhm the discourse these days, especially political discourse, talking about politics in a blog, politics, people are using blogs. So they include, they include the images and all that. And lastly we have the persuasive essay. That's our focus. So a persuasive essay will use logic. It will use reason and sometimes use emotions to convince people. We have people, those of you who like watching movies, you have seen or sometimes you are watching a movie where somebody is, you know, they are acting and you actually feel for them and you start crying. So that's a new uhm it's a form of uhm an emotional appeal. We have people, *opempha aja munawaona zimene amapanga* [have you seen what beggars do]? They change the tone. They change the tone. *Aa bwana tithandizeni bwana* [Please help us sir]. Meet them when *ukakhala kuti sunaapatse* [when you haven't given them anything] or

wapanga china chake choti sichinaatsangalatse, mmene amalutsira [you've done to them something they're not happy with, the way they get angry] and you wonder *anjala aja alusa chonchi* [how the same hungry people can get angry like that].

[Laughter]

LecV: That's appealing to our emotions so that we should feel sorry for them. And then these days we have, there are messages that are coming on social uhm social media, circulating on social media. You want to get blessings-

[Laughter]

LecV: Send this message to 14 people.

[Chatter]

LecV: Which God threatens people like that? They are appealing to. So when do we use uhm persuasive writing? *Enanunso muli mgulu lomwelo amene mumalemba ma* message *oopseza aja* [Some of you here belong to the same groups that write threatening messages].

[Laughter]

LecV: You want God to bless you. And that's what pastors are doing these days. If you want blessings, please give this much. And you give. There is uhm this church uhm *ya* pastor *wina* wake *waku* Nigeria [of a certain Nigerian pastor], a lady, a female pastor. She's telling people, 'If you want to get rich write a cheque of 1000 US dollars *aliyense abweretse pano* [everyone bring it here]. If you don't want to get rich stay where you are. I mean seriously? So because everyone wants to get rich, that's we are here doing ma engineering engineering

[Laughter and murmurs]

LecV: So you use persuasive writing when you want to support a cause. For example, if you are here in the university and then you have realized that are struggling with life, they are struggling financially and you decide to say 'Ok, I will put up a group so that I should solicit money uhm that should be used to help our friends who are struggling.' So for you to get the support from other people, for you uhm to get the support for that particular cause, you'll need to convince because issues of money are very sensitive, because we know people who create a group simply to swindle money from uhm or to use that as *njira yobera ndalama* [a way to steal money]. So you need to convince people that doing this, I'm doing this because of a b c d. So supporting a cause or you want to urge people to take action, it's the same thing. Some, you want people to change things. For example, the way things are in Malawi and you want to urge your friends that people I think we need to take action for us to change things. You need to convince them. If you want somebody to vote for you, you need to convince. *Muona anthu akamavota, kumakhala ma* hug [You'll see when people are voting, there are hugs]. *Anthu oti samakuyankhula amakusekelera* [People who don't talk to you smile at you]. It's a way of trying to persuade you. *Ma* hug [Hugs] flying around. *Kumadadwa kodi ameneyu kodi ameneyu*

angondihaga bwanji [You wonder why is this one hugging me]?

[Laughter]

LecV: They want your votes. Make a change. Things are not working. You need to persuade people if you are to make a change, if there's uhm you want to achieve some change. Prove something wrong. One plus two is equal to four. *Koma aliyense ku masamu akudziwa kuti* [but everyone in maths knows that] it is equal to three. Can you prove that one plus, yeah *ku* [at] church one plus one is equal to one.

[Laughter]

LecV: *Ku sukulu* [at school] one plus one is equal to two.

[Laughter]

LecV: Can you prove that religiously that one plus one is equal to

V4.S1: One

LecV: Yeah. So if you are to prove that that this is wrong, then you have to provide reasons why it's wrong. So it's a way of convincing people that no, one plus one is equal to four. And uhm stir sympathy, you want to get sympathy from people uhm *enanu munafila ma fomu a* loan [some of you filled loan application forms]. And I don't know if we go back to read your forms, whatever you have written on the form, we'll se- statements there that are trying to stir sympathy from the loans board. *Eee ine mwana wamasiye* [Saying I am an orphan].

[Laughter]

LecV: *Chonde mukapanda kundipatsa* loan *yo ndiye kuti* school *ndisiya* [Please if you don't give me this loan, I will stop studying]. All those things, just to get sympathy. *Kulakalaka kuika misozi* [Even wishing you put tears there] sob sob sob.

[Laughter]

LecV: *Kusonyeza kuti ukuliratu kumeneko* [That's to show that you are crying] sob sob sob.

[Laughter]

LecV: Create interest. You want to create interest, so people get interested in something, then you have to convince them. But also to get people to agree with you. It's not easy to have people to agree with you because like I said earlier, they have got their own stand, they have got their own belief systems, they have got their own perspective, they have got their own point of view. So for you to change them it's not easy. So right. So this is our focus. What's the structure? How does uhm a persuasive essay look like? Uhm so as usual we have an introduction and that introduction has got a hook and we already talked about a hook. And we know what the hook does, it's to create interest, to capture the attention of the reader. The thesis. We talked about the thesis in the introduction, why do you need a thesis? What does it do? So there uhm states the

writer's assertion about the topic. Why should someone do manufacturing engineering and not metallurgy? Why should someone do textile engineering and not uhm biomedical? So what is your position? What is your belief? That has to be stated in the thesis. Then the thesis will also need to have supporting arguments. If you are saying it is better to do manufacturing engineering, it is better to do textile engineering, what are you saying? What evidence do you have to support your argument? So you need to provide uhm the support. So that support it means you have points that are backing up your position. *Munaamvapo anthu oti mukamapanga* argue, *mwinanso enanu zmenezo mmazichita* [Ever heard of people who when you are arguing, maybe some of you also do that]. You are arguing they start now attacking you. *'Aaa chokani inutu simmadzitsanso inuyo'* [Just go way you don't know anything].

[Laughter by a few]

LecV: *Mwachitsanzo*, *Man U ndi ndi chani* [For example, *Man U* and and what other team]? Ndi Man City [And Man CIty]. *Yotha mpira ndi iti* [Which one plays football well]? Sorry *kwa amene amasapota* Man U, *amene amasapota* Man City [Apologies to those who support Man U, those who support Man City]. *Izi tingokamba za mkalasi, sindimasapota nawo za mpira* [We are just illustrating for classroom purposes, I don't support any football team]. *Yotha mpira ndi iti*? *Onsewo amakhala a* Manchester City [They all are Manchester City supporters]. *Yotha mpira ndi iti? Nde wayambako, 'Aaa iyayi* Man U *imathata mpira* [And then you start, 'Man U plays well] because of a b c d.' *Wina iii basi kungoyamba, 'Aaa simmadzitsata inu'* [And then somebody just starts, 'You don't know football']...*'Simmadzitsatanso zampira inu . Mwayamba liti kutsata mpira inu?* [You don't even follow football. Since when did you start following football]?' Just know that person-

SsV: *[chorus by a few] Waluza* [He or she has lost].

LecV: *Waluza.* And that is not su- supporting your argument. It's a sign that you are failing to support your argument. You have to present your facts. Ok, Man U *imatha mpira* because *zakuti* [Man U knows how to play soccer because of this]. Man U *inapanga zakuti* [Man U did such]. That's why, *mwina anatenga zikho kwambiri* [Maybe they got more trophies]. That, those are the uhm the elements. *Ili ndi* Mourinho [It has Mourinho], the special one.

[Laughter and murmurs]

LecV: Man City, *iyayi* [no] Man City *imatha mpira chifukwa cha zakuti* [plays soccer well because of such]. So what you are doing there is present the issues, the arguments, the points that are backing up, not attacking the person...it means you are not uhm you're failing to back up. Then you have optional counter arguments. Why are we saying optional? Because when you are arguing, you are presenting your position, the expectation is that there's a flip side of the coin. *Ku sekondale ndi ku* primary *tinkakhala ndi* [In secondary and primary school we used to have] advantages and disadvantages. *Umadziwa kuti ngati aphunzitsi ayamba panopa ndi* [You knew that if the teacher has started with] advantage the next thing are disadvantages. So which means to every argument there should be a counterargument. So here we are saying optional,

meaning that you can choose to use a counterargument or you can opt out, I'm not using a counterargument. So what will happen there is, if you choose to present your side of the story by just providing the supporting arguments it means everyone will know that this person is supporting this side because of these arguments. So you are simply providing your supporting arguments. But also you can provide counterarguments because that that will be that will strengthen your position because it will show that you are not simply, or you not, you do not simply know your side but you also know why the other side is not desirable. So providing counterarguments will show that you know the other side of the argument. You know why the other side of the argument is not desirable but your point of view. So that's why we are saying it's optional. Then, as usual you have the conclusion. So where we've said before that we we discussed the conclusion as uhm I think it was on Monday we talked about the conclusion, where you restate the thesis and summarize your points and provide your view. Sometimes like I said, if if we talk about uhm academic essays, they are always limited by number of words. So when presenting your arguments, your supporting arguments, you don't have space. And therefore you may not go further to look at counterarguments. So they will be no harm in simply providing your supporting arguments. So what makes a good introduction? We already talked about the introduction. Uhm what goes into the introduction? The three parts or elements of an introduction. We talked about the hook, we talked about uhm the building sentence, we talked about the thesis. There the hook is back because we are talking about creating interest in the reader. Therefore, we need a hook. So you can use anecdote or a scenario like uhm the example that was given uhm I I I think I told you an example of a biomedical engineering student who said uhm development without science is like a gun without bullets. That's a made up story. He just made it up in order to create interest. But that was related to the issue that was going to be discussed. Why do we need science in development? So you have to convince someone that we we we really need science in development. That's an anecdote. So a quotation. You can use a quotation from an expert. *Munaiwona, amene mma mma mma mmadzigwiritsagwiritsanu, munaiwona* packet *ya fodya* [Even seen, those of you who frequently use it, ever seen a packet of tobacco cigarettes]? *Izizi tukamba apapazi ndi izi ziri apazi* [What we are talking about here is what is appearing here] [i.e. referring to a slide]. It's just an explanation. Packet *ya fodya munaiwona mmene imawonekera* [Even seen how a packet of tobacco cigarettes looks]? *Kodi fodya akupezeka pano ndiutiuti* [What the tobacco that's found on the market now]?

[Students murmur their different responses at the same time. One student at the back is heard saying in vernacular 'Alipo wamitundumitundu' meaning 'There are different types.' There is general chatter about the tobacco names on the market for some seconds until the lecturer signals for the lesson to continue].

LecV: Okay uhm the reason I'm asking *pa* packet *iliyonse ya fodya pamakhala mau olemba kuti* Ministry of Health warning [every pack of tobacco cigarettes has the words Ministry of Health warning written on it]. Smoking is hazardous. *Chodabwitsa nchakuti alemba* Ministry of Health *mukapeza* medical doctor *akusuta fodya* [What is surprising is that although they have written Ministry of Health you will find a medical doctor smoking]. Ok, so the idea is we are

talking about a quotation from an from an expert or what. The reason they put Ministry of Health it's because Ministry of Health is an authority in health issues. So when they say 'Ministry of Health warning. Smoking is hazardous,' it means you'll believe that smoking is hazardous because it's coming from an expert. If they just write smoking is hazardous, some of you will start question, 'Who are you to tell me that smoking is hazardous?'

[Laughter]

LecV: Are you an expert in smoking? Are you an expert in health? But because they put Ministry of Health, you can't question Ministry of Health because you know they are experts. It's means it means it's proving that smoking is hazardous. *Wina mumtimamo angoti iwe zako zimenezo* [Someone is saying in his heart that's none of your business].

[Laughter]

LecV: Questioning. You can use a thought provoking question. Do you know that eating junk foods causes diabetes? *[writing on the whiteboard]* for example. Do you know that eating junk foods causes diabetes? That's the example. So you like eating junk food? *Mmagula chip- chani? Mmati zichani? Zamwa amwenyezi* [You buy chip-, what? What do you call that? Those in Asian shops]. And *mmaona ngati ndiye moyo wotsogola* [And you think that's progressive life]. *Kapena tukadya ku* Kips [Or we are going to eat at Kips], *tukadya* Wimpy [we are going to eat wimpy].

[The lecturer continues casual talk about junk food in vernacular for some seconds, some of which is not audible on the recorders as it is said at a lower voice]

LecV: Okay, so that is a question that is meant to provoke some thought in your reader. So you'll start from there to present your argument. So you want your reader to start reading, 'Okay, so it causes diabetes, ok how?' So in saying how then he would want to read more to find out how junk food uhm causes diabetes. And also you can provide some interesting statistics or some facts. So we talked about statistics when I used that bad example. So you can also use the statistic. Here we are talking about the hook, we want to create an interest in our reader. Any question? I think I've preached enough, I've preached now I think *ndi nthawi ya chopereka* [it it time for offerings], Praise team choir, *nyimbo* [a song].

[Laughter]

LecV: Yes, any question? Yes

V4.S2: Questioning *yo imagwiranso ntchito* ku informative [Can questioning also work in informative essay]?

LecV: Huh?

V4.S2: *Ku* informative *pa* introduction *po* [in the introduction of an informative essay].

LecV: Uhm in an informative essay? Yeah you can, are you saying can you use-

V4.S2: Questioning?

LecV: Yeah you can use because for example if someone wants to know what is man what program are you, manufacturing or textile? If somebody asks you what is manufacturing? What it all about? Okay, because maybe they don't know what manufacturing engineering is all about. And you want to explain it means that will be an informative essay because you want to inform somebody what manufacturing engineering is. So you can still start with a question that should make the reader uhm want to learn more. So out of that question you create uhm curiosity in the reader that I really need to learn more manufacturing. So it all depends, if your question is about you know argumentative, it means the essay will be persuasive. If the question is about explaining something, then your question will also be leaning towards uhm explaining. So yeah, you can use. Yes?

V4.S3: About giving examples,

LecV: Uhuh

V4.S3: Like a certain *[what he says next is not very clear because of low voice]*

LecV: Raise your voice, you have a very deep voice so it needs to come out. Otherwise, yes?

V4.S3: My friend was telling me that uhm productive or more profitable programs are being offered by polytechnic. Hence, many students who score well during MSCE would like to go to Poly than medical programs. So would that be a valid example and include in the essay?

LecV: If your argument is supporting the programs that are offered at Polytechnic, then you can use that as an example. If if you look at the issue that he was talking about, he was supporting Polytechnic programs. So which means assuming that it's in your line or is trying to convince you then that can be used as an example that productive programs and by the way you have to explain what productive means because if you just say productive programs uhm some will have to think differently. But now you have to explain productive. So you can use that as an example because what you are doing is to show the good side of polytechnic programs and not the College of Medicine programs. Any other? Okay so if there are no questions uhm we will stop there for today. So you can go and have your early lun- early lunch. So we'll meet on Monday uhm at 2 uhm 1 o'clock.

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SESSION V6

REFERENCING

DATE: 29/12/2018

TIME: 10:00-12:00

_____

LecV: Class _nnatumiza nnatumiza ujeni ndi iyi eti?_ [Is this the class where I sent the - although the lecturer did not mention it, he seemed to be referring to the notes on referencing that he had promised to share with the class in advance in preparation for the class].

SsV: _[chorus] Eee_ [Yes]

LecV: Okay. Uhm have we shared?

SsV: _[chorus]_ Yes

[However, there are some students who are heard saying 'sanatipatse' (he did not give us) meaning that the class rep did not give them the notes]

LecV: _S_anakupatseni? [He did not give you?]

SsV_: [chorus by some] Eee_ [Yes]

LecV: _Tsoka lanu_ [Too bad for you]

[Chatter as the female class rep disputes the claim by those saying they were not given the notes. Arguments and counterarguments are made in vernacular which the lecturer allows to run for some time before he introduces content for the day].

LecV: Uhm so we want to look at one of the important, very critical aspect of academic writing which is referencing. And uhm that's one of the aspects that differentiates academic writing from any other forms of writing because you can't write an academic essay or academic work without referencing...Uhm referencing is defined as a systematic way of acknowledging sources. It's a systematic way of acknowledging sources that you have found in your research and used in your writing. A systematic way of acknowledging your sources that you have found in your research and used them in your writing. A systematic way of acknowledging sources that you have found in your research and used in your writing. So uhm we are saying acknowledging the sources. When you are writing in academic uhm any academic work, we expect that or it is expected that there will be uhm concepts, ideas, theories, data uhm images, for example, graphs that will not be your own, that you haven't created yourself. Uhm you have taken them from a certain book, you have taken them from a certain journal article and then you have used it in your own writing. Where you have copied it the way it is or the way it was written or you have paraphrased it, you have just taken the idea and you have written it in your own words, but as long as it's not your own idea, it's not your won concept, it's not your own graph, it's not your own data, you'll have to show to your reader that this particular idea, this particular information is not my own creation. I've taken it from some source. That's what acknowledgement is. So the source could be uhm the books uhm could be journal articles, it could be your own work, by your own work for example, you written an assignment today, you have submitted it for assessment, we have marked it, we have given you back. Then there is another assignment which is similar to what you wrote before, that was marked and you decide

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to use part of it in your other assignment, then you also have to acknowledge. So that is, so anything that you draw your information from that is a source. So when you use them in your writing, you refine during your research, research is about going to the library to read uhm searching on the internet, articles, all those uhm fall under research. Now sometimes it happens that you write an essay and then you don't show that this idea was taken from this particular source. That is regarded as academic theft. That's stealing.

[Laughter]

LecV: You write an assignment, an essay and you don't show that some of the ideas, some or all of the ideas that I have used in this essay are not mine. That is stealing, academic theft, and that one is called plagiarism. So plagiarism is a form of academic misconduct. It is a form of academic misconduct that involves reproducing work submitted for assessment or review, a form of academic misconduct that involves submitting or that involves uhm reproducing sorry not submitting reproducing uhm work submitted for assessment or review, work submitted for assessment or review. So reproducing work submitted for assessment or review and and any material authored by another. And any material authored by another without clearly acknowledging the source. And any material authored by another without clearly acknowledging the source. So a form of academic misconduct that involves reproducing work submitted for assessment or review and any material authored by another without acknowledging the source. So we have work submitted for assessment or review *[writes on whiteboard]*. So and then you have another work that is authored by another. So this where we are saying work submitted for assessment or review it could, the the good thi- the good example is what I said about uhm writing an assignment and you want to use your own assignment. Uhm you wrote an assignment, you submitted it, it was marked and then another assignment comes similar to that one. Uhm *ena zimachitika eti, kuchitika mwatsoka kuti mwabwereza, sikuti mubwereza, koma ena amabwereza* [It happens to some unfortunately that you repeat a year, not that you will repeat but some do repeat]. *Ndiye zikhoza kuchitika mwatsoka kuti* [So it can be unfortunate that] you are repeating. Then it happens that in your in the class that you are repeating, the course that you are repeating, an assignment comes exactly the one you wrote in your initial first year.

[Laughter by some]

LecV: In your first year first year. So you just say, you are tempted, *'Aaa iyi ndili nayo kale iyi ndipo nnadinkulanso'* [I already have this one]. *Kukangosolora yomwe ija ndikuitayipanso nkukapanga* submit [So you just get the same, type it again and submit]. That's plagiarism. *Nanga si udzinena kuti ndi yanga yomwe* [You will be assuming it's your own]. Do I need to show that it's different? That's plagiarism. *Alipo ma* student *ena* [There are some students]. They want to look very clever. They are under pressure. The assignment is due today or is due tomorrow. What do I do? They'll come to your room. 'Man, *inuyo mmadziwa ndinu biggy?'* [You know you are 'big person?'] *Mmadziwa anthu akafuna kukubera eti* [You know what people say when they want to steal from you].

[Laughter]

LecV: *'Inuyo ndi* big man *wamkulu.* Tatibwerekani laptop yanuyo tilembere yaife yakhrasha.' [You are a 'big' man. Can I use your laptop to write, mine has crashed.' They will get the laptop, they will browse through your laptop, they will get your assignment. *Basi angotenga imene ija* pa flash *nkukapanga* print *iwowo angosintha* cover page *alembapo dzina lawo* [So they just take that one on a memory stick, have it printed and then put their name on the cover page]. So *iweyo* [you] you don't know what has happened with your laptop. They'll bring it, '*Aaa* man thanks, *mwaitha. Kagunde kagunde.*' [Thank you very much for your help and give you a fist bump]

[Laughter]

LecV: So they'll, you only realize when you are getting your marked scripts, when your lecturer tells you that *munakopelana* assignment [you shared the assignment with another person]. *Nonse mwapatsidwa mazilo munakoperana* [You've both been awarded zeros, you shared your work]. *Nonse awiri mwapatsidwa ma zilo* [You've both been given zeros]. And then you wonder *ine sinnakoperane ndi munthu* [I did not share with anyone]. So if you copy an assignment from somebody *mukuba* [You are stealing]. *Ndiye pali ena amachenjera* [And then there are some clever ones]. *Amatenga* [They take] paragraph 1 ya mu [from the] body that is not the introduction, paragraph 1 ya mu body *ayika kumapeto, yakumapeto ayika, aisokonezasokoneza asafanane ndi mmene mwini wake watani? walembera* [they will take paragraph 1 from the body and make it the last one, then the will move the last one, they will reorder the paragraphs so that they don't look in the same way as those of the original]. We still know. *Timadziwa kuti* assignment *ndaiwerenga kale iyi* [We know that we have already read a similar assignment]. That's a form of plagiarism. You go to the library you use a book. *Kodi inu paja ndi a* manufacturing *ndi* textile [You are the group doing manufacturing and textile]. Ma lecturer a manufacturing and textile *ndi ndani?* [Who are the lecturers for manufacturing and textile engineering?] Oh you are doing basic sciences, you don't know who will be your lecturers until you start the actual engineering. But uhm pa MUST *pano* [here at MUST] the one I know an engineering, a manufacturing engineer I know so far now is Mr. *[mentions name]*. Mr. *[mentions name]* is in IRC. He doesn't teach, he doesn't teach...So uhm because I want to be using examples from lecturers or you go the library you use Sewey to write and assignment and you don't show that you have used Sewey. That is using work authored by another as your own. So uhm that's how we commit plagiarism. We are saying 1. By using the work that somebody has authored or has written. You are engineering uhm students. You'll ne- as long as, as far as I know, as far as I'm concerned you'll never be an engineer if you don't uhm come up with your innovation, any invention. *Tufuna tizaone, ngati uli wa* manufacturing *tufuna tizaone utapangadi chinthu chowoneka ndi ma kuti ineyo* [If you are indeed a manufacturing engineer we would like to see you coming up with a tangible invention saying] as an engineer this is what I have done. *Osakhala* writing papers *iyayi* [Not just writing papers]. So in the process, for example, there is a machine which is used in manufacturing and that machine you have noted that this machine is using too much power or energy. So I want to modify it so that it should be

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using less energy. It means You'll have to use, modify what is already on the ground. It means you are modifying somebody's work. So in doing that you need to show that what I'm doing now or what I'm working on now is a modification of this work. It's not your, it's not that you are starting from the scratch. It's already there, somebody did it. So you are just modifying it. So you have to show that. So if you copy another person's work without acknowledging it, in this case you are copying somebody, *wina wapanga* design machine *ake iwe* you just copy it *kukapanga* produce machine *ena* [somebody has designed his machine and you just copy and come up with another machine], that is plagiarism. Submitting already submitted work, that is plagiarism. We've talked about an assignment that was already submitted and then you want to submit it, that's plagiarism. Submitting uhm work that was uhm submitted by somebody or by others. Sometimes it happens and I use this example, it happens. As a student you write a very nice project. A lecturer *akupatsani* assignment. Assignment *yanu iyi* [Your lecturer has given you an assignment. Here is your assignment]. You have to do this project. You do a project, lecturer *kuona akuti* [your lecturer sees it he says] this is beautiful. This is very fantastic...So it's a very nice project. And the lecturer takes it, just removes your name and writes his name, his or her name on it and sends it for publication. That is plagiarism because it's not his work. It's your work. Maybe if we can say he puts your name and his or her name because he helped you in shaping your project. And but we have cases where a lecturer takes assignment *ya* student *ndikungoitenga imeneyo kungosinthapo dzina kukatumiza* [a student's assignment, replaces the name with his or hers and sends it]. That is where you are submitting work written by another person. That is plagiarism. But also you use work authored by others but you have failed to add it on the references. Sometimes you, there is a temptation that *mwapanga* cite sources *bwinobwino kuti* [you have cited your sources well enough that] this work was taken from this particular uhm source and then you say, 'mu paragraph *muchite kukhala* ma reference *folo faivi*? *Aaa enawo sindipanga, bola ndaikako mmodzi.*' [I have too many references in one paragraph. I will just indicate one and leave out the rest]. That is failing to adequately reference. So we have wherever we need to put the references, wherever there is a need for us to write a reference or to cite a source it has to be there. So what do we acknowledge? What do we acknowledge when you are writing an essay, when you are writing your work what do you need to acknowledge? You'll find that it's not everything that you include you need to acknowledge. Some of you when you are walking, the way you move, the way you walk *munaonera winawake mmene amayendera* [you took it from somebody you saw]. You have to acknowledge it. This is not my own way of walking.

[Laughter]

LecV: Okay, but what to acknowledge? 1. Exact words. So what to acknowledge. So we are saying 1. exact words. Sometimes when we are writing an assignment, an essay, you copy the words exactly the way they are in the source material. You go to Sewey you copy exactly the same way, anything the way Sewey wrote. That has to be acknowledged. 2. Uhm summarized or paraphrased text. Summarized or paraphrased text. Summarized or paraphrased text. You go and read and you don't want to write everything the way it has been written in that book. So

what you is to simply get the idea from the book and then you write it in your own words. You read you get the idea, for example, uhm electromagnetism, of course I don't know what it is. I just know there is a word electromagnetism.

[Stifled laughter from a few students]

LecV: Electromagnetism*, za ku* physics *eti*? [It's from Physics, right?]

[Some say yes. Others indicate it's from Chemistry]

LecV: Electromagnetism *ndi ya* Chemistry? *Olo za ku* Physical Science, *tingotero chabwino*. [Electromagnetism is Chemistry? Or let's just say it's Physical Science]. *Si* Physical Science *ndi* Chemistry *ndi ijeni* [Since Physical Science combines Chemistry and this].

[One student is heard saying yes]

LecV: Right. Electromagnetism, you know what electromagnetism, the book explains what electromagnetism is. So you get the idea about electromagnetism. But when you are writing you choose to write electromagnetism or to explain electromagnetism in your own words. So you are maintaining the meaning, you are maintaining the idea but the words that you are using in explaining what magnetism is is they are not the same words that were used in the book. They are your own words. So that is paraphrasing. So you have the idea but you present that idea using your own words. 3. Images. You have images, for example, uhm graphs, tables. *Anthu a science mumakonda matebulo ndi ma* graph [Science people you love tables and graphs]. So you have tables, graphs uhm videos, and *mumati ma* chart? [you call them charts?].

[A few students say yes]

LecV: Those ones, if you have copied them, you have taken them from a certain source, you have to show that this is where they are coming from. Theories uhm number 4. If you have used a theory. Theory *imene ndimaidziwa yaku* Physics *ndi chiyani*? [What theory do I know from Physics?] Uhm *ija amalumpha ukamalumpha umabwereranso pansi* [The law of gravitational force].

[Laughter probably because of the way the lecturer says it in vernacular]

LecV: Uhm *ngati zomwe zimachitika munthu ukapita ku* Mars [Like what happens when people go to Mars]

[Some students mention 'gravitational force']

LecV: Gravitational force

[Laughter from some]

LecV: So there is a theory...I'm a scientist. *Ndimazitsata* [I know stuff].

[Laughter]

LecV: Uhm you have used the theory of gravitational force. It's not your own. You have to show that. Uhm 5. Ideas or concepts. Ideas or concepts. Those uhm need to be acknowledged. Computer codes, computer codes. *Mukupanga* [You are doing] programming, next semester is programming? This semester *inali* [it was] introduction to computer. So somebody uhm comes up with a code that is his or her own code. And you want to use that code. You have to acknowledge that this code is not mine but it's uhm it's somebody's. Designs, drawings or plans. And this is for you engineering people. Designs, drawings, or plans. That's why in second year you'll be doing engineering drawing. Yes, engineering drawing because as an engineer, there's no way you can be an engineer without knowing how to design. Of course ma engineer *aku* Malawi *amangokhala maina basi* [Of course engineers from Malawi are just by name]. *Umangoti ukapita ntauni eee* engineer [You just boast in town]. You are even failing to design a bridge.

[Murmurs]

LecV: *Ma* engineer *aku* Malawi [Malawian engineers]. So we don't want you to be that kind of engineers *oti kupita ku* company, 'Machine *tu ndi amenewa. Simmati munapanga* manufacturing? *Eee. Ndamenewa. Kusowa pogwira.* [Who when they go to work in industry fail to operate a machine]. '*Aaa* you know *ifeyo ankatiphunzitsa kuti* engineering...' [No, you in engineering this is not what they taught us...]. *Iyai* you are an engineer, *valani mgoba apa. Valani* safety boots, work suit *tiyeni* [No, you are an engineer. Put on your work gear and let's get to work]. So you should be able, so if there is a design somebody has designed a machine and you want to use that design, you need to acknowledge. So there are so many things. Even music, you need to acknowledge because it's not your own. You need to acknowledge. I don't know *amene muzitsatanu* [those of you who follow] if you heard Lawi *anapanga* sue [he sued] a certain band in town uhm was playing Lawi's music. Lawi had to sue them *kuti akuyimba nyimbo zanga* [that they are singing my songs] without my permission. *Akapita ku* show *akumakayimba nyimbo zanga* [When they go to a show, they are performing my music] without my permission. So you also need to acknowledge *kuti nyimbo izizi eni ake ndi akutiakuti* [that this music belongs to someone]. *Zija amapanga* Busy Signal *zija* [Like what Busy Signal does]. He *amangotenga nyimbo za eni ake nkumangozikonza* [He just re-masters music by other artists]. So if you do that you need to ask for permission from the owner of that. So that is a way of acknowledging. Now uhm I want us to go into the details of how to reference, how to cite sources, how to acknowledge because that's the most uhm critical part. And uhm at MUST...Okay we have different referencing styles. But MUST uses one style. So just for your information we have uhm APA referencing style, the one I sent to you, which is American Psychological Association. Then there is MLA which is Modern Languages Association. We have Chicago. There is Harvard [lists them on the whiteboard] uhm so far these are the ones that are common. So these are the reference styles. In most cases these three MLA, Chicago, Harvard they are mostly used by uhm anthropologists, historians, uhm literary scholars, those who are doing literature mostly use those. But at MUST we use APA. So that's what we'll focus on. So we'll focus on APA referencing style. Okay, so now let's go into the nitty gritties of uhm

referencing. Any questions before we move on to the technical part of referencing? Now uhm let's talk about the ways of uhm referencing. How to reference our work? So using APA there are two ways of uhm referencing. One you can use or you can use paraphrased uhm paraphrasing as a way of presenting your material for reference. But also you can use direct quotation. So we have paraphrasing, meaning that when presenting your materials or your material, you can present it in a paraphrased way. So you simply get the idea and you write it in your own words. So that needs to be to be uhm acknowledged. Then we have direct quotations where you do *timati* [we say] copy and paste, *eti* [right]? So when we are citing our sources, uhm or when we are referencing, one uhm when you are writing an essay, inside your essay you'll need to show that this point is not my point. After doing that, at the end of your essay, you'll need to also show that what I acknowledged or cited in my essay these are the books. So which means we'll look at two ways of referencing. Inside the text and reference list. So we'll look at these two. How do we cite the source inside the text? And how do we write our sources in the reference list? So the first part that we'll focus on today is uhm in-text citation. So in-text citation is where you cite your sources, you acknowledge your sources inside your essay as you are writing you show that this one has been taken from this particular source. So that's what we'll focus on. So like I've said, you can present your material through paraphrasing or through direct quotation. So we'll look at how do you cite sources when you have paraphrased and when to cite your sources when you have used a direct quotation. How do you cite your sources when there is one author? How do you cite your sources when you have two authors, three authors, four authors and like that. So that's uhm that's what we will focus on from now onwards. Okay so let's start uhm with one author. Uhm when we are citing our sources, you can either choose to write your source at the beginning of your sentence or at the end of your sentence. When you want to cite your source, you can choose to write at the beginning of the sentence or at the end of the sentence. What do I mean by at the beginning of a sentence or at the end of a sentence? Uhm let's first look at citing at the beginning. So uhm in citing a source we use uhm the last name *[writes on the whiteboard]*. So you use the last name of the author, by last name we are talking about the surname. So the last name of the author, the year of publication in brackets. So what does this mean? Let's look at this example. Uhm [writes an example on the whiteboard]. Okay, so that's an example. *Ndikamakamba za* manufacturing *sindukamba za a* manufacturing [When I give examples about manufacturing, I'm not talking about manufacturing only]. I'm talking about general because even a textile *akupanga* manufacturing [because even those belonging to textile are also doing manufacturing]...*Ndiye sizoti, chifukwa ena ake amadandaula kuti eee ndikukondela. Ife simmatitchula iyayi*. [Because some were complaining that I don't mention them]. So you have to know that we are talking about generally manufacturing. So for example, *[here lecturer reads the example he wrote on the whiteboard]*. So what we have here is Kalonda being the last of the author and in brackets or parenthesis you have year of publication. Then we have the sentence. So what you are doing here is to show to your reader that this idea which is saying *[reads the sentence on the whiteboard]* is not your own. But it was said by Kalonda. So this is how you cite your source at the beginning of a sentence.

V6.S1: Sir?

LecV: Yes?

V6.S1: Can you acknowledge an idea from unknown unknown author?

LecV: Unknown author?

V6.S1: Yeah

LecV: Yes, it happens. We'll we'll come to that uhm where you have unknown author for a book or article, you still have to do it.

V6.S1: Ok.

LecV: Okay so let's see if it's at the end. So it'll be still you use the sentence then in brackets you have last name, comma and year of publication.

V6.S2: Before you proceed

LecV: Uhuh?

V6.S2: Let's say Kalonda is like a musician. How would you do that? Would you-

LecV: He's the musician, he's the one who did the song. When was the song produced? That would be your year. So Kalonda musician, you want to acknowledge that song, you have used that song and you want to acknowledge, it will still be Kalonda because it's the name of the person who did the song. And the year that that song was produced.

V6.S2: Alright. Title?

LecV: No we are not bringing titles there yes. That's why there is no title there. So inside the text we don't include the title, we don't include the initials. We'll, these will be used when you start looking at the references. So inside the text you only use the last name and the year of publication. *Tikamapanganso za* [When we'll be talking about] direct quotation we'll see another element that we uhm need. But in terms of uhm the title of the book, the title of the article, that is not used inside the text. *Koma zili ndi malo ake amene zimagwira ntchito* [But there are specific situations where they are used]. So *tidzaona tikamazakamba za* referencing [So we'll see when we'll be talking about referencing]. We'll see uhm where the title comes in. Okay, so we are saying if it's at the end of a sentence, you'll first of all write the sentence and at the end you'll cite the source. For example, if you had used the same sentence it'll be *[writes on the whiteboard]*. So there we have *[reads the sentence written on the whiteboard]* then in brackets you have Kalonda comma 2018. So we have to look at two things that are making the first instance different from the second instance. Our first instance is where we have the source or the name of the author at the beginning of a sentence. If you check the way we have cited here and the way we have cited where we have author at the end of a sentence, there are some slight differences or slight changes. The first one is where the name of the author is at the beginning of the sentence, the name is not inside the brackets. It's only the year of publication

which is inside the brackets. But where the name of the author or the source is at the end of the sentence both the name or the last name of the author and the year of publication are in bracket. And another thing is that after the name of the author, so we are saying where we have the source at the end of the sentence, after the name of the author there is a comma separating the name of the author and the year of publication whereas here where it is at the beginning, there is no comma separating the name of the author and the year of publication. So those small details you need to know them *chifukwa chakuti* with referencing *zimatha kutheka munthu kuluza* marks *chifukwa* comma, *chifukwa unaiwala kuika* fullstop *penapake, chifukwa unaiwala kenakake kakang'ono* [because with referencing it is possible for a person to lose marks because of a comma, because you forgot to put a full-stop somewhere, because you forgot something small]. So you end up losing some marks. So you have to notice the difference that is there between the first one and the second one. Any question? Still on one author, but where you have used uhm direct quotations. If you have used direct quotations-

V6.S2: Sir

LecV: Yes

V6.S2: If maybe that author has editions, maybe first edition, second edition where will you show them in the

LecV: In inside the text you don't show that this is first edition, second edition. The year of publications will show that this book was published first, this one was published later. Only editions you show them uhm *ku* [in the] references list because that's where you have all the details about the book. *Koma apopo* [But here] you only write the name of the author and the year of publication. You don't show uhm the edition. Okay, so where you have used direct quotation, *mwakopera ndendende mmene zinaliri m'bukhumo*, how do you cite your source? So one uhm you insert the *[writes on the whiteboard]* insert the page number after the year of publication. That's one. Two, you use direct quotations to show that this a quoted, this is uhm a quoted text. So [writes on the whiteboard] so you use the direct the uhm quotations or what we call the quotation marks...to show that this is a quoted text. For example, we'll still use the same uhm. Let's assume these words are the exact words that were taken from Kalonda's article or Kalonda's book. So if it's at the beginning, if it's at the beginning of a sentence, it'll be *[writes on the whiteboard]* so you have Kalonda in brackets there is 2018 colon twelve. Twelve is representing the page number where that quotation has been extracted from. The exact page number where you have taken that direct quotation. Another thing is that the text which we have quoted, yes?

V6.S3: Let's say that you have quoted a statement from the internet,

LecV: Uhuh?

V6.S3: So where do you get the page?

LecV: Uhm. Does that Internet article have the author? Is there a name of the author indicated

on that particular article?

V6.S3: Yes

LecV: So you use the name of the author. The details about the website you still keep them because you'll need them when you are writing the reference list. Alright, so that's the first uhm addition to what we have done here. We have added the page number. But notice between the 2018 and 12 there is colon. *Palibepo* [there's no] semicolon, there's colon. So it has to be a colon, not a semi-colon. In case *ena simmadziwa kusiyana kwa* colon *ndi* semi-colon [some of you don't know the difference between a colon and semi-colon]. Colon *amakhala wa madontho awiri chonchi* [A colon has two dots like this]. Semi-colon *amakhala ndi dontho limodzi ndi ka* comma *mmunsi mwakemu* [A semi-colon has a dot and a comma below it]. So ife we are using this one. Another thing or difference is putting the inverted commas. The text that we have quoted or we have taken from the book, we have copied, this is the right word. The text that you have copied has been put in quotation marks or inverted commas *ena amatero* [as some say it]. That is there to show that these are the exact words that I have taken from this particular source. So that has to be put in inverted commas. So uhm still on uhm quoted text, *ili ndi* [it has a] limitation. The number of lines for the quoted text will determine whether that text will be in inverted commas or not. So what is the limitation? If the text that you have quoted, that you have copied, is less than three lines, then it has to be in quotation marks. You have to take note of that. If the text that you have quoted or copied, *ndi ya* verbatim *tu, ya* copy and paste [it's like verbatim, like copy and paste] is less than three lines, then it has to be in quotation marks, the way we have done here. But if your quoted text is more than three lines then uhm instead of putting it in quotation marks, you write it uhm on a sep- uhm you start, you write on the next line, *ikakhala* computer *ndekuti upanga* enter *timati chani* uhm *timati* cap *kupanga* enter *kuti ubwere* the next line [if you are using a computer you'll use the enter button to go to the next line]. One. Two you indent the text. So what do we mean? Assuming that uhm we have *[writes on the whiteboard]* and the text coming or the quotation coming there is more than three lines, we are saying instead of putting quotation marks like this and then proceeding uhm within the same line, then you go to the next line and you indent half inch you go *kapena ilowe mkati*. Then *ukunso ilowanso mkati* [or it should go inside. Then on the other side it will also go inside]. Ikhale [it should be] indented. So which means you have your statement *here [draws lines on the whiteboard to represent the section of a page where the copied text will be placed]*. So in that case you will not use quotations. So in that case quotation marks will not be used. *Ndiye kuti tinene kuti* [Which means, assuming] this is your margin, uhm the margin for your paper and here is also the margin. You see that sentence *ikuthera apa* [the sentence is ending here] but we still have space here. *Ikanatha kupitilira* sentence *yi* [It was possible to continue with the sentence]. But the fact that our text *imene tapanga* quote *kuchokera m'bukhumo ili* more than three lines, *sitingapitilize uko* [which we have quoted from the book is more than three lines, we cannot continue it there]. So what you do is to start the next line. So quotation *yo ibwere, iyambire* the next line [So the quotation must start on the next line]. *Tiipange* indent, *isakhale* mu quotation marks [We should indent it, it should not be in quotation marks]. So

tiilemba ukuku [So we will write it here]. Here it's uhm half inch, *ukunso* [again on the other side] we indent half inch. So these are the uhm indentions. So which means *ilowa mkati pang'ono uku ukunso ilowa* [it will be indented on both sides]. So anyone reading that will know that this is a quotation from this source. I don't know if there's any question that or any issue that needs clarification. So we are saying if the copied text is less than three lines it means you do the way we have done here. But if it's more than three lines it means you'll do it like this. So which means ma line *ndalembawa ali ngati* [the lines which I have drawn are like] representing the sentences that you have. Any questions or comments? So that's how uhm we quote a text. *Mukapeza, mukaona mabuku mukapeza kuti* [When you get a book you will see] the way they do the quotations when it's a long text. *Amayamba mzere wina* [They start a fresh line], they leave the line *amalembayo* [they leave the line where they were writing], start the next line, indent. That's a sign that showing that this text is quoted from another text. Okay, so let's proceed. Let's see two authors. Yes?

V6.S4: You've talked uhm if it's at the beginning of a sentence.

LecV: Oh if it's at the end

V6.S4: Yeah

LecV: Okay. Right, if it's at the end of a sentence. So which means you also have the text indented. So let's take this as the margin *[on the whiteboard]*. This is your margin. So as usual you'll have uhm half inch...Right so, which means you have uhm *[draws lines resembling a page on the whiteboard and then shows at the end how you indicate an author when quoting a longer text]*. So that's how you do it. The dot dots are your quoted sentence or your quoted statement. Yes. So the, the author will come uhm after the last sentence. That's where you write the name of the author. It's possible sometimes that here I've just started with the main text that you have quoted. But sometimes you can start with say a sentence here where you say uhm "it has been pointed that" without putting who said that, then you put the name of the author and the date. It's also possible. It's also possible.

[A student on the right side towards the back of the classroom asks a question but it is unclear because of low voice]

LecV: Yes, the end of the text yeah. Sure. So that's uhm about it. So it's very critical uhm I have to say. I remember I had a lecturer in my first year. It was first year, it was second year who would marks based on the number of books you have cited. He was awarding marks based on the number of books that you have cited. So you write an assignment uhm especially for some of us who are into humanities *amene tikati talemba* assignment *imakhala ma* essay [who when we talked of an assignment we meant an essay]. *Mwina enanu a* engineering *ma* assignment *anu amakhala osova kwambiri* [Maybe some of you in engineering your assignments involve solving problems] and in most cases engineering you will not have so many assignments, especially *ngati za masamumasamuzi* [especially those to do with maths]. *Mumaonerana* [you share]. Mumangokopelana [You just copy each other's work]. So when you write an essay you

will get your assignment without any red ink. The only red ink that you see is your marks. So we realized that the gentleman was awarding more marks to those who were citing more sources. So *tinanena* okay *akuluwa kuti tizikhoza* let's just cite *zi* ma sources *zambirimbiri* [So we said in order to pass for this man, let's just cite as many sources]. It means distinction. *Ukaika* ma sources *ochepa, amangochonga pamene pali, wapanga* cite *po* [When you cite fewer sources, he would only mark where you have cited]. So that's how critical this is to some people...So it's important in academic writing because it shows that you read, *unawerenga* and you know what you are doing.

[A student says something but it's unclear]

LecV: Huh?

V6.S5: In your case do you do the same?

LecV: No, I don't. I read everything including checking if you have done the right way uhm if you have referenced the right thing. So for me it's everything. Yeah, you mess up on referencing you lose marks. You mess up on the content you lose marks. You mess up on grammar...So you have, you have nowhere to run to. But in the end you find people getting distinctions. The idea is you just have to know what you are doing. Okay uhm two authors. Now uhm I'll not be writing the sentences. I will now focus on how you present the author because how you write the sentence you choose. *Kaya ufuna ikhale kumayambiliro kaya ufuna ikhale kumapeto* [Whether you want it at the beginning or at the end] and how you phrase it, it's all up to you. If you decide to write the co- the quoted text, in most cases *uhm tikamalemba* a quoted text *imene timapanga* copy verbatim [when we are writing a quoted text, the one we have copied verbatim], the idea is we want to give evidence of what we are arguing, what we are talking about. So to strengthen your argument, you bring the quotation which is pointing to the argument, the point that you are saying. So you choose whether you want to use a quotation uhm a quoted text or not. So I will not focus on that because that is now *mmene tapangira apomo* [the way we've done it there] it's all the same. But the focus will be on the names of the authors. How do you use them? So two authors at the beginning. So it'll be [writes on the whiteboard]. So that's how you write at the beginning uhm then I'll go to at the end then I'll explain the differences [writes on the whiteboard]. Okay so uhm when you look at *ndapereka ziwiriziwiri* meaning *inayo ikumakhala kuti wayuza* direct quotations *eti* [I've given a pair in each instance because the other one represents citation where you have used a direct quotation]. That's why you see some quotation marks and page number. Now uhm when you look at A where we have the author at the beginning uhm if you notice the conjunction is in words. We have used 'and' *woti ali* [which is] in words. So that is at the beginning. If it is at the end, we have our names of the authors as usual in brackets including a comma and the year of publication. Where we have used direct quotations we have uhm the name of the authors comma, year of publication, colon and the page number. But the difference that you should notice is the connector or the conjunction. Where we have the sources at the beginning of the sentence, we have this 'and' which is we can say it's in words. Where it is at the the the end, the name of the author is at the end of the

sentence, the 'and' that we use is what is called the ampersand. *Uyu amene, wangati* symbol *eti*, in other words symbol *ya* 'and' [This one we, the one that looks like a symbol, in the words the symbol for 'and']. That's where the difference comes in. If it's at the end you use the ampersand. This symbol *ya* [for] 'and'. *Kaya mu- ena amapanga chonchi malingana ndi kuti enafe sitimatha kupanga ma* and *athu, koma ikakhala* computer *timadziwa kuti* and *wake amakhala uyu*, *wotere chonchi* [Whether you write it like this since some of us can't write it this way, but if it's on a computer we know that this is the 'and' that we are talking about, the one that looks this way]. So that's what you use. But if it's at the beginning, use 'and' *wa mau* [in words]. So that's where the difference is when you have two authors. Any comment, question? So that's where you have two authors. Uhm *alipo amene ali ndi bukhu muno* [is there anyone with a book here]?

[A student offers a book to LecV]

LecV: Uhm 'Required Basic Experiments in Chemistry' *la* [of] 1996. Unfortunately, here we have only one author [tries to read the author's name]. Yeah, the last name...seems like it's Polish...Uhm I wanted if we had two authors or three authors because I wanted to explain something. Uhm *limenelo liri ndi ma* author *angati* [How many authors does that one have]? *Mmodzi* [one]? Yeah this one has got

[One student is overheard saying 'mulibe author mmenemo' meaning 'there is no author in that one.']

LecV: *Akuluakulu penapakenso osamangopanga zoopsezana eti* [Sometimes let's not do things just to scare others]. Look at this, yeah this has got five authors. Now what I want to explain uhm unfortunately these people they have done the exact thing that I want to say that sometimes it may not be the way, that way. If you look at this one, the way they have ordered their names, it's more or less like alphabetical. But we have to know that it's not always the case. *Awawa* [these ones] the way the names of the authors are arranged on the book, those who wrote the book usually it's not based on alphabetical order. In most cases, *dzina loyambilira la* author *pabukhupo amakhala kuti ndi amene ali ngati* principal author [the name that's written first on the book is usually of the principal author]. He's the one who conceptualized the whole idea of the book *kuti* [that] they should write a book on that. Or he did a, he played a big role in the publication of that book. That's the first thing. So as they are ordering them, it also matters how these people contributed to the to the book. So *tikapanga* [when we are doing], when we are writing the names of the authors we have to order them the way they have been ordered *umu* [here]. *Tisamanene kuti iyayi pakuti koyambilira* [We should say that because at the beginning] like here [pointing on the whiteboard]. If you take Kalo- K and T uhm alphabetically K comes first T comes later. But if it happens that *pabukhupo* kaya *ndipa* article *po* uhm *anapanga* order as [on the book or the article they ordered the names starting with] Taulo then Kalonda, it means when you are citing your source, don't change the authors. You should start with Taulo then Kalonda because that's how they are appearing on the book. So *tisamangoyamba kuti* uhm *loyamba, woyamblira ndi* B *kenako mwina* C then that's how it should be [we shouldn't just

start with B and then C because that's how they are ordered alphabetically]. No, it has to be the way they have been ordered. That is when you are citing your source inside the text, the way you list uhm the authors. Now uhm this one has got five authors. So let's look at how cite sources with more than three authors, that is three to uhm three to six. How do you cite your sources when the book or the article that are using has got more than three, three to six authors? So [writes on the whiteboard]. So there we are saying if you are citing for the first time, *tiyerekeze ukulemba* assignment [let's imagine you are writing an assignment] and you are using this book. Now you have taken the quotation for the first or you have quoted the sentence for the first time, you are citing for the first time you have to list all the authors, all the names of the authors on this book. So for example, uhm in this case it'll be *[writes on the whiteboard]*. So it'll be *[then mentions the names of the authors that he listed on the whiteboard]* 2016 uhm you can say "asserts that" or "says that". That is when you are citing for the first time in your essay. Now when you want to cite it for the second time or third time or fourth time, so I've just put the subsequent time that when you are citing for the subsequent time meaning second time or third time, fourth time instead of listing all the names of the authors, you only list the name of the first author and then you write et. al. Et. al. is uhm a short form for 'and others.' So this means, so in this case. So this is the first instance. Secondly, we are saying you just list the first one. Uhm I've put the Ps there because those are short forms...So which means Griffin and others. So that is when you are citing for the second, third, fourth time. And this is in the same essay. Not in *[last part unclear due to noise from the outside]*. This should read in the same essay because *enanu mukuona ngati aaa ndikalemba* essay *yi lero ndiye ndiyika maina onse, nkamadzalemba ina mawa* a different one [some of you think if I write this essay today I will put all the names, when I write a different one tomorrow] and I use the same book I'll just say et. al. But in the same essay. So you put et. al. meaning 'and others.' Any question or comments or clarification? So uhm you can go back to your hand out and check. So next time we are meeting we will uhm look at more than seven authors and then we'll go to the reference list. The reference list is very long.

Appendix B4: Selected transcripts from Group W and LecW

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SESSION W2

ACADEMIC LISTENING

DATE: 13/11/18

TIME: 10:00-12:00

_____

LecW: Alright, morning.

SsW: *[chorus]* Morning sir.

LecW: I hope we are all fine. *Eti* [Not so]?

[SsW nods in agreement]

LecW: Good. Ok, alright. Last time we were talking about uhm, last time our discussion centred on listening. We looked at what are, what does listening involves [sic]. We also looked at active listening and also note taking. We did look, we did talk about that *eti* [right]?

SsW: *[in a chorus]* Yes.

LecW: We also looked at the styles of note-taking. We talked about an outline. We also talked about Cornell. We talked about mapping as well as far as these other types. But if you look at the speed at which you are supposed to collect, to take notes, you realise that there is something more that is needed other than knowing these types of note-taking. We also need to know some kind of abbreviations, short forms and symbols in order for you to be very good note takers. In a classroom situation, sometimes you have issues that you repeat to show emphasis, *eti* [right]? But in a normal situation where somebody is making a presentation that chance or possibility of repeating may not be there. You are just listening to some people the first time and will not come back to that. You just have that chance to take notes. And usually not in full the way we write our notes there. We need to use symbols, abbreviations and short forms. So today we'll talk about usage of symbols, abbreviations and short forms. We'll also move on to look at structure of a lecture. Or else looking at organi-, maybe signalling devices that tells you that what is coming is maybe an introduction or what is coming is the lecture giving background, some kind of digression, et cetera et cetera.

So the purpose of using symbols, abbreviations and short forms in note-taking is to enhance speed. We are talking about using of abbreviations. So the main purpose of using symbols, abbreviations and short forms is to enhance speed. You want to increase speed in the process of taking notes. You want to enhance or want to increase. So we want to increase speed while we are making sure that we are using few words, few words, increase speed, few words, is that the sign for few? *[referring to a sign that he has written on the whiteboard].*

SsW: *[in a chorus by some]* Yes.

LecW: It's the same, *eti?* Less words or phrases. We want to make sure that we are using less or few words and then phrases without diluting, without diluting the content of the oral presentation. We want to use few words and phrases without diluting the content of the oral presentation. So diluting the-, you can write it like that, *eti* [not so]? Short phrases, is it possible? Few words, few words? Without diluting the content of the oral presentation. So the symbols, abbreviations and short forms should be the one that can enable you reconstruct the content of the lecture later. The short forms, abbreviations and symbols used should be the ones that can enable you to reconstruct the content of the lecture after the lec-, after the presentation. So the emphasis is on, is on you. You are going, you are the ones you are writing the notes for yourself

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not for someone else. We we did emphasize that last time, you remember? Don't write your notes for somebody who is coming next year. Some of us we use them as the beginning to make sure that we are known to them, especially gentlemen. 'So don't worry, don't worry I have all the notes. Come to me.' No, write the notes to yourself. So you are using the short forms here, the abbreviations and the symbols so that you should be able to reconstruct the notes later. On abbreviations, Adkins and McKean, Adkins and McKean (1983) list 4 main types of abbreviations, list 4 main types of abbreviations in general use. List 4 main types of abbreviations in general use. Number 1 the ones that he called Type A, according to these people. These are, we have, these are abbreviations that have their origin in English and Latin. The abbreviations originate from English and Latin in which the first letter or sometimes syllables of a word are given. For example, NB. We have abbreviation NB. What does it mean?

[SsW gives a chorus answer which is unclear]

LecW: Raise a hand. Yes?

W2.S1: Note to be taken

LecW: Note what? Raise your voice.

W2.S1: Note to be taken

LecW: Note to be taken. Note to be taken *[writing on the w/board]*. Like that? As in not take it, leave it there, don't take this?

[Laughter from some students. One is heard saying 'no' to the teacher's suggestion]

LecW: So any- Sorry sorry I was just joking. NB comes from Latin Nota Bene meaning please take note. Note well or please take note. And we have several examples of them. Then Type B, Type B, these are abbreviations of one syllable words, one syllable words. We words are made up of syllables, *eti* [right]? words are made up of syllables, syllables *[writes the word on the w/board]*. Words are made up of syllables. So if you have the word uhm 'kick' that's one syllable but when we speak that in Chichewa we put them as two syllables 'kiki', I'm kicking. This is kick, one syllable. In Chichewa you have got very good examples of syllables where we say, example words like '*mwana'* [child], this is one syllable [i.e. mwa], this one [-na] becomes one syllable. Although we have got several letters here, but we don't pronounce them separately. We don't /m/, /w/, /a/

[Laughter]

LecW: No, /mwa/ one syllable, /na/ another syllable. I don't know if I'm making myself clear. And don't say '*mwana'* [pronounced very fast] '*mwana*' no. You you say /mwa-na/. But this one you don't say /ki-ki/.

[Laughter]

LecW: This is why I'm talking about syllables, *eti* [right]?

SsW*: [in a chorus]* Yes

LecW: Because you have to understand that before we talk about this one. Now what I'm saying here is Type 2 syllables these are abbreviations of one syllable word. Like the word kick is one syllable, *eti?* The word year...is one syllable...Year one syllable. So the abbreviation for that one belongs to this category. Or born some people may just write b. Those are still abbreviations that falls [sic] within, that fall within that that category. May I go? Can I move on?

SsW: *[in a chorus]* Yes

LecW: Right. Type C category, these are abbreviations of polysyllabic words. Abbreviations of polysyllabic words. Type C *[while writing on the w/board]*. Poly- means what?

SsW: *[in a chorus]* Many

LecW: Ok. We know syllables, *eti* [right]?

SsW*: [in a chorus]* Yes

LecW: Abbreviations for words that have more syllables. Abbreviations for words that have more syllables. Kilograms, we just say kg. Building, some people will just say b-l-d-g. Polysyllabic, that word has got several syllables. So abbreviations for words with so many syllables belongs to Type C. Type D is the last one. These are abbreviations of polysyllabic words just like this one, just like Type C, abbreviations of polysyllabic words usually consisting of the shortest possible abbreviation which is easily recognizable. So for example, dozen *[writes on the w/board]*. This one is polysyllabic, *eti?* /d/ one syllable, this one another syllable, polysyllabic. Biology, this is polysyllabic. But while what you have here is in Type, sorry, in Type C, it's an abbreviation for polysyllabic so you get k and g *eti*, for example. If you had to write this one in full, these two letters will not be close together. Is it?

SsW*: [in a chorus]* Yes

LecW: They will not be close together. But in Type D you just shorten them so that looks like *[the last word was not clear],* such that even if you want to continue you will just be continuing like that, *eti*? Or else bio. Geography you say geo. Does that make sense? So if you check what is happening there you'll see that Type C and Type D are more or less the same. These are abbreviations on polysyllabic words but in Type C we just take some letters while in Type D you select certain letters that are adjacent to each other that will be recognizable. Somebody says doz you can say this is dozen, bio that is biology, geo meaning this is geography.

W2.S2: Sir

LecW: Yes?

W2.S2: Can you explain more on the Type D?

LecW: What more can I explain? Can somebody help me explain?

W2.S2: The meaning

LecW: Can somebody help me explain? Can somebody help me explain please? Yes, you can *help [addressing a student who has volunteered to 'help']*?

W2.S3: Uhm he's saying that Type D is different from C because Type D uhm the word with ma- uhm many syllables you only take few words that are adjacent to each other. For example, agriculture, you cannot take the whole agriculture, you just take the first uhm letters that are adjacent to each other. But that word you are, you are going to, you are going to be able to recognize it what you want to say.

LecW: Agriculture you just say agric

W2.S3: English you just say eng, e-n-g

[Laughter]

W2.S3: Something like that.

LecW: Is that okay? *[Addressing W2.S2 who apparently indicates that it's not okay].* No it's not yet okay. The reason is what he has said can, she cannot write it. She wants something to write down, I'm I right?

[Laughter from a few]

LecW: She wants something to write down. Abbreviations for polysyllabic words consisting the shortest possible form which is easily recognizable. Abbreviations of polysyllabic words consisting the shortest possible forms which are easily recognizable. Doz d-o-z for dozen or geo for geography, bio for bio for biology et cetera et cetera. We are encouraging that you should be using abbreviations. Other examples of abbrev- other examples of abbreviations are e.g. Sometimes you just say e.g., eti? What does it mean?

[A number of students attempt to give a response in a chorus]

LecW: Raise, raise a hand please. I'm not a choir master. Yes?

W2.S4: Example given

LecW: Example given? Yes, it appears like that, example given. Ok, originally? Another hand. Example given. Exempli gratia

[Some students murmur at the revelation]

LecW: It's coming from Latin. Exempli gratia *[writing it on the w/board]*, e.g. Example given. Or sometimes abbreviations or-, abbreviations like amu meaning atomic-

SsW: *[in a chorus]* Mass unit.

LecW: Somebody is saying mass energy.

[Laughter]

LecW: MUST, Malawi University of Science and Technology. Yes, we shouldn't be starting from far, eti?

[SsW agree in a chorus]

LecW: Home is best. So like pp meaning pages or p meaning page especially if you are writing, to indicate a page sometimes you just say or pages you just say pp. Kj meaning kilojoules. Km meaning kilometres. Department, dept. et cetera et cetera. Problem just say prob, problem. Solution, sol. What we are emphasizing here is when you are writing there are some conventional uhm there are some conventional abbreviations that you can use but you can also develop your own basing on your own understanding, *eti* [right]? If I write like this I can understand them. Don't always try to write something that your friend can read. If it is an exam yes, it's something else. But you know we don't teach for the sake of the exam, *eti* [right]? Exam are just there to assess whether you have learnt something or not. But the skill that we are discussing here will have to remain with you. Symbols. Apart from abbreviations, we also talked about usage of symbols in your note-taking exercise. These are very common in, very common in science. Somebody writes like this and then c, sorry there's no c. You'll understand me, things are not okay. Plus CO_2 is equal to uhm uhm, not like that my friend *[talking to himself as he writes on the board]*. What does this signs mean?

[Silence]

LecW: Yes, yes?

W2.S5: Calcium Hydroxide, -

LecW*: [interrupting the student]* Calc-

W2.S5: Calcium Hydroxide plus Carbon dioxide gives us uhm Calcium Carbonate plus Water

LecW: Ok. All those things you are saying are coming from there?

W2.S5: Yes

LecW: See that's what we are talking about, huh. You also need to use these symbols. So in other words, if you know we are talking about Carbon dioxide in your class then these are the symbols that you have learnt, you know before, *eti* [right]? You should be able to employ them so that you can take down your notes as far as possible. We'll not ask about that symbol, don't worry. That will be what our chemists will do. But our interest is apart from using this symbol or apart from using them in a class to answer certain questions, you can use them when you are taking notes. When a lecturer is talking about carbon dioxide, why should you bother writing carbon dioxide in full? I don't know if you get what I'm saying?

SsW: *[in a chorus]* Yes.

LecW: When you have another symbol that, that can give you the same. Apart from symbols of this nature, we also have other symbols like - we have got a sign there for minus, is equal to or

not is equal to, *eti* [right]?

SsW: *[in a chorus]* Yes

LecW: *[writing something on the w/board]* Do you write it like that?

SsW: *[in a chorus]* Yes

LecW: Is not, not is equal to, not is equal to, just an example. Equivalent to, how do you write equivalent? Equivalent. *[Hands over whiteboard marker to a student in the front row for her to write the symbol for equivalent].* How do you write equivalent?

[The student goes to write something on the board]

LecW: Is it like that?

SsW*: [in a chorus]* Yes.

LecW: People have forgotten. Less than, like this *eti* [right]? *[Demonstrates in the air]* or greater than. Increase or decrease *[writes on the whiteboard].* This one increases, decrease. Or it can be ascending, descending. Depends on what you are discussing at that particular point. Questions, comments? So what are we saying? What have we just said? We are saying in the process of taking notes, note-taking activity should be the ones that makes you active throughout the lecture. You need to always think of what sign do I have to use to accommodate, in order so that I can write as fast as possible. It's not activity where you can be taking your notes while you are still answering to some communication on WhatsApp. You may not manage to do that. I don't know if I'm making myself clear. If you have to be really into that activity, another thing that we have to be uhm that we have to be doing in the process of *[clears one side of the whiteboard].*

Another thing that we have to be doing in the process of taking notes to make it easier is also to recognize the lecture structure. Apart from having several symbols that you can use to make sure that you can write down, you can take down the notes as fast as possible, you also need to recognize the lecture structure. You need to tell that the lecturer is about to digress to something else. You need to tell that the point that he's going to say now is more important so I have to be ready. I don't know if I'm making myself clear. So our next topic is subtopic is recognizing lecture structure *[writes on the whiteboard].* Studies have shown that explicit signals of text structure, studies have shown that explicit signals of lecture structure, studies have shown that explicit signals of lecture structure, are important in your comprehension. Studies have shown that explicit signals of lecture structure are very important for a student to comprehend what is being presented rather. In other words, you understand what the lecture, what the lecturer is saying when you have an understanding of the structure of the lecture. Not the structure of the lecturer, we are talking about structure of the lecture. Is he introducing the topic? Is it the conclusion? Is he giving an example? Is he about to define? Is he trying to classify certain may be phenomena? Et cetera et cetera. When, once you have signalling devices telling you this is, he is about to classify you already know how to put a title you will not bother. You will not wait

for him to finish whatever he's going to say. So when we are talking about lecture structure basically we'll be talking about how do we recognize that this is an introduction? How do we recognize that is a background, the lecture is giving background? I will come back to this later. How do we recognize that he is giving, defining, enumerating or listing, emphasizing, showing importance, moving on to something else, showing contrast, referring to visuals? There are many times where a lecturer has brought or else has drawn a certain diagram or has brought a certain non-verbal cue that he wants to make reference to in the process of the lecture. He has told you, he is directing you to see, to look at that but because you are busy writing you haven't seen it. In the end the point that will follow will be very difficult to you to understand, *eti* [right]*?* Because that non-verbal uhm, that non-verbal cue was meant to direct you to something else. I don't know if you get what I'm saying. So you missed the point because you were taking down notes. So firstly, introducing. How do you reco-, realize that this is an introduction? 1. This usually comes at the beginning of a lecture. But sometimes you can introduce a new topic within a lecture. So I'm saying usually comes at the beginning of a lecture and in most cases the lecturer will give some idea regarding the structure of the lecture that day, in most case. Not everyone will do that. Every lecturer is unique and they have got their own way of presenting their material. But in most cases when somebody is just coming the first thing will be to say what they are going to discuss or what you are going to discuss for that day and the structure of the discussion. So you can have phrases like, 'Today I want, I intend to say,' for example, 'Today I intend to do a b c d.' or 'What I intend to say is...' 'I would like us to discuss...' You know this is now the introduction. So even if this lecturer starts by talking about some other things when you get to that sentence that is before the person finishes, it should tell you that now it appears we are starting the lecture. Is it? 'I I intend to say that,' 'I would like to discuss,' 'I want to explain,' 'Today I want to talk about.' There are several ways how these are phrased and as students we need to know that we are about to do this. Apart from introducing, sometimes lecturers give background information, creating background information. What led to what? The background. So before giving new information, your lecturer will usually summarise what you might have covered or what you are supposed to know. So for example, I was talking about one syllable words here. Class B, I was talking about one syllable words. Before I could explain that I was supposed to give you the meaning of the word syllable, *eti* [right]? That was not a digression. It was a way so that when we'll be talking about the syllables, we should be together. Of course it might have been clear to others but to some it was not clear. So we wanted to clarify what do we mean by a syllable? Is it? That is giving background information which is needed. So somebody giving background information can start by saying, 'As we all know,' or 'As we have already said,' or 'As you have already read,' or 'As you have already heard,' 'As you have observe,' et cetera et cetera. That will be background information. Apart from giving background information, sometimes we also as lecturers in the course of the lecture, they also provide definitions. Lecturers would want to say, in in most lectures we'll not say, 'This is defined as,' or 'We define a b c d this one as,' no. In some cases, lectu- lecturers have got ways of defining without using the word definition in in there. For example, 'X is,' or 'X is known as,' or 'X is a type of,' 'This is a type of,' you can go on like that. *Bawo,* you know *bawo* [a traditional

Malawian board game]? You don't know it? *[Writes it on the whiteboard]. Ntchuwa* [another name for *bawo*]. Colleagues from Lilongwe know *ntchuwa*? Start from here up to that point, *bawo*. We can say, 'Bawo is a type of game...' Yes, it's got sponsors in Lilongwe, *eti*? It's a game. '*Bawo* is a type of game...' If you look at that I'm already defining what *bawo* is, *eti*? That's a definition. Alright. Sometimes we also have an activity of enumerating or listing, apart from defining, we are also, lecturers are also involved in an activity of enumerating. So there is always an explicit structure about the order in which some points are mentioned. So we talk about firstly, secondly, thirdly. Usually when we are using the firstly type, firstly is accepted when you have only 5 or this one should be the last one because, because people do not talk about seventhly, tenthly, twentienthly [sic].

[Laughter]

LecW: So we usually talk about that. But apart from that you can say first, you explain what you wanted to say, second, apart from that, in addition to that. You can see that somebody is still enumerating, *eti* [right]? Because the moment you say first, second, third, fourth, fif- may be fifth, it makes the whole lecture monotonous. And even if you are writing, if you put your points in that order your writing will not be interesting, *eti* [right]? This is why people change from first, take another system then they go back. Can we go?

[SsW nods in affirmative]

LecW: Thank you. Giving examples. During lectures it is also able, it is also possible that lecturers will make some generalizations, which are usually supposed to be supported by examples. We make generalizations supported by an example. During the course of a lecture, lecturers make generalizations that are supposed to be supported by an example. So somebody can come in to say, 'This is shown by...' or 'For example,' or 'This can be shown by the following examples,' where we have more than one. Apart from showing examples, in the course of the lecture, lecturers also show emphasis or importance. Very important. Uhm I was saying it in another class that every time lecturers are teaching they are also telling the students about how the exams will be, because your lecturers are examiners as well as your teachers. So they will once in a while, be showing emphasis on certain points and as a student, this is where you don't mess up, *eti* [right]*?* You try as much as possible where the lecturer is showing emphasis you grab that point. And it is your duty as a student, if you don't understand there you should be able to ask questions. If the lecturer is showing emphasis, that should be important and you don't have to miss that. Just like what we are doing now. I have used this maybe example before to say that imagine if you were writing everything I'm saying in this class. You should have written something more than what the exercise book or notebook can hold, *eti* [right]? But you are still selecting something based on what you think is important. That can be basing on your own judgment or what I'm doing. As I'm there I'm explaining something you say no it appears that is not necessary. When I move from there to come to this desk you say it appears that one is important because it is appearing on his slide. I don't know if you get what I'm saying. So that is a way of you trying to identify what is important on your own. Lecturers would say for example,

'I want to highlight...' That shows importance. Highlight. 'I want to emphasize...' or 'I would like to emphasize on...' Ladies and gentlemen, these are points we have to grab as students. And if you go out of the class when you don't understand these point [sic] that has already emphasized then you are already going out defeated. That will be the beginning of failure. If a point has been emphasized and you don't understand, you haven't asked, maybe you are rushing for lunch or whatever, that will be our beginning of failure and I don't want anyone from here to fail. Some people will say, 'I would like to stress...' 'I would like to highlight...' Those phrases still shows [sic] emphasis. Apart from emphasizing sometimes it can be clarifying *[writes on the whiteboard]*. Lectures, lecturers also clarify in the course of explaining they are also clarifying certain areas. This can be usually done by repeating the same words, sorry not repeating the same words, by repeating the information using different words. Sometimes you know that what I have said student A has not understood, so what do you do? You want to repeat the same information using different words so that it is now become clear. Somebody will start like, 'In other words...' You have already said something and says, 'In other words...' You are repeating the same stuff, *eti* [right]? Or rather or rather, after saying everything you say, 'Or rather...' It means you want to repeat the same thing. Or it can also be said like that et cetera et cetera. Lecturers are also involved in changing direction. As what I did myself. We were talking about recognizing lecture structure. Sorry we were talking about usage of abbreviations, symbols and short forms, *eti* [right]? Then having discussed that we came to a point where we supposed to move from this one to recognizing lecture structure, *eti* [right]? There should be a phrase that will tell you as a student to say it appears we are done with this, we are moving to a different topic, a different subtopic. Right? Recognizing uhm sorry changing direction or moving on to something else. 'Having looked at A, I would like us now to consider...' 'Having looked at abbreviations, symbols and short forms, let us now look at recognizing lecture structure.' So if you were counting, whatever you were discussing here a, b, c, d, when you come to that expression you will not call it e. You know it will be a different topic, a different subtopic altogether. Ok. Maybe somebody says, 'Having looked at...I would like us to consider...'   that's an example. Or 'I would like us to move on to...' 'Let's now turn to...' Uhm *[writes something on the whiteboard]*. Giving further information. Apart from, apart from changing direction lecturers are also, lecturers are also involved or in the course of the lecture, there is a movement maybe a time where somebody, the lecturer gives further information. So somebody may say, 'Furthermore,' 'in addition to that' 'another point' giving further information. Showing contrast or contrasting, contrasting, showing contrast. This is where a lecturer is proceeding in a different, different direction and is giving unexpected or contrasting information. So somebody may begin by saying, 'Although James is brilliant, he is also blah blah blah blah.' You know what is coming here is in contrast to what what has already been mentioned at the beginning. Is it? Words like although, however, on the other hand, whereas, in spite of, despite, et cetera et cetera. They show contrast. Alright. The other point is classifying. This is where a group of information is put maybe a mass of phenomena is put into different groups. Mass, group. We have a lot of information which is then supposed to be categorised. Very common in science, *eti* [right]? Where you want to categorise certain items together. So somebody can say, 'There are 3

kinds,' 'There are 3 types,' 'There are 3 classes,' 'There are three categories,' varieties et cetera et cetera. 3 classes, kinds, categories, types, varieties. You get to know that he is trying to classify. Most people will not give you the title like Types of this. They'll start, 'There are three classes' and then from there you should be able to say this one is classifying. Or X consists of or comprises et cetera cetera. Apart from classifying, we also as I have said, there are also times where lecturers also digress. And you need to be able to know that this is digression. In most cases, we, lecturers do that when the point that they are about to mention is related to the con- the whatever the, whatever is being discussed at that particular time. I'm saying in most cases. Incidentally, for example, somebody may say incidentally, or by the way. 'By the way, do we have Kondwani Kamanga here?' Maybe what I'm discussing has reminded me about this student, *eti* [right]? That'll be a digression. Or 'While I remember.' You can tell that this person is about to digress. He's talking about something he has remembered now. He doesn't want to keep it because, in case he forgets. Lecturers also make reference to visuals. Lecturers also also make reference to visuals. So if I have drawn a certain diagram on the board like the one of marking, mapping, you remember last time, *eti* [right]?

[Chorus response in agreement]

LecW: Where you say 'We have uhm 4 types or 4 formats of writing notes' to say formats of creating notes and then you draw an arrow there to say this one is, this one will be outline. Another arrow there to say this one is

[SsW gives an unclear choral response]

LecW: Cornell. Mapping and here paragraph. It means this diagram, I will be making reference to it while I'm explaining how to to make notes using mapping, *eti* [right]*?* I don't know if you getting, if if what I'm saying is making sense? What that means is if you are busy and note-taking, you are not having a look at the diagram or whatever flow chart that I have shown you it means sometimes the explanation will not be clear. This is why it is necessary that you have to take note of the visuals. So sometimes lecturers make uhm lecturers want you to look at the visuals. Sometimes they ha-, they may have a handout that they have given you and they want you to make reference to the handout. So they'll be saying, 'On this diagram,' 'On this chart,' 'On this picture,' or 'take a look at this picture,' 'I would like you to look at this image,' 'let me draw attention to this flow diagram,' or somebody can say, 'here you can see.' On this diagram, take a look at this, let's have a look at this,' 'I would like you to look at this,' 'Let me draw attention to this,' 'As you can see.' These are cues that are telling you to have a look at a certain diagram or a certain uhm non-verbal cue that the lecturer have found necessary to use.

[Silence]

LecW: The last one is concluding. You can also tell this person is concluding by looking at, you can also tell that this person is about to wind up the discussion or the presentation by looking at the following signals for example, 'We have seen that.' So somebody says 'we have seen that' or 'in short.' 'in summary,' et cetera et cetera. Ok, questions?

W2.S6: Uhm maybe if the lecturer through the statement like uhm 'The point I'm trying to make is'

LecW: Yes?

W2.S6: What could be sample...what could be the signal there?

LecW: What could be what?

W2.S6: The signal

LecW: 'The point I want to make is'

W2.S6: Yeah

LecW: What could it be?

SsW: *[in a chorus]* emphasis.

LecW: 'The point I w-' it could be emphasis. It could also be clarifying where it appears that most people have not understood and wants to paraphrase that in a different way. Alright. If if somebody says, 'Let's now look at,' what does that tell you?

SsW: *[in a chorus]* changing direction.

LecW: Changing direction?

SsW: *[in a chorus]* Yes

LecW: 'Apart from'

[Different students murmur out different responses at the same time]

LecW: Listing or but should be giving further information. 'Nevertheless,' 'Nevertheless'. Raise your hands please. We are going to use normal classroom etiquette. 'Nevertheless'?...Yes?

W2.S7: Giving further information

LecW: Nevertheless? Yes?

W2.S8: Showing contr- contrasting.

LecW: Showing contrast. Nevertheless. Showing contrast. 'My colleague and I will give a short presentation on...'   Yes?

W2.S9: Introduction

LecW: That should be an introduction, *eti* [right]*?* Thank you, thank you. Assuming there are no questions we will stop here for now. We will meet on Friday, thank you.
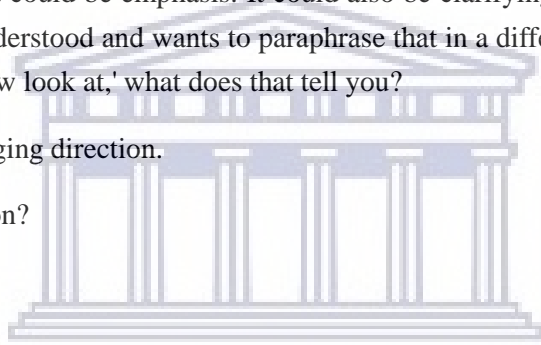
ACADEMIC READING

DATE: 20/11/18

TIME: 10:00-12:00

_____

LecW: Academic reading. Why academic and not just reading? Why do we have to say academic reading not just simply reading? So maybe as we did in the first one, we were talking about academic listening but we also connected that with note-taking, *eti* [right]? Here we are going to say academic reading and then note-making. Right. By the end of this lecture, we may not finish it today, by the end of our discussion on this topic, which I hope we are going to do this coming Friday, we are going to look at, we are going to at least help each other to be able to adapt our reading according to purpose, why are we reading, number one. Two, we are going to get different approaches and strategies of reading academic texts. Some of us our reading styles are the same. If you have a newspaper you read it in the same way like you are reading a chemistry book or indeed a human anatomy and physiology book. There are supposed to be different ways, different strategies that you are going to read different texts according to the purpose. You should also be able to recognize ways in which academic texts are organized. And lastly we'll talk about recognizing some of the, we'll talk about rhetorical functions in academic texts so that you should recognize them. Right. Let us test ourself [sic] whether we are fast readers. It will not be actually a real test, but I think we can accept ourselves where we belong. Reading has put into different categories. Or not reading, sorry sorry but readers have been put into various categories. There are people who read 150 words per minute. This is a minimum. I don't know whether you qualify that. 150 words per minute. For academic or students like you, that is considered insufficient. 150 words, we are saying per minute not per hour. It's per minute. It's still considered insufficient. There are others who are 250 words. We are saying this one is insufficient. Then we have 250 which is considered the average, per minute. Then we have 400 words per minute. That one is a good reader.

[Murmurs from some students]

LecW: 400 words per minute. Maybe we should be putting this one, huh? Words per minute, words per minute. This one is a good reader. Good reader. Others are 600 words per minute. Words per minute. This one is a college reader or university reader. 600 words per minute, can you manage to do that? *[Pointing at a learner in front]*

W3.S1: No.

LecW: You can't? That means you are not a college student.

[Laughter by some student]

LecW: I'm just asking. Then excellent readers are supposed to even manage 1000 words per minute.

[Murmurs from students]

LecW: 1000 words per minute. Difficult, huh?

[Class gives affirmative chorus response]

LecW: This is possible gentlemen and the reason why you are laughing is you have got one style of reading, one procedure of reading and you are thinking you cannot achieve that. You can go beyond 1000 words for one minute. Let's see if you can manage to do that towards the end of this lecture. You know when we come here, when we are talking about reading, we know you already read, that is why you are at university. Otherwise, somebody who doesn't read chances are high he will not come here, huh? But maybe people have seen that the level at which we are reading do not qualify us to be university students because here more of that reading is needed than what we already know, than what we already do. I don't know if that is alright?

[Class nods in agreement]

LecW: Huh? We already read but possibly we require more of the reading than what we already know. So even this 1000, the one you are saying this is too much, possibly by the end of the discussion you should be able to say yes I think I can manage even 2000 words per minute. Fry (1963), this book should be too old, huh?

[Laughter]

LecW: Fry (1963) *[writes it whiteboard]* categorizes reading into three groups. We have got slow reading, average reading, and then good reading. Although we put this one to say readers can be into these categories, insufficient, average, a good college student and this one is an excellent student, although we classified reading in that way, Fry classifies, no, this one is a classification of readers, eti? But Fry classify reading into three categories, where it says we have slow readers, we have average readers, and then we have good readers. Sorry, sorry sorry. We are saying this is classifying readers but slow uhm Fry classifies reading. So there are times when we are reading very slowly, or where we are at the average, or there are times where our reading you know is at good. Slow reading is used uhm when the material is difficult or requires some kind of concentration. So if you talk about 1000, it will not remain always 1000 as you are reading. There are times when you have to slow down so that you comprehend the material. There are times where you have to speed up. So we are saying slow reading is used when the material is appearing to be difficult or requires high concentration. Then we have average reading. Average reading speed is...for everyday reading of magazines. This is for everyday reading of magazines, newspapers and textbooks. Newspapers and magazines. You don't concentrate so much there. And then we have good reading. This one is used when the highest speed is needed. You usually use skimming there, you skim you don't read each and everything.

I'm I making myself clear?

[Low affirmative response from class]

LecW: Right. Okay. Okay. Academic reading therefore, implies a departure from everyday reading in terms of purpose, quantity and strategy. Academic reading therefore, implies a departure from everyday reading in terms of purpose, in terms of the quantity and in terms of the strategies that you use. If this is a newspaper, I'll be reading from top going down, eti? Every day reading. You can't start reading from here going up there. I don't know if you get what I'm saying? You can't start from the bottom going up. You start from the top going downwards, *eti* [right]? But we are saying academic reading implies a departure from that everyday reading, where you are starting from up going down. I'm I preaching that in uhm if you are reading a book you should be starting from the bottom going up?

[Laughter and a stifled 'no' from some students]

LecW: That is not the point. But there are times where when you get the text, you can go to the bottom before reading what is up there. There are times where when you get a text, you don't bother seeing what is here. You go to the last page before you read everything here. So academic reading is selective. We said listening is selective, you remember eti?

SsW: *[chorus]* Yeah

LecW: Academic reading is also selective. You choose carefully what to read, not necessarily exhausting the whole book. Can I have that book? *[Referring to a book on the desk of one of the students]*. Somebody thinks for him to go to second year, he will have to finish everything in this book.

[Stifled laughter from a few students]

LecW: How many pages? 698 pages. He should master everything. Academic reading is about being selective, choosing carefully what to read and not exhausting everything. So you will be saying, module outline or course outline, you will be identify [sic] either using the index or using the table of contents whether what you have here is agreement with the material you have in this book, is it?

SsW: *[chorus]* Yes.

LecW: And sometimes you can say I have finished reading this book, not necessarily you have read from here up to the end but basing on your course outline you have covered everything. Does that make sense?

SsW: *[chorus]* Yes

LecW: So we are not exhausting the whole book. We are only selecting the material that we have, that we need to use for a particular course or for a particular module. This is why sometimes you see some articles the author has shown that he has used 40 books to write that

short, to write that essay. Maybe the essay is 20 pages long. He has used 40 books. Do you think he read everything?

SsW: *[chorus]* No

LecW: No. He's just getting the materials here and there that are important according to the question at hand. General reading problems for university students. General reading problems for university students especially those of us where English is our second language. May be we learnt Chitumbuka first, now we go to Standard 1 they start teaching us English. Now English is our second language. The majority of us in Malawi English is our second language, *eti*?

[SsW give a chorus affirmative response]

LecW: Now the first problem that university students have with reading is that of vocalization. Now vocalization, you are in the library and you are saying, 'Malawi University of Science and Technology, Bingu School of Culture and Heritage.' That is a problem. Saying it loudly, you are disturbing friends. And sometimes if you, if you haven't noticed that when you are reading aloud your speed is low other than when you are not vocalizing. So we have, the first problem is that of vocalization *[writes on the whiteboard]* or in other cases sub-vocalization. Sub-vocalization. It depends on the voice that you use, huh? You should be reading, if there are two of you on the desk, the person close to you should not know, should not be able to hear what you are reading. I don't know if I'm making myself clear?

SsW: *[chorus by a few]* Yes.

LecW: And there are some people they have got a different strategy. They will not, they will not vocalize but the head will be moving from point A to point B.

[Laughter]

LecW: If if you are going to read for 2 hours you are going to buy bufen.

[Laughter]

LecW: That's number 1, so we want you to avoid to avoid that. We don't want you to be in the library and then you are reading something to your friends because that person can just sit there and say, 'Ok, I'll be listening to you.'

[Laughter]

LecW: That's number 1. Number 2 lack of vocabulary. Lack of vocabulary, where everytime you are reading you meet difficult words and some students will try as much as possible everytime they to read in the library or wherever they will be, this is a biology book they will a dictionary very close. When they meet a difficult word, they stop reading, check in the dictionary and then proceed. I don't think you can manage 3, reading three pages in that case. So as students yes we have to improve our vocabulary. But there are some words that are supposed to be understood within the context, you don't have to check the dictionary. The way in which

the word has been used in that textbook should tell you the meaning. I'm I making myself clear?

SsW: *[chorus]* Yes.

LecW: We all speak Chichewa here. Everyt-, we we don't check everytime we have a difficult word. We don't check to make sure that we know the meaning, do we? Everytime we meet a difficult word we don't check the dictionary. And very few of us have dictionaries for Chichewa and English or else Chichewa-Chichewa dictionary. *Mthanthauzira Mau wa Chichewa* [Chichewa Dictionary].

[Laughter]

LecW: That's the meaning of a dic- or else *Nkhokwe ya Mau*, that how some people say, *Nkhokwe ya Mau* meaning dictionary. We don't have it but how do we know it? I, one of these bo-, one of these days I left here I was going to Ntcheu and I came there around around around by somewhere six o'clock I was in Ntcheu and I was staying that time in Zomba. And the neighbour to the person I went to visit said, *'Eee apa ndiye simunalawiretu'* ['You didn't have chance to bid farewell']. *Kuona kuti ndafulumira kwambiri akuti sinnalawire* [Seeing that I travelled very early in the morning but this person is saying I didn't travel early]. It was a contradiction, eti? *Chifukwa ngati ndafulumira* [If I'm early] according to my understanding of Chichewa or Chinyanja it means *ndalawira* [I'm early]. Is it?

[SsW gives a chorus affirmative vocal response]

LecW: But these people did not mean that. They meant *sinnatsanzike* [I did not bid farewell to people]

[Laughter]

LecW: *Kuti ndachoka usiku kwambiri* [That I left too early]. *Sinnatsanzike kuti ndikuchoka* [I did not bid farewell to people] because of the time I arrived there. So you see, I didn't have to consult a dictionary to know the meaning of *kulawira* in that case. Possibly my colleagues from central region will agree with me, eti?

[SsW gives a chorus affirmative vocal response]

LecW: *Kulawira ndi kutsazika eti* [The word *kulawira* means to bid farewell, right]?

SsW: *[chorus]* Yes

LecW: *Koma ife kuno* [But for us here] in the central region, I mean in the south, *kulawira* it means departing early. And that's the point I had. *Sinnalawira muno* [Didn't I come early]? Six o'clock here. So in the same way, the way we do with our other languages when we have a difficult word, we should be doing the same with English where we should be able to learn from the context to say this is what the speaker, this is what the writer is talking about. Two, failure to adapt our reading strategy to purpose. We have got a uniform reading strategy. We are just reading from top-down every text that we have and we don't want even to skip a sentence.

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Failure to adapt strategy, strategy to purpose. We failing to do that and then in the end we we we we cannot manage our own time. Sometimes it happens, you go in the library, there's a newspaper there. 2 or 3 of you are reading that news that paper. You find that somebody is done with this page, want to go to another page but you are still there, not even half way through. I don't know if it has happened to you?

SsW: *[chorus]* Yes.

LecW: It should tell you that you are not a good reader and as university students we need to improve. We should be able, you don't, if you reading a newspaper you don't have to read each and everything in detail. You can manage to skip 2, 3 sentences, provided you get the general idea of what it is about. Number 4. Lack of practice. Sometimes we lack practice. We are only used to reading uhm texts on Facebook or WhatsApp, huh? Lack of practice. Lack of practice. And even if, even the issue of lack of vocabulary you'll see that it all hinges on lack of practice. Even vocalization, it also hinges on lack of practice. Those people who read more often will not be going to be vocalizing unless there's something. Some people have a strategy that if they are reading maybe there's a party, huh? Uhm say you are staying in a room, and your roommate is, this is his bed. And there's sound and everything but you don't want to tell him or her to say please, can you please put put the sound down a little bit so that I can concentrate what I'm reading? Some people can start vocalization there. Just as a way to make sure that he is only listening to what he's reading, not the music. So the music is on, you know it is going to disturb you, you start vocalizing, according to this context, huh? Because you feel like it is going to disturb you but when you are vocalizing you only be listening to your own you know sound, not this one. So when you practice you get to know which reading strategy suits you best. The last one is faulty habits of attention and concentration. You know some people reading like birds. You know what a bird does? It will read then it will go up there *[Demonstrates with a gesture]*. Just like a bird drinking water, huh? They want that material to concentrate somewhere, to be settled somewhere on a certain part of the brain. Copyright. So you find that you have 2 hours but you have only read 1 par, 1 page. Faulty habits. Sometimes they start counting you know the iron sheets that they used or indeed the fans, 1, 2, 3, 4. Fluorescent tubes. But they'll still come back and start reading. Questions? No question. Effective reading strategies. I hope-, there's a question?

W3.S2: Yes

LecW: Yes

W3.S2: I want to understand the last problem with reading-

LecW: Last problem or challenge of university students in as far as reading is concerned. Can somebody help me? By the way I've also forgotten. So I need someone to remind me. Yes? Yourself. So you also didn't understand?

W3.S3: Yes

LecW: Why is it that you didn't ask?

[Silence]

LecW: If you have heard of people graduating [i.e. getting withdrawn] after 1 year, it's because-

[Laughter]

LecW: It's because they didn't understand but they never bothered to ask. I'm just saying, huh? I don't want anyone to go. But sometimes when there's something you don't understand you should be able to ask. Yes, our class rep there.

W3.S4: Yeah you said it's faulty reading habits.

LecW: Faulty, not as a figure *[writes on the whiteboard]* faulty reading habit. I was just giving that one as an example. You know the way the bird is does when it is drinking water. It doesn't drink water and then have time to you know do that so that all the water is going down the gullet no, it will be bit by bit. Drinks, takes it down. Drinks and then in the end if you do this as you are reading, you will spend more time reading a very short passage. That's just an example but yourself as an individual you can know how you read and whether that one is helping or not. Effective reading strategies enable students to adapt their reading to suit the purpose for which the reading is being done. Effective reading strategies, these are, provi- or help students, these will help students to adapt their reading to suit the purpose for which the reading is done. So maybe three, three months from now somewhere in March or so we will come to say those who want to apply for government loan please apply. So that will be the time for you to apply for loans eti? Then after that application for loans, all MUST students who have been accepted to take the loan for that particular maybe 2019/2020 will be pasted somewhere and you know it can cover the whole of this board, huh?

[SsW gives a chorus affirmative vocal response]

LecW: If you want to find if your name is there do you have to read each and every?

SsW: *[chorus]* No.

LecW: You don't have to do that. Possibly what you'll be doing is to find out how are the names organized. If they are organized organized according to programme, you'll go direct to your programme to find out if your name is there. Is it? If they are organized alphabetically, you'll say okay, my name is Malembo. Just an example, we don't have Malembo here.

[Laughter]

LecW: You'll go directly to M and to find out if your name is there. You don't have to read the whole list from the beginning up to the end. So that's actually what we talk about. You should be able to adapt your reading according to the purpose for which you are doing that. So such reading strategies we have what is known as skimming, scanning and intensive reading [writes on the whiteboard]. Skimming, scanning and intensive reading. Skimming, scanning and

intensive reading. So let's look at skimming. Skimming is used when a person wants to gain a quick overview of the material. When you want to get a quick overview of the material, just to find out if the text is worthy reading or not. So usually when you are doing skimming, when you are doing skimming, you want to find out if the material is worth reading. Although we say that our library has got very few books, but even the few books that we have there you can't manage to read all of them. You can't. You can't manage to read all of them. Then you need to decide whether the material you have is worthy you to spend your time on them or not. That decision of you making that decision, that decision usually stems from this skimming exercise. Can we proceed?

SsW*: [chorus]* Yes.

LecW: Right. Some people say skimming is not reading. Some people have said skimming is not reading because you are only, you only want to establish whether the text is good or not. So people have said skimming is not reading because what you want is to find out if this text is good or not. So for example somebody conducts a study and has found is, to find out why is it that our national team is always failing? Huh? You have written that. The paper has nine pages. Or it has sometimes nineteen pages. Or 29 pages depending on how long these people have uhm have gone in their study. 29 pages. Then you need to decide: do I read the whole 29 pages? Is it worthwhile? Because you can't read everything that is coming, eti? You need to choose. Do I have to read everything? That is where skimming comes in. You look at the title, is the title that is ok? Yeah? You look at the author. Imagine somebody finding out the reason why the national team is under performing and the person doesn't have a background of sports. He may not understand things, huh?

SsW: *[chorus by a few]* Yes

LecW: So you look at the author. Is the author somebody who is qualified to do that research? You look at the tables, you look at the diagrams. In that case my d-, my friends you can manage to read, to do a skim reading of that article even 4000 words in just one minute. Do you agree? You have this one as an article with 29 pages. What you are looking for is the title the author. The other diagrams that are there. The subtitles. The referencing at the end. This book maybe 10 th- maybe the article may be 10, 000 words or more. But you can read that within one minute using skimming as a strategy. You will be finding out whether the material is relevant or not. If it is relevant you will now devote more time reading. If not, you're done with that. Does that make sense?

SsW: *[chorus by very few]* Yes.

W3.S5: But sir, is that skimming effective?

LecW: Very much so. My friend without skimming chances are very high if your studies will be alright here. Because you'll not manage reading everything.

W3.S5: But you can skip a very important point.

LecW: What are you saying?

W3.S5: You can skip a very important point when you are skimming.

LecW: In fact, you skip very important points yes because after skimming, this is why I said some people say skimming is not reading. The moment you establish that the article is not necessary you'll not read that again. The moment you establish that the material is necessary you will devote more time reading it. So you mean after skimming the article may be important but you haven't seen it? Is it that?

[W3.S5 nods in agreement]

LecW: Then your skimming was not correct. The problem was not skimming. The problem was the way you skimmed it. Because you don't just skim one part. You look at the questions, I mean, you look at the referencing. What material did they use? You look at the title, you look at the one writing, you look at the tables, the charts, the diagrams. You look at subtitles. By the end of that you can make a decision whether the material is worthy spending your time on or not. So the moment you fail there it is possible because you didn't do it right. The problem will not be skimming. The point we are making is you don't have to say okay, this is, you go in the library. You are doing human anatomy and physiology. The you find a book called Biology, Biology, Understanding Biology. This is Understanding Biology. Or you go in the library. You find a book called Human Anatomy and Physiology. Then you collect it directly to say this is a good book that I'm looking for because I'm doing human anatomy and physiology, then this book is Human Anatomy and Physiology, I have to take it. No. You should be able to say the topic that I have in my on my course outline, are they here? I don't know if that is making sense? So that reading exercise is known as skimming. You are only establishing whether this is important or not. If the topic are not in agreement, if you check the index, they don't agree with the material you have. You are going to leave it. Or sometimes the material may be good but it was published 100 years ago. You can say uhm possibly this book maybe outdated, eti? So you look for the book which is more relevant, more recent. So what we are saying, what are we saying? Skimming is there to decide whether book or journal articles are important or are useful to you or not. Sometimes this depends on the module outline but at times it depends on the assignment at hand. Sometimes they already give you an assignment. Now what you are doing is, this is the assignment question I've been given. You try to find out whether the journal or the book is going to help you to answer that assignment or not. So if the answer is this book is relevant, you now start reading uhm with much concentration. If the book or journal article is not relevant, you can actually say this not relevant I will not touch it again. *[Writes on the whiteboard]* so when you are scanning a book, you look for the following information. A book like this one, you go in the library. Is this from the library?

['Owner' of the book nods in agreement]

LecW: You go in the library you find a book like this. You look for the following information when you are scanning this book. Everytime, make sure everytime you are borrowing a book

from the library you do some scanning there, some skimming sorry. If you are skimming a book this is what you usually do. So number 1 look at the blurb, the cover *[writes spelling for blurb on the whiteboard]*. Usually there is some kind of information that is provided at the cover of every, book *eti*? You want to find out whether it is relevant to you or not. You are reading to find out more about the content at the cover, to find out more about the content. Because to them the information contained here is supposed to summarize the whole book. You can see. It's up to this point, *eti*?

[SsW gives a chorus affirmative vocal response]

LecW: It's supposed to summarize what this book is about. So you can establish whether this book is relevant or not. Apart from the blurb, you also look at the author. The author and the title. You don't do, you don't check the blurb or any book. If the title is uhm Geochemistry, are you still going to this book if you are doing uhm medical microbiology?

SsW: *[chorus by some]* No

LecW: No. So you look at the title whether it is relevant. But apart, sometimes the title may be okay. But you also look at the authors. Is this person somebody with a background in this field? If I write a book on, if I write a book on biology, human anatomy and physiology and then, you are already laughing.

[Laughter]

LecW: And then Dr Bandawe has written a book on Human Anatomy and Physiology you can understand whom to trust, eti?

[SsW gives a chorus affirmative vocal response]

LecW: Because this one is an author- an authority in that field than a person like myself. I also have got my own area where I am an authority, where even if he writes people can start trusting what I have written other than what he has written. Can we go?

SsW: *[chorus]* Yes.

LecW: Then you also look at date of publication. All of you you know Dr Bandawe?

SsW: *[chorus]* Yes.

LecW: He's the one teaching you now?

[Murmurs out an unclear response. A say 'first week']

LecW: First week but not now? Okay okay. Date of publication usually located at the at the back of the title page. So in our book this is the title page *[using the book borrowed earlier on from a student for illustrations]*. This is just the cover eti? This is the cover. So the first page where they put this stuff is known as the title page. So after this, behind here there will be a date somewhere. It will not be date in terms of May or what. It will just the year of publication. So in

here you can tell this book was published in 2014. So it is recent eti?

SsW: *[chorus]* Yes.

LecW: 4 or 5 years old. Number 4 table of contents *[writes on the whiteboard]* table of contents. You want to find out whether the book contains the material that I'm really looking for. So you look at the table of contents. If you look at this, some of these are the things that we do everytime we we are looking for a book *eti*?

SsW: *[chorus]* Yes.

LecW: You can't just say this is biology, ok I'll get it. You still check the materials you have in your course outline and the book. Or sometimes you can also go to the introduction. We have the chapter on intro, introducing the subject matter here. Yes, Chapter 1 levels of organization to see whether that one, usually in the introduction there is a chapter by chapter summary of the whole book. So you want to establish whether the book is relevant or not, even in that case, you are not going to read everything in that introduction. You'll be selecting certain materials, just for you to establish whether the material is relevant. Or sometimes you go to chapter headings or chapter summaries, chapter headings and summaries just to find out whether the material you are reading is relevant or not. Can we go?

SsW: *[chorus]* Yes

LecW: Books also have glossary, not where you go and buy some some lotion, but this one has got a glossary, explaining most of the terms that you are going to find in this text book, eti? There is a glossary here. So you also sometimes use the glossary *[writes on the whiteboard]*. Glossary. So a list of all subject specific terms with their meanings. You find that the glossary is also useful such that if you are writing an assignment, you sometimes start by kind of defining some key terms eti? So you get the definition in the glossary. You also check the bibliography. 6. *[writes bibliography on the whiteboard]*. I'm I fast?

SsW: *[chorus by a few]* No

LecW: No, very good. Supply the meat wherever something is missing. Bibliography, we check at the end of this book, we check the books that these people used. Do we have it here? Most of these guys they don't present that. But in most cases they write that in some in some cases every chapter they are going to use they are going to indicate the books, the materials, they have used. And then you also have the index. The index. Sometimes they have author index and sometimes they have subject index. The index. This is a list of topics that are covered in the book. It is also written in alphabetical order. So if there is, if you want to find out whether this book has got anything to do with vaccination, eti? You go to the index, you will find where there is vaccination and it is telling me that in this book on page 425 there is vaccination. On page 627 they have mentioned vaccination. On page 633 there is vaccination. So if I want to find out what this book says about vaccination, I will just go specifically to those pages. The when when the items are written in that way, it tells you that they haven't concentrated much on

vaccination here. This is why it is just one page, one page, another page. But where there is concentration they will tell from page 210 to page 250 they are talking about vaccination. It will be several pages. *[Writes on the whiteboard]*. Is that okay? Alright. Sometimes apart from books we also, we are also supposed to scan journal articles. What is a journal? What is a journal? *[Writes the word 'journal' on the whiteboard]*. Journal articles. What is a journal? Hands up, sideways, bend, yes?

W3.S6: It is more or less like a magazine.

W3.S7: More or less like a magazine, it looks like a magazine.

LecW: More or less like a magazine.

W3.S7: But it is mostly full of pictures

LecW: Full of pictures.

W3.S7: Yes, something like that

LecW: Something like that. More or less like a magazine. Full of pictures. Yes?

W3.S8: Uhm an outline of somebody's activities for any days, a week, years. It's usually written by one person.

LecW: Sorry?

W3.S8: It's like an outline of somebody's activities throughout the year, days and weeks and it's usually written by one person.

LecW: Usually what?

W3.S8: Written by one person.

LecW: Usually written by one person. Ok. A journal, we are looking at specifically activities. Hands up please. You have another idea?

W3.S6: I just want to add something.

LecW: Yes.

W3.S6: Yeah I would say maybe it's a book whereby the information in it it's just to guide someone to what he or she is supposed to cover by the end of a specific period, maybe a year or two years. Something like that.

LecW: Okay okay. So it means these are the only two who had an idea about journal. All of you are ignorant.

[Murmur of disagreement from some students]

LecW: You are all ignorant? You have no idea? University students? Possibly you should put university pupils.

[laughter]

LecW: It will be better university pupils than university students.

[A number of students now raise their hands]

LecW: I saw another hand there, somebody who don't want to be a pupil. Somebody doesn't want to be a pupil. Yes?

W3.S9: Uhm it's like comments written based on one thing, written on one thing, not-

LecW: [*interrupting the student*] written concentrating on one thing?

W3.S9: Yeah

LecW: Like this one concentrates on biology, is it a journal?

W3.S9: Like biology and there's a sector, maybe it is concentrating on uhm like cell biology. So it's written only cell biology no others.

LecW: Ok ok. Yes?

W3.S10: Uhm more or less like a diary of some kind.

LecW: Diary?

W3.S10: Yeah, where you record your activities daily, mostly on daily basis.

LecW: Just like what she said.

W3.S10: I think yeah.

LecW: Okay, journal. Another hand, I saw another hand here. You're all ignorant. University pupils. Similar to what you have already said. When we talk about a journal, she says it's about a certain specific topic, *eti*? Let's say cell biology. Let's for example, somebody has examined cells of maybe, people have examined cells of animals and plants but you realize in your study that one animal has not been studied in terms its cell structure. You conduct all the necessary experiments to find out the cells for this animal. Then you are going to report your findings, the article where you report your finding is known as a journal article. Does that make that sense?

[SsW gives a chorus affirmative vocal response]

LecW: My colleagues in [name of program of study], so if you want to find out why is it that our national team is losing you conduct a study, you ask people that are in the field. Somebody said our national team is losing because Comoros was you know buying players from France. You might have heard that eti? Our own FAM president said we are buying players from, they were buying players from France. You find out actually what happened, why is it that the team is losing? Then you write an article explaining all this. That one is going to be a journal article, usually reporting empirical research, huh? Something that has just been done. We didn't know before it. Now we know because I or you have conducted the study. Does that make sense?

Don't it will get clear as we go. If you want to skim a journal article, you look at the author first, that's the first thing. This person is looking at cells for this type of animal or for this plant but his background is in geology, you start doubting, eti? You look at the author, does this person have that background in that field? If the person has that background he becomes more or less reliable, if not it becomes, it's unreliable. You also look at the title of the article, whether it is something that you really need to read or not. Number 2 you also look at publication date *[writes on the whiteboard]*. Publication date. Number 3 we also look at the abstract. Unlike a book, every article is supposed, every journal article after the title the author immediately you are supposed to have an abstract. Which summarises what that article is about. So by reading that summary, not every sentence in the summary, but a few sentences within the summary or that abstract, it can tell you whether that abstr- that article is worthy spending your time on or not. An abstract. Number 3 you also look at headings, not the title now but headings.

W3.S11: [*A student raises a hand*] Sir

LecW: Yes?

W3.S11: I'm lost. Is still article under scanning?

LecW: I don't know my friend. Is journal article under scanning?

[A few are heard saying skimming]

LecW: Yes, we are talking about skimming. But the journal article, we are talking about how do you skim journal articles? Maybe I was using the word scanning and skimming interchangeability eti?

SsW: [*chorus*] Yes

LecW: But we haven't gone to scanning. We are talking about skimming. So you look at uhm you look at the author and title as a way of skimming it. You look at the date of publication, you look at the abstract, then you also look at the headings, not the title. I said not the title, eti? But the headings, can the article can have the title and then the other headings within it. So you look at them whether they are relevant to what you find you want to find out or not. Apart from headings you also look at the tables and diagrams *[writes on the whiteboard]*. Tables and diagrams. You need to find out whether, you need to see whether the tables used there are relevant or not. You also look at the conclusion that he is drawing. You also look at the conclusion that he is drawing. Every research is supposed to bring out some kind of a conclusion. If you go to [name of program of study] the conclusion will be may be our our [name of discipline] in Malawi is not well organized. Somebody can just wake up today and become a national team player, just waking up today because they were playing hostel, MUST Hostel A and Hostel B had a competition there, and one of the administrators either for Bullets of Wanderers was there and may pick this person because he played well, *eti*?

[SsW gives a chorus affirmative vocal response]

LecW: He goes to Bullets, plays there 2 games and is still playing well. The national team sees that person and picks him for the for the tea- for their team, eti? For the squad. He becomes a national team player without proper way you know of getting into there, while in other countries you start with under 17, under 20, even under 14 eti? Under 14, under 17, under 20, under 23, so that by the time you are playing in the national team, you have gone through this process *eti?* I don't know if that is okay?

[SsW murmurs out a chorus affirmative vocal response]

LecW: So that will be the conclusion possibly of some sort. So what we are trying to say here is if you want to scan an article you also, sorry skim an article, you also look at the conclusion to find out if it is relevant or not. Lastly, you also have to skim the reference list, the books the person used *[writes on the whiteboard]*. As you grow in the field, you will realize that certain authors become important in your discipline. I don't know if that is okay?

[SsW gives a chorus affirmative vocal response]

LecW: You begin to realize that whenever you are writing anything about cell biology, you can use three four books yes, but among the four books, this author is supposed to be consulted. That may not be clear now but by the time you stay here for four years or three years you get to realize that, even in second year you get to realize that certain authors become critical. Now you are reading the journal article on cell biology and you see the author which was supposed to be critical for this article is not there, you start doubting whether the material is relevant or not. But maybe you can't do it now because you may not uhm you may not be able to realize that. Questions? No question. Comment? Concerns? Let's go to scanning now *[Clears one section of the whiteboard and writes scanning on top]*. Scanning. This is a different form of skimming. A different form of skimming. Scanning is a different form of skimming where now you read a little bit slower than what you do when you are skimming. Skimming is very fast. And as I said, a paper that has got 10, 000 words you can skim that one in 2 or 3 minutes. When it comes to scanning you can scan that one now maybe 5 minutes or 7 minutes just to establish whether the material is relevant or not. So scanning is different, is different from skimming or it's another type another form of skimming in the sense that the reading is more careful and a little bit slower, a little bit slower. You usually scan for specific information. I guess all of you have got this course outline, huh? So skimming is something that you do the first time you get you did the first we gave you this, huh? Just to find out what is it that we have here. But in scanning, you can do it later. You just want to establish, you have seen that possibly our colleagues have started taking assignments and this lecturer of ours is not talking about assignment, yeah?

[SsW gives a chorus affirmative vocal response]

LecW: So you will be reading the same the same uhm module outline or course outline but you go specifically where issues of uhm assessment has been mentioned. I don't know if that is okay?

[SsW gives a chorus affirmative vocal response]

LecW: So you will be hunting on the first page you'll say no there is no assessment here, there is no assessment here, up to the point where now we when you find assessment you can read you can read a little bit slower so that you can understand it. So there is a specific information you are looking for in scanning. In skimming you don't have specific information you are looking for. You only want to know whether the journal or the book is relevant or not. So specific information it can be a quotation. You have read this journal article and you you realize that there was a certain sentence which you want to take as a quotation for your essay. So you start reading, scanning, to find out where that quotation is. So when you are skimming a book, when you are scanning a book sorry, when you are scanning a book you read the introduction, the whole of it. When you are skimming it you just read some few sentences within the introduction. When you are scanning you may read the whole introduction, the whole conclusion in more detail. However, just like in skimming, scanning you also look for details to do with titles and headings. You also look at authors, you author you also look at diagrams et cetera et cetera. Only that this time around you spend a little bit more time than in the first place. So if you are studying a journal, you will also be looking at the same things. But you are going to concentrate more now. You look at the abstract, you may read now the whole abstract you are studying. You may go to the introduction and read the whole introduction. You may go to the conclusion and read the whole intro conclusion. That will still be scanning because you haven't read the whole text. You just isolating certain parts within that text which you feel is relevant. No question? Okay. You have any question? No. Alright. We are going to stop here for today. We are going to stop here for today. Until we meet again on Friday. Thank you.

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SESSION W6

INFORMATIVE ESSAY

DATE: 11/12/2018

TIME: 10:00-12:00

_____

LecW: I should make it clear here that when talking about essay writing and possibly the other skills that we emphasize on in our discussion here, discussing the theoretical part of it is important but also what matters is how you put that theory into practice. You don't learn how to play football by being in a class and telling you how football is played, *eti* [right]? So we are saying, what is it that we are trying to say? We'll talk about how to write an academic essay. We'll talk about how to write an academic essay but we are saying the mere habit of writing and trying to perfect what we have already wri- written, will ultimately teach us how to write. The mere habit of writing and trying to perfect our writing will in the end teach us how to be good writers. So by the end of this clas- this discussion, we'll talk about types of essays. We'll also

recognize structure of an expository essay, we'll also practice writing different type, different parts of an essay, either an introduction, a conclusion, or body paragraphs. Basically there are two types of essays. We have got what we call informative *[writes on the whiteboard],* we have got what we call an informative essay, we also have got what we call, apart from informative what else?

W6.S1: Demonstrative

LecW: Demonstrate? Demonstrative essay? Yes?

W6.S1: Descriptive

LecW: Descriptive essay, okay. If you are demonstrating, you are informing some people. If you are describing you are also informing people on something, yes?

W6.S3: Narrative

LecW: Narrative, okay. Narrative. What else? Essays have been classified into two. We have got what we call informative as well as persuasive *[writes on the whiteboard].* If you write an essay describe, describing how you conducted, for example, if you write an essay describing how you conducted an experiment, that one is an informative essay. You want to, although you'll be describing *eti* but you are also informing the person who was not there so that it becomes clear to him or her how the experiment was done. I'm I making myself clear? On the other hand, there are some essays that are persuasive. When we are talking about persuasive this is where you are persuading people to follow a certain direction, to change their course of action, to believe in a certain idea. So somebody can say tertiary education is a wastage of tax payer money. Discuss or do you agree? Now you are writing an essay either to agree that tertiary education is a wastage of tax payers' money or indeed it is not a wastage of tax payers' money. If you are paying 450 now in school fees, but in order for people to educate you for, for a year, it costs the university 2 point something million. But you are paying how much? Four point five? So somebody can argue to say education is a wastage of taxpayer money. Why do I spend 2.2 million on one individual like this one when the rest outside are struggling with you know their livelihood? I don't know if you get what I'm saying, huh?

SsW: *[chorus response]* Yes

LecW: So you write an essay to say education is indeed a wastage of taxpayers' money. Or education is not a wastage of taxpayers' money. When you educate this person, he will go out and help those people who are you know struggling. That one is a persuasive essay. So just as a background, just as a background because we have got these two types of essays we'll start talking about firstly an informative essay, an informative essay. This is also known as an expository essay. In some books they say this is an expository essay. This is also known as an expository essay. It aims at explaining or describing a particular set of phenomena. It aims at explaining or describing, it is, we are saying this is also known as expository essay. It aims at explaining or describing a particular set of phenomena and provides an account as to why these

phenomena are found in or more specific situations or contexts. So the example I gave, if you have carried out an experiment, then you need to write explaining, write an essay to explain how you conducted your research, your experiment, then that one is an expos- an expository essay. You are describing what you did in that study. Describes, explains a certain fac- a certain particular set of phenomena and provides an account as to why these phenomena are put in the way in which they are. Phenomenon singular phenomena plural. The goal of an expository paper is to acquaint, the goal of an expository paper is to acquaint the reader with a body of knowledge. The goal of an expository phenomena is to acquaint the reader with a body of knowledge. Just like any other essay, an expository essay is also made of several paragraphs and each one is supposed to perform it's own role. Just like any other essay, an expository essay, an informative essay is also composed of a number of paragraphs each with a specific role to play. So if we take an example of a paragraph that has an essay, that has got five paragraphs, an expository essay with five paragraphs *[writes on the whiteboard]*, if you take an example of an essay with five paragraphs, the first paragraph by nature is supposed to be an introduction, *eti* [right]? *Eti?*

SsW: *[chorus response]* Yes

LecW: So the first paragraph is an introduction. These three paragraphs will be the body. And the last one will be conclusion. An introductory paragraph is usually the first paragraph of an expository essay which aims at introducing the topic of discussion. The first paragraph in a expository essay whose aim is to introduce the topic of discussion. Whose aim is to introduce the topic of discussion. Aimed at introducing the topic of discussion. It has got to do the following. An introduction has got to do the following. 1. It should create an interest. Imagine you have to write an, I give you write an exam or an assessment task that requires you to write an essay. So I have this group each one of you writing an essay. I have another group and each one is going to write an essay. I am the one reading. You have got to write even in the introduction, this is where you want to distinguish yourself from your friends that your essay is more interesting, more fascinating. I don't know if that is okay?

SsW: *[chorus]* Yes.

LecW: An essay that even if somebody comes and say lunch is ready you can say let me finish this one first. So you want to finish whatever you are reading so that you go for you know lunch. But some essays you can rush for lunch to say

[Laughter]

LecW: This is eleven o'clock. You say isn't the lunch ready?

[Laughter]

LecW: Because you are reading something which is not interesting at all. A lot of spelling errors, a lot of grammatical errors, a lot of technical errors. So we are saying an introduction should create an interest. Some of you or almost all of us you know we can have the same story that we

want to share. But when say she is, she says that I have this story that I want to share with you, there are, people may be attentive to listen what is the story about, *eti*? But if I have the same story I want to share it to you all of you get tired even before I finish what I wanted to say at the beginning. So we want to create an environment or a we want to create a situation where you can create an interest right at the beginning of the introduction so that somebody should think of saying let me continue reading. Even if this person is tired. That should be done in the introduction. So number one. Number two, it should also creat- it should also outline the main ideas in the essay. What are the main ideas? Some people have said an introduction should also act like, should also have what is known as a statement of content. You know if you are reading a book, there is a table of contents, *eti?* To tell the reader that in this book the following are the topics you find in it. In the essay we should also have a situation where one sentence should be able to tell somebody this is what what I'm going to find in this essay. If you are writing, if you are writing an essay descri- an informative essay describing MUST, the programs that are offered at MUST, you can in that essay you can say more or less like an op, a conte- statement of content to say MUST is made up of four schools. Academy of Medical Sciences, Bingu School of Culture and Heritage, Ndata School of Earth and Climate Sciences, and then-

SsW: *[chorus]* Malawi Institute of Technology

LecW: I wanted you to finish. And then you are now saying the programs that you will be describing offered at MUST belong to these schools. In a way by putting it like that, you are already telling the reader the direction that your essay will take. Some kind of content. You are also supposed to create, uhm a statement sorry uhm you should also suggest the main ideas, what is the main idea? An expository essay or indeed any essay is supposed to have one main idea. An expository essay is supposed to have one main idea. Of course we may have several ideas supporting the main idea but there should be a central idea that you want to push forward. And that is supposed to be communicated in the introduction. The last one. The essay, the introduction, in the introduction of the essay, we should also state how the ideas will be discussed. How they will be presented. The essay in the introduction, we need to have or we need to present how the main ideas will be discussed in the essay, right in the introduction. So what that means is if you are going to talk about three points in your essay, the way in which these ones are presented in the statement of content will be exactly the way they are presented in the essay. So if you are describing programs at MUST and you start with MUST has got four schools, MI sorry, BISCH, this one is abbreviated as Ndata, and then MIT. It means if you state that, if you put them like this in the state- in the introduction, 1, 2, 3, 4. It means in the essay they are going to be discussed like that. You cannot start with MIT in the essay. My friend, I'm I making myself clear? Because I can see you are supporting your head. So I wanted to find out whether you are grabbing what we are discussing here or not. If they are appearing like that in the introduction so the issue is they should also be discussed in the same way. So basically an introduction is supposed to be made up of three elements. Number one. An introduction is supposed to be made up of three elements. So if you write an introduction to say to say, uhm to write an introduction to be specific, we expect the essay the introduction to have the following

three elements. Number one, is a hook. Those of us who are coming from Salima, Nkhotakota should know what a hook is. Or indeed from Mangochi, Chikwawa and Nsanje along the Shire River. They should know what a hook is. If you go fishing, there's a hook, huh?

SsW: *[chorus response]* Yes

LecW: Looks like this. So you put your bait here, the fish comes, it wants to ge- to take this bait because it is their food, *eti* [right]? In the end you know it gets trapped. That's the hook, this is the hook. So when we are talking of a hook in terms of an essay, we are saying there should be something that will tell someone that you have to continue reading. An essay is supposed to have, you know I was talking about creating an interest, *eti*? We are talking about creating an interest. Don't force your readers to read whatever you are writing. Write it in such a way that somebody is you know in a way feels motivated to continue reading, to keep on reading. Even on WhatsApp if you have a very long story, but you write it in as interesting as possible people would want to finish reading the story. Maybe you have received, *eti* [right]?

SsW*: [chorus response]* Yes

LecW: But in some cases you have a very short text on WhatsApp but people don't read that. Maybe the manner in which are proposing it. So number one it should have a hook. Number two, building sentences. And the last one is a thesis. Thesis statement. This is the main idea, what is it that you want to say? So that the one that you will be talking about explaining programs that are offered at MUST will start by saying 'This essay intends to explain programs that are offered at MUST.' Is it? That one is your thesis statement. So everywhere, you may talk about lecturers, you may talk about other facilities, but you do not deviate from that fact that you are talking about programs that are offered at MUST. So the facilities are there to support your argument, your point. The lecturers are there to support your point in including the other infrastructure. Does that make sense? Thank you. A hook is usually the first, the first sentence of your expository essay which is supposed to catch your lecturer's attention. A hook is the first sentence or sentences of your essay expository essay that are supposed to catch your lecturer's attention. You may be surprised sometimes you can write something that is correct but you get 52 %. Somebody writes the same content in an interesting manner. He gets 75. And you start saying this lecturer hates me. No, he doesn't hate you. But you need to learn to write in such a way that you motivate somebody to read. You need to learn to write in such a way that what you are writing is really interesting. So in the you, we intend to write it as interesting as possible. We want to encourage the reader to continue reading The following strategies can be used to write a hook. Use an eye-catching statement. Number one. We are saying the following stages, strategies can be used to write a hook and number one is use an eye-catching statement, eye-catching statement. What will be an eye-catching statement for the sake of MUST? If you are describing programs offered at MUST, what will be an eye-catching statement?

W6.S4: MUST is the beautiful school that I have never seen in Malawi.

[Laughter]

LecW: MUST is a beautiful school that you have never seen in Malawi.

W6.S4: Yeah

[Laughter]

LecW: So Thyolo is not Malawi.

W6.S4: Yeah

[Laughter]

LecW: Okay, yes, yes go. Is that all?

W6.S4: Offers the fol- offers

LecW: *[interrupting S4]* Which one?

W6.S4: Okay. MUST a beautiful school that I have never seen in Malawi have the following schools.

LecW: Has the following schools?

W6.S4: Yeah

LecW: Okay, thank you. Yes?

W6.S5: MUST is the only university in Malawi offering new programs

LecW: MUST is the only university in Malawi offering new programs. So it's true, huh? Most of our programs are unique. University of Malawi doesn't have them. Unique. Okay, thank you. What else?

[Silence]

LecW: That will be an essay that you are going to write. When are you writing exams you people?

[A student is overheard saying 'Thursday']

LecW: Mid-semester, next week?

[Another student is overheard saying 'Thursday this week']

LecW: Is, is it Thursday this week or next week?

SsW: *[chorus]* This week

LecW: Very good. Very good. So when that question comes in an exam because you are not the one bringing it, it just falls down from heaven onto your paper. When that comes what are you going to write? Just writing an introduction to that essay, what are you going to do, to write as an eye-catching statement? Yes?

W6.S6: MUST the warm heart of Malawi

[Laughter]

LecW: What is so funny?

[Chatter]

LecW: MUST is the warm heart of Malawi

[Chatter continues]

LecW: The warm heart of Malawi. Any other suggestion? What we are saying is you want to write something that will motivate someone. So in this case maybe she's using the warm heart of Malawi by looking at the behaviour of the people that surround MUST, huh? We have good and caring people around here. So possibly he's referring to that. Or he's referring to the beautiful weather that we have here. You can't compare this one maybe you know the other, the one you have in Salima. I'm sorry if there's somebody coming from Salima here, just saying. So what we are saying here is an eye-catching statement. You need to say something that will catch somebody's attention. So if you talk about the weather, is it connected to the programs that are offered at MUST? If the answer is yes then in that connection that statement should be made, eti [right]? Number two. You can use an eye, a surprising statistic, surprising statistic. Surprising statistics. Surprising statistics. It is the only university in Malawi where, that gets lecturers from all other public and private universities. Surprising. Possibly College of Medicine cannot boast of that because here we have people that are coming from College of Medicine. They are working here. We have got people coming from Chancellor College. We have people coming from Bunda, huh? We have people coming from you know Health Sciences I mean sorry. We have people coming from Kamuzu College of Nursing, et cetera et cetera. Something that maybe surprising to someone who doesn't know. Then when you are connecting that to the diversity of the programs that MUST offers it may motivate someone maybe this one has got an important idea that he was communicating. Right. Or you can say 90% of our programs at MUST are demand driven. It is not somebody just waking up to say we want to start this program. There is a demand for the programs that we are offering here. So you say 90% of our programs at MUST are demand driven. Or all the programs at MUST, 100% of all the programs at MUST are demand driven. They are starting from the demand that exists outside and people are initiating these programs in order to fill those gaps. Or you can start I think or you can have this hook by using a quotation from an expert. What are experts saying about MUST. The experts here can be parents, the experts here can be lecturers from other universities. The experts here can be chief executive officers from the companies where we expect our graduates to be in, to get the jobs. Something that maybe interesting and eye-catching. Then after the hook, in other words, if you think of writing an introduction, the first thing should be how do I put my hook? How do I, how I'm I going to write my hook? When you are done with that then you look at building sentences. These sentences come after the hook and are there to provide background information to the reader. You can say MUST is the fourth public university in Malawi. It is

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situated in the tea growing district of Thyolo. Does that make sense? We are creating a background before we start talking about the programs the institution is offering, people need to know where MUST is. When was MUST established? And the the sentences, the building sentences should lead us to a thesis statement. We are talking about a thesis there. So you talk about, you bring a hook, you talk about the, you talk about the background information and that should lead you to a thesis. Building sentences should lead you to a thesis. So we saying they should provide background information to give the reader some context. A thesis statement comes at the end of the introduction in most cases. In most cases a thesis statement comes at the end, comes at the end of the introduction. This one is the most important, this one is the most important sentence in the whole essay. Any composition, any essay that doesn't have a thesis statement is considered to be a wastage of time and resources. So a thesis is the most important part or the most important sentence in, in your essay. So you should begin, having talked about, having you know written the hook, having talked about where MUST is there should be a sentence which says this essays intends to explain or we would explain the programs that MUST offers. That one will be very important. It can also indicate the order in which the information will be discussed. It can also indicate the order in which the sentences, I mean the information, sorry, the ideas, main ideas will be discussed. So in this case you can combine a thesis statement to say this essay will talk about, intends to talk about the programs that MUST offers in its four schools namely Academy of Medical Sciences, Bingu School of Culture and Heritage, Ndata School of Climate and Earth Sciences, and Malawi Institute of Technology. So you are also going to follow that order when you will be explaining the programs MUST is offering. A thesis statement is also supposed to include the topic of your essay. In fact, a thesis is an answer to your essay question, a brief answer to your essay question. If somebody says, if somebody says write an essay, write an expository essay on the programs that Malawi University of Science and Technology is offering. Then after saying everything, you need to have one sentence in the thesi- in the name of a thesis that answers that question, huh? This essay intends to explain the programs that MUST is offering. It also should include the writer's position, opinion or approach to the topic. It should also explain the writer's position, opinion, it should also explain the writer's position, opinion or approach to the topic. So an example of a thesis statement, somebody wrote like: So uhm solar power don't read thi- don't write this one, *eti*? Should you write maybe you will be fast but I will not try to slow down. Solar power is improving people's lives in developing countries by providing efficient light safely, linking them to the global mobile community, and increasing their independence. What is the title to this essay? This is a thesis statement, huh? It says solar power is improving people's lives in developing countries by providing efficient light safely, linking them to the global mobile community through charging the phones, huh? And increasing their independence. Today in our homes when ESCOM decides that we are going to you know because of load shedding we have you know you don't have access to electricity. You to, to sleep early. It's like somebody telling you. But if you have panels, I mean if you have solar energy nobody will be forcing you to do something. You can decide when to do what because you have control over that resource. So it is giving people independence, linking them to global mobile community, and providing

eff- efficient light safely. What will be the title to that essay?

[Some students try to give a chorus answer]

LecW: Hands up. Yes, I see a hand here.

W6.S7: The importance of solar power.

LecW: Importance of solar power. Importance of solar energy. Okay. Others? You wanted to give, yes, the same?

W6.S8(TPDE): Yeah

LecW: Our class rep there.

W6.S9: Had the same *[gestures by pointing at S8 who us next to him]*

LecW: Okay. But if you look at that, the essay is talking about solar power is importance of solar power, huh? So solar power is improving people's lives in developing countries. That's the importance. How is that done? By providing efficient light safely. These are the main points that will be discussed in this para- in this essay, *eti*? Linking them to global mobile community. Increasing their independence. So you provide a thesis and also add that up with a statement of content that will be discussed in that essay. So as I said, a thesis, you have to think of a thesis as an answer to the essay question, a brief answer to the essay question. You are told to write an essay ten pages. But briefly in one sentence, what is your answer? Right. Then we have, we talking about body paragraphs. Body paragraphs. Each body paragraph explains one of the main ideas in the thesis statement. Each body paragraph is supposed to explain one of the main ideas in the thesis statement. So we are talking about solar energy, solar power providing efficient light safely, linking people to global mobile community, and increasing their independence. That means in that essay, we are going to have three body paragraphs. One talking about providing light safely. Another one will be talking about linking to global mobile community and the last one in terms of body paragraphs will be talking about, remind me.

[Class attempts to give a chorus answer but it is unclear]

LecW: What?

SsW: *[chorus]* Increasing their independence.

LecW: Increasing their independence, thank you. So the point we are making here is in the body paragraphs, we need to try as much as possible to ensure that there, we are discussing one point, one main point, there should be one main point in the body paragraph. One main point. Somebody said a paragraph is like a unit. If you go to a shop to say I want to buy a unit of notebooks. There, you may not find a pen there, *eti*? There will be no pencil there. You will want a unit of exercise books so those are the ones that you will be given. So in the same way, the paragraph should be seen as a unit where everything that is together is there. And anything that is outside the main idea in that paragraph should go to another paragraph or indeed should

be removed if it doesn't have where to belong. So a body paragraph basically has a topic sentence, should have a topic sentence. One way in which solar energy has been very helpful to people in developing countries is by providing efficient light safely. Full stop. That one is going to be your topic sentence. Then you need to explain how that is done using, you know developing maybe use- using other other sentences to justify that the light that is there is efficient. You don't work about climate change because as long as there is that light, the cells will be charging, huh? Yeah. So an intro- a sentence is supposed to have a topic sentence, supporting sentences and a concluding sentence, in most cases. Sometimes a concluding sentence may not be there. But it's supposed, in most cases it's supposed to be there. The topic sentence is the first, is usually the first in a body paragraph. The topic sentence is usually the first sentence in the body paragraph and expresses the topic of discussion and and expresses the topic of discussion, sorry. The topic sentence is usually the first sentence in the body paragraph. It expresses the topic of discussion, what is it that will be discussed in this paragraph. Usually the problem that we sometimes have is we are used to the M, MCE style. When you are answering essay question in an MSCE, people will have sentences like firstly *[writes on the whiteboard]*. We have sentences like that at MSCE. Importance of solar energy. So you are writing an essay you can say firstly providing light safely. And our markers in Zomba they mark this one as correct. *Eti*? But is this a sentence? Is it a sentence? What is missing? What is missing here? Or secondly, or lastly increasing independence. Lastly increasing independence. And this is a full stop, huh. You want to start explaining on this topic sentence. If you write this for people in Zomba, they'll mark you correct. But we are saying this is not okay. Yes?

W6.S10: Yeah I think that one is not okay just because the essay has to do with importance of solar power. So it, at the beginning of it has to be uhm we have to say 'Solar power providing' then it should go like that not just say firstly providing light-

LecW: *[interrupting S10]* If you look at this one, it doesn't have the subject. If you go to our basic grammar, *mwininkhani, eti* [subject, right]? Doesn't have the subject. This one also doesn't have the subject. This is why such type of writing to us it's a nuisance. We don't like it but unfortunately when we give students an essay, those are the essays that we meet. And some people write very good essays in that type of writing but fail to get 40%. Don't be scared but this is what happens. This is how things are done. So the topic sentence, we are not saying a topic statement, topic sentence should be a full sentence with a subject, a verb and an object. You can say firstly another maybe importance of solar energy is pro- to provide or it provides light safely. Or lastly, solar power is also increasing people's independence in developing countries. Then when you are putting a full stop other sentences will be explaining how that is done.

W6.S11: Sir?

LecW: Yes?

W6.S11: Umh the main idea

LecW: Yes?

W6.S11: Does it always have to be the uhm the first, the first sentence in the body?

LecW: In most cases. I said in most cases, *eti?* In most cases the main idea is supposed to be the first sentence, in most cases. But in some cases it can't be. Have I answered? We'll get that in detail when you get, we go to actually an exercise of writing. Yes. Supporting sentences, so we are saying the the para- sorry the topic sentence is supposed to have, a paragraph, body paragraph supposed to have a topic sentence and supporting sentences, huh. So the supporting sentences should explain and develop the topic sentence. In other words, how do [sic] solar energy increase people's independence? Has it happened to you that, oh maybe it is also happening here. One of these days I knocked off late here somewhere past 7 but the library was being closed because we didn't have electricity on that particular day. In other words, it shows that we are not independent to do our things. Energy is you know influencing we do certain things, *eti?* Or sometimes you decide that I'll be studying in my room. Then all of sudden you have electricity there. You all flock to the you know to the classes so that you can study*, eti?* There is no independence there. So in other words there should be sentences explaining why increases people's independence. Why solar energy, how solar energy is providing this light safely, safely. Supporting sentences, we are saying explain and develop the topic sentence. They are supposed to present logical thoughts. Whatever you are writing there should be logical. You know thinking is a mental activity, you can't see it. The only way you can have a window in which you can see a person thinking is by their thinking and writing. We can't see what you are thinking. But when you write in a logical manner, we can say yes this is a university student now, is thinking like a university student. So par- supporting sentences should be logical, should present logical thoughts, evidence, explanation in supporting off, in support of the controlling idea. Concluding sentence. This para- the paragraph may also end as we have said with a concluding sentence on the part, sorry, the paragraph may also end with a concluding sentence. You maybe concluding on what you have been discussing or it can also show a transition from that paragraph to another paragraph. But as I said it is not a must. But the topic sentence and supporting sentences all paragraphs are supposed to have. The last one which we are going to talk about here is concluding paragraph.

W6.S12: Sir

LecW: Yes

W6.S12: I have a question. For example, if the body paragraph you are writing, you see that it's maybe enough but you got more ideas to write there, can't you maybe jump a line like that and you start another paragraph and may be start with an opening word on the same notes?

LecW: There can be that, there can be that connection in most cases. But it is necessary that a paragraph should have one idea. If it, if you have more ideas, you can split them into two but what is not allowed is you having two ideas in the same paragraph because that one will not be alright. But it is also a requirement that you have to make it brief, huh. It doesn't necessarily mean that if somebody tells you to write an essay five pages typed then you should make one paragraph very long so that you fill the five pages, no. Concluding paragraph ends the essay by

reviewing the main ideas. The concluding paragraph ends the essay by reviewing the main ideas from each body paragraph and leaving the reader with a final thought. In other words, an introduction, an introduction is supposed to, an introduction is supposed to do three, sorry a conclusion is supposed to do three things. Number one. Restate. We are supposed to restate the thesis but that restatement should not be verbatim. In other words, we are saying the thesis again, we are writing the thesis again but should not be exactly as it has appeared in the introduction because that will be boring, *eti?* Yeah, so it should not be verbatim. Number two, you also talk about the main ideas. Solar is providing energy efficiently and safely, increasing independence and connecting people to the mobile community. Those are the main ideas. And then lastly a conclusion, what differs mainly a conclusion from an introduction is a conclusion should leave what is known as an afterthought. Say for example you are describing, you are describing solar, solar energy. You have written then up to the end you can say now start saying "It is therefore important that people living in developing countries should resort more to solar energy than hydro-electricity. I don't know if that is okay? That is an afterthought. If you are writing an essay describing programs that MUST is offering, as an afterthought you should be saying 'Students should therefore be uhm motivated to choose a program at MUST because it has unique programs. Because they are unique so to say. Something that that is an afterthought. If you are writing an essay talking about importance of trees, then you'll talk about importance of tree then at the end you can say 'We should therefore conserve our trees, *eti?* An afterthought. Questions? I want a question because we are going to stop there today. Right, assuming you don't have a question, maybe I can say briefly about exams. When exactly are we writing exams?

[An unclear chorus response]

LecW: Monday next week?

SsW: *[chorus]* Yes

LecW: Somebody was saying Thursday.

[Murmurs]

LecW: What?

[Different students try to give different responses at the same time]

LecW: The exams are starting on Thursday?

[Different responses from different students at the same time]

LecW: Thursday you are writing what?

SsW: *[chorus]* Physics.

LecW: Physics. Okay yes yes. I thought there was a hand there. Okay. Who has a course outline here, module outline or whatever you call it? Somebody with a course outline for language and

communication. Here it is. We have, one thing I wanted to make mention of is we may not have questions on essay writing. I'm saying we may not, *eti*? Anyway, we will not have questions on an essay. From if you look at this module outline, anything that is on this module outline up to week six, from week one up to week six will be examined. I don't know if that is okay. We are going to meet again on Friday. We may talk about certain issues. But should you have questions you are, not only on what we have discussed to day. Should you have questions, you may bring them to the attention of the class rep who can bring them to me so that we discuss that on Friday when we meet. You don't have exams on Friday, *eti* [right]?

SsW: *[chorus by some]* Yes

LecW: No you don't have. So we are going to meet on Friday. Should you have questions we will discuss them on Friday. If you don't have questions then we may also talk about certain areas where I think you need to, where I think maybe you didn't understand, just to revise so that all of you get ninety-nine in the coming exams. Thanks a lot.

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Appendix B5: Selected transcripts from Group X and LecX

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SESSION X1

ESSAY WRITING

DATE: 16/11/2018

TIME: 10:00-12:00

The sound from the ceiling fans in the room seemed to affect the audibility of the lecture in some instances

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LecX: Uhm how have you been? Fine? Tired?

X1.S1: Tired.

LecX: Tired, huh?

X1.S1: Yes

LecX: Packed with uhm knowledge, knowledge gaining. Are you at least gaining something?

SsX: *[In a chorus]* Yes.

LecX: Alright. Uhm before I go into everything else, girls we are supposed to be meeting you

today, not so? Have you seen the uhm the memo? Girl students? Female students?

[Most female students seem to show that they are not aware of the said meeting vocally or through gestures]

LecX: There is a general assembly at 7:30, right?

X1.S2: 7 o'clock

LecX: Yeah 7 o'clock. But there's also a meeting for all girls, all female students with female staff members at half past 4, alright? In the main main auditorium. So because you have a general assembly at 7 o'clock, it means that you should be early for the uhm for the for the girls all, alright? So you should be there by 4:30 so that we shouldn't delay the, the general assembly. So don't do African time, alright? You time and come at uhm 4:30. So all female students you also let uhm your friends know. There is, I've seen a notice, maybe you haven't uhm seen it uhm seen it yet. But uhm but it's there, where they're saying that you should uhm all female students are supposed are meeting all female uhm female staff members. Alright, sorry guys. Maybe maybe uhm Mr Mkandawire maybe you could organize something...

ResK: Maybe maybe we should organize for male students.

LecX: Maybe...you have to have fun, you know. So it's a fun fun day for girls.

[Girls are rejoicing...some even shout, 'yeah!' at the announcement]

LecX: *[says something for a few seconds but is interrupted by noise which makes it unclear]* I think girls have to have fun.

[Giggling and laughter from girls]

LecX: So we want everyone of you to be there, alright? Not guys, hey! Maybe your male staff members will do something for you.

[A few male students are seen laughing]

[TPCJ in the front row says something to the lecturer but it's unclear because of some noise]

LecX: Oh really? There's open air disco?

X1.S3: Yeah

LecX: So why do you think we want to disturb the open air disco? What time is the open air disco?

[There's general chatter and laughter in the classroom which makes it harder to pick out the exact words in the exchange between LecX and X1.S3 for some seconds]

LecX: What time is the disco starting?

X1.S3: Soon after the general assembly

LecX: Soon after the general assembly?

[General chatter and laughter for about 30 seconds again which makes it harder to pick out some of the words in the exchange]

LecX: Ok uhm let's get back to *za* school [school issues]...Did you uhm rewrite the listening assignment?

SsX*: [chorus response]* Yes

LecX: You did?

SsX*: [chorus response]* Yes.

LecX: If I look uhm you have done a great thing now?

SsX*: [chorus response]* No!

LecX: I gave you tips. You are afraid to show me? I will look around. But anyway I said we should look at it next week, huh? Uhm we should uhm present and look at them again next week when we have our other, our other uhm tutorial session, alright? So keep on working on that. But today as I said last time, I want us to go into another skill of uhm another language skill which is writing. And we are going to look at essay writing. But before we talk about uhm essay writing, what do you know yourself about writing? What pieces of material do you know that could be said that this is a piece of writing, according to you? You do read notes?

SsX: *[muted chorus response]* Yes.

LecX: Yeah? So what pieces of writing material do you read? Yes?

X1.S4: Pens, notebooks.

LecX: Ok, not materials from which you write with, what writing pieces do you know? Examples of writing pieces, that's what I mean. Ok?

X1.S5: News, poems

LecX: News, poems. Alright

X1.S6: Newspapers

LecX: Newspaper articles, alright. In newspapers there are different articles, columns, uhm sorry yeah poems, feature articles, news uhm news articles, what else?

X1.S7: Magazines

LecX: Magazines

X1.S8: Journals

LecX: Journals

X1.S9: Novels

LecX: Novels

X1.S10: Bible

[Laughter from some members]

LecX: Bible

X1.S11: Lyrics

LecX: Sorry?

X1.S10: Lyrics

LecX: Lyrics

X1.S11: A biography

LecX: Huh?

X1.S11: A biography

LecX: A biography, alright. Yes?

X1.S12: A blog

LecX: Sorry?

X1.S12: A blog

LecX: Blog, alright. Anything else?

X1.S13: Atlas

LecX: Sorry?

X1.S13: Atlas

LecX: Okay, what else? In uhm in a university what other, what things do you, do you read? Yes?

X1.S14: Posters

LecX: Posters. In your academic world, what do you read, still read?

X1.S15: Handouts

LecX: Handouts

X1.S16: Course outlines

LecX: Course outlines
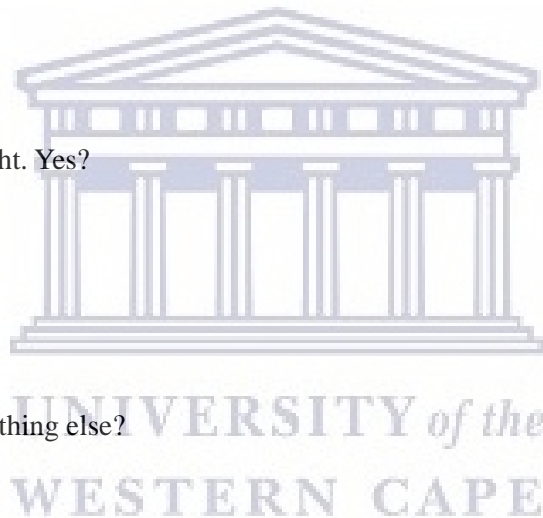
X1.S17: Flyers

LecX: Flyers. What will you be writing in your academic world?

X1.S18: Assignments

LecX: Assignments in the form of?

X1.S18: Essays

LecX: Essays

X1.S18: Reports

LecX: Reports, alright? So all those things you'll be uhm required to do. So writing is an essential part of your academic life, alright? So you'll be writing all sorts of uhm assignments, in the uhm in the form of essays, in the form of reports. So in these sessions we'll be teaching you how to write, how to write. Alright? And in particular how to write essays. Uhm in other lectures we'll be talking about how you plan and all those things. But today I want just to intro- uhm I want you, I want to introduce you to essay writing. Okay? Uhm Fielding (1916-1986)...somebody wrote with a uhm permanent marker here *[referring to the whiteboard]*. So Fielding (1916-1986) described wri- uhm talked of writing as a mere habit of constantly keeping at it...He discussed the art of writing as the habit of the mere habit of writing as constantly keeping at it and never giving up. And by doing so you are able to write, you learn how to write. So you're constantly in writing, it's a habit that you need to keep on doing, you need to keep on doing. Even today I keep on writing, I keep on fine tuning how I can write journal articles, how I can write a book and all that. So it's a habit that you, that needs to uhm be kept in check and you need to do it constantly, alright? So in this session, we going to talk about an expository or informative essay, an expository...remember we do uhm spelling tests. How do you write expository?

 [X1.S19 begins to spell but his voice is not very audible because of the sound from the ceiling fans in the room]

LecX: Sorry, uhuh? Louder

X1.S19: E-X-P-O-S-I-T-O-R-Y

LecX: Okay, have you heard that? E-X-P-O-S-I-T-O-R-Y. So we are going to define or talk about an expository or informative essay, recognize the structure of an expository essay. That's what, one other things that we are going to do. And we are also going to write different parts of an expository essay on a given topic. So we are going to write different parts of an expository essay uhm on a given topic. So that's what we'll be doing in all the lessons that are concerning essay writing. What's an expository essay or an informative essay? An expository or informative essay describes or explains a particular set of phenomena and provides an account of why these phenomena, and provides an account of why these phenomena are found in one or more specific situations, are found in one or more specific situations or contexts. So the goal of

an expository essay is to inform as it says and to acquaint the reader of some knowledge, alright it's to acquaint the rea reader with a particular body on knowledge. So remember that uhm last time when we were talking when you were doing uhm note-taking, we were uhm we had a topic where we talked about how to uhm reasons for, what was the topic about?

[X1.S20 says something but again it's clarity is affected by the noise from the ceiling fans]

LecX: Reasons for what? Okay, you said something.

X1.S20: Reasons for studying *[mentions program of study]*

LecX: Reasons for studying *[name of program of study]*. So in that case if you were to write an essay for that, you are explaining why, you are giving knowledge to somebody about the study of, the field of? *[name of program of study] [said together with the class in a chorus]*. Alright? So you'll be writing acquainting the reader, if I am to read you are giving me information about the field of *[program of study]* and why it is important. Alright? So an expository essay is composed of a number of paragraphs, paragraphs. An expository essay is made up of a number of paragraphs and each paragraph will have a particular role, and each paragraph will have a particular or specific role. So they basically have 3 parts but then it might, they might have uhm 5 paragraphs. Paragraph 1 will have the introduction. Paragraph 1 will have the introduction. Then you have paragraphs 2-4, alright? Paragraphs 2-4 will have the body of the essay. So sometimes it's not exactly 2-4. It could be, depend on the topic that you have. Alright? But I guess for uhm most of them for your part it would range from 2-4 but you can even go to 5 and even go to 6 depending on the topic. So that paragraph, that paragraph, paragraphs 2-4 will the body of the essay. So paragraphs 2-4 will have the body of the essay. Then you have paragraph 5 or the last paragraph which will be the conclusion, the last paragraph which will be the conclusion. So this is how the essay should look like. So it should have, 1 there should be paragraphs because sometimes we see that we ask you to write an essay some people will write essays without paragraphs. So don't write essays without paragraphs. You have to have paragraphs and in the paragraphs you should have the introduction, you should have a body, you should also have a conclusion. Alright? Introduction. The introductory paragraph. The introductory paragraph as the name or the word or the term introductory paragraph itself, what does the introductory paragraph do? Yes?

X1.S21: It contains the topics that will be in the main body.

LecX: So it contains the...main ideas that will be found in the? in the essay. So it introduces the essay. Alright? So the paragraph the introductory paragraph introduces the reader to the, to the essay. Alright? It introduces the reader to the essay. So what does it do? Or what should uhm an introductory paragraph do? It should create interest in the essay. It should introduce but it should also create interest. So you should write an introductory paragraph that'll attract the attention of the? Of the reader. So don't bore the reader right in the, in the introduction. So some people say that the introduction is the most important part. I'm not saying the other parts are not important but it's very crucial in the way in the sense that it attracts the reader. Alright? And

there are some uhm some who say uhm, 'After I read the introduction, I have an idea that, this person is either going to write nonsense or something that is important.' Just by reading the introduction you already know where this person is going to, to go. Alright. So it's important to have an introductory paragraph that is uhm that is interesting. So the introductory uhm paragraph should create interest in the essay, it should outline the essay's main ideas, it should outline the essay's main ideas and it should suggest how these main ideas will be presented within the body of the essay. So it should, in the introductory paragraph you should also suggest how the main will be presented. So just by reading the introduction we should be interested, we should know what you are going to talk about, and should also give us how you are going to talk about the issues that you are going to talk about. Alright? So please make sure when you are writing an essay, you have all these? these elements. Sometimes you read an introduction and you don't know what the writer is going to write. Okay? I've written some essays before where the uhm the writer the reader will tell you that, 'I don't get what you want to say.' Alright? So it means that you have to re-structure the introduction. So in the introduction you create interest. But it should also tell us what you going to talk about. So even if you just read the introduction, somebody should know, if I read an introduction and uhm I faint and later on I wake up if somebody says 'What what were you reading?' I should be able to? to answer that uhm Violet or uhm Tiyamike wanted to say this in the essay. Alright? Yeah! any question so far? Yes?

X1.S22: How many words or sentences do you write in the introduction, is it supposed to be the whole page or at least...

[There is laughter from the class and the lecturer which interrupts X1.S22 from completing his question]

LecX: Why are you others laughing or...? You don't want to write a whole page in the introduction? It depends on the length of the essay. Alright? It'll depend on the length of the essay. Uhm when uhm a lecturer is giving you an assignment, usually they'll give you uhm length. They may say maybe 3 to 5 pages, or some will give you the amount of words that you, that you're supposed to? to write, huh? So it depends on number. If they say 5, 5 pages you don't have to write an introduction that is 3 pages long. Okay? Because it means that uhm what are you going to be discussing in the other pages, alright? So it depends on how, how long your essay is. It shouldn't be too long and it should also, it shouldn't also be too short, not 2 lines and then you're saying uhm I'm done. But it'll depend on the essay itself, alright? So if it's 5 pages, if it's 3 pages it means that you don't have to have a whole page, it means that you can see how you're going to write it. If it's something, for example my uhm PhD thesis, you're supposed to write 8,000 uhm 80, 000 words. Obviously the introduction has to be longer, not just uhm 2 lines and you say that's it. Alright? So it depends. Yes?

X1.S23: Suppose you are given like 5 points to describe in an essay, are you supposed uhm to write those points or should I say are you supposed to mention all of them in the introduction?

LecX: You have. Remember I said that it should give you the main ideas in the, in the essay and how you're going to discuss them. So if you say you're going to discuss uhm you have 5 points

uhm let's say for the reasons uhm the reasons for studying *[name of program of study],* we had 3 points those points should be? should be mentioned. The, in the body you expand the? the points. We'll see how that goes. So in the body you take one point, expand it. Take another point, expand it. But in the introduction you just mention that these are the points that I'm going to discuss.

X1.S24: Yeah. So you have said the introduction is supposed to suggest how the main ideas are going to be presented. So for example uhm the main idea in that uhm that essay is to explain about uhm why are we studying uhm *[name of program of study]*. So in terms of organization, how how do I write?

LecX: For example, uhm what uhm what reasons did we have last time? We said...

X1.S24: Introducing *[word related to program of study]* centres in Malawi

LecX: Introducing *[word related to program of study]* centres in Malawi

X1.S24: Uhm training pers- personnel in *[program of study]*

LecX: Training personnel and then?

X1.S25(TPCJ): Facilitating and substantiating

LecX: *[interrupting S25]* That one you always answer because it came from you.

[Laughter]

LecX: Facilitating and substantiating...

X1.S25(TPCJ): *[word related to program of study]* processes

LecX: *[word related to program of study]* uhuh! Uhm *[word related to program of study]* processes or *[word related to program of study]* systems. Alright? So you have 3 points there. So you'll mention them, the order in which you mention them, some uhm some will say I will firstly discuss then this then this, but some in the presentation that you have, alright? For example, if you say uhm these are the points the presentation that you present in the introduction should be the same that you'll do in the? in the body. So if you start with training uhm uhm training personnel that must be the first point when you are explaining and not mix them up.

X1.S26: Can we personalize the introduction?

LecX: Mmh uhm personalizing introduction yes introduction? What do you mean?

X1.S26: I mean can there be a problem if we say I?

LecX: That one is a tricky one. There are some schools of thought which do not mind to say I, I, I. Alright? For example, I was trained uhm not to use 'I am going' but nowadays there are others who are going to say 'I am going to do this,' 'I'm going to do that,' 'I argue that.' Alright? But

some will say that no, you should say uhm the paper, the essay, and writers in the same way to say that the essay argues as if it is the paper that is actually saying. Alright?

[Silence for a few seconds]

LecX: Alright, can we move on?

SsX*: [in a chorus]* Yes

LecX: Yeah. Uhm the introductory uhm paragraph usually consists of 3 main elements. Consists of 3 main elements: a hook. Uhm spelling test. Spelling number 2, hook, how do you spell hook? Yes, what's your name again?

X1.S27(TPMD): *[Mentions his name]*

LecX: *[Repeats the name]* Yes

X1.S27(TPMD): H-O-O-K

LecX: H-O-O-K. Who knows what a hook is?

X1.S28: In Chichewa *[.i.e. in the local vernacular]*?.

LecX: In Chichewa?

[Laughter].

LecX: You want to say the term in Chichewa?

X1.S28: I can explain it in English.

LecX: Ok

X1.S28: I can explain as a needle-like, a needle-like thing that is used to catch fish.

LecX: Okay.

[Laughter]

LecX: Okay, it is a needle-like thing that is used to uhm catch uhm catch fish.

X1.S25(TPCJ): I think based on the topic a hook is there just to connect our title and the entire essay.

LecX: So now you're trying to explain why is this why there's a hook. But I wanted first uhm the first meaning of a hook because here hook has meaning and we are exploring it. So what is a hook? He has, he has mentioned yes you can use it to catch fish, you wanted to say something else?

X1.S26: I just want to say it's like a trap

LecX: It's like a trap. It's like something that you use to hold, to hold something huh? Yeah, so something that you use to hold something, it could be fish, it could be a hook, it's a kind of hook

where you put clothes on, right? Sorry?

[A student says something in conversation with the lecturer for about 27 seconds but again is not clear enough due to the sound of the ceiling fans]

LecX: Alright....

X1.S28: Ok, for those who like music...

LecX: Uhuh?

X1.S28: The hook will look like something which gives the whole concept of the music, not necessarily a verse or chorus but just there, it's just there to give the whole concept of the music or a song.

LecX: Ok. That's a hook, that's a hook. What does a hook do? Is it catchy? Is it interesting? A hook in a song, is it interesting?

SsX: *[responds in a chorus]* Yes

LecX: It's usually the thing that you uhm you sing more, huh?

SsX: *[responds in a chorus]* Yes

LecX: It's usually the thing that'll come uhm, the thing you'll remember more about the uhm about the song, yeah?

SsX: *[in a chorus]* Yes

LecX: Yeah. So that's the whole essence of having a hook a hook in an essay, right? A hook...ok let's finish first, we started saying the elements of a, I haven't mentioned the others, right?

SsX: *[in a chorus]* Yeah

LecX: Ok, so we can go on explaining. So a hook in an essay is the first sentence or sentences, is the first sentence or sentences of the expository essay. And it's, it's used to catch the attention of the, of the reader. It's used to catch the attention of the reader. So just as I have said about, as you have in the in our uhm analysis of trying to find out what a hook is, it will hook you know hook something, it will trap something, it'll hold up something. It'll hold fish, it'll hold frogs, it'll hold the listener when they are listening to music. So a hook in an uhm in an essay is also used to attract the attention of the reader. If you remember in the I was saying that the introduction is supposed to attract the attention of, of the reader. So a hook are those sentences which when you read you should say, 'Ok, let me keep on reading' and then you keep on reading. So those are the hook sentences. So the hook should attract uhm catch the attention of the uhm lecturer or the reader's att- uhm attention. It should introduce your essay in an interesting way. It should introduce your essay in an interesting way. It should also encourage the reader to continue reading. It should also encourage the reader to continue reading. So when I'm reading your essay or when uhm...who teaches you Biology?

[Some students give out the name of their Biology lecturer]

LecX: *[repeats the name of the lecturer]* So when he's reading your essay he should not want to throw it away. Ok? He shouldn't say, 'Let me just read for the sake, because I have to give this one a mark. He should enjoy reading your essay for crying out loud. You've got, you people are a lot, huh. *[Name of lecturer]* teaches you and other people, huh. So don't make his life difficult with your essays because you have not written nice introductions, alright. So he should be like, 'Can I really read this? Oh wow! *[name of student]* is writing a good uhm a good essay. *[Another name]* is writing a good essay. Let me continue reading.' And you can do that with the hook. Alright? And you can use several strategies, you can use several strategies uhm to catch the attention of the reader. You can use an eye-catching statement. I will give you a hand-out soon and you will see the different uhm ways in which uhm hooks are written. So you can use an eye-catching statement. So this uses an interesting idea. So this uses an interesting idea or an idea opposing the thesis to introduce the topic.

X1.S29: By opposing?

LecX: Opposing the thesis.

[Silence]

LecX: I want to see the spelling of...

X1.S3: Opposing the what?

LecX: The thesis

[A number of students seem to be struggling with the word 'thesis' and some are heard trying to pronounce it]

LecX: *[Giggling]* How do you spell that?

X1.S25(TPCJ): Just a try

LecX: Yes

X1.S25(TPCJ): T-H-E-S-I-S

LecX: T-H-E-S-I-S.

[A few still try to pronounce the word]

LecX: Must I be teaching you phonetics, hey? Like /ɵ/ and /f/ these are different sounds and I said /ɵ/. So what is oh we'll talk about a thesis statement. Uhm what is a thesis per se? When we say this is the thesis of the...what does that mean?

[X1.S25(TPCJ) again raises his hand but the lecturer declines nominating him]

LecX: Uhm no! Another person. Who wants to try? You *[referring to X1.S25(TPCJ)]* have given the spelling. Someone should give the meaning. Some will say thesis *[giving an*

alternative pronunciation]. Yeah?

X1.S1: Should be more like a series or yeah or connecting uhm ideas which will explain about something.

LecX: It's a main main theme, alright? A main idea, alright? of the essay. That's what a thesis. So that's a thesis of the essay. So the main idea, the central argument or the central issue being discussed, alright? So an eye-catching statement will use an interesting idea or an idea that has that uhm opposes the thesis itself. Sometimes you can use an interesting, a surprising statistic. You can use a surprising statistic. So you are using uhm statistics that are not usually known. Or you are using details that are not usually known, that are not widely known. So uhm let's say you're saying uhm 90% of all MUST students uhm have sexually transmitted infections.

[Laughter]

LecX: And you say, 'What!' I'm not saying that that's what you are. That's not what I'm saying, alright. So you are using statistics, alright, that are surprising, that people did not, did not know about. Maybe you did a survey and that's what you want people to know. You can also use a quotation, you can also use a quotation. A quotation by an expert or by a scholar. Use a quotation by an expert or by a scholar. So this will be a powerfully worded statement, a powerful a powerfully worded statement that gives authority to the essay. A powerfully worded statement that gives authority to the essay. So that's the hook. But if you look at uhm the handout you see that there are there are other, also other ways that you can, you can use to hook someone. But I want us to move to building sentences before, building sentences and thesis statement before we look at the handout. Building sentences come after the hook.

X1.S3: It's another element?

LecX: Yes, we said there are three elements. So we have the hook, you have the building uhm sentences and these ones should come after the hook to provide background information or give the reader some context, or give the reader some context of the topic. They should, the sentences should build towards the thesis statement. So the sentences should build towards the uhm thesis statement.

X1.S3: Could you repeat the last statement?

LecX: You want to take me word by word, huh?

X1.S3: Yes.

LecX: So what are you saying?

X1.S3: Should come after the hook to provide background information or give the reader some?

LecX: Context. Should give the reader some context of the, of the topic. It should also say, it should also build up to the thesis statement. So it should also say build up to the thesis statement.

So it should give context, alright, with the sentences that should give more context uhm from the hook but also building up, alright? to the thesis statement. So remember the the the the introduction is more like a foundation as we said of a house which will need certain things to hook, to put it together, alright? And if that uhm foundation is strong the body of the house will also be?

SsX: *[choral response]* strong.

Lecturer X: Alright, a thesis statement. Usually comes at the end of the introduction, it is found at the end of the introduction and it's the most important sentence in the entire essay, the most important statement in the entire essay. That's very important, the thesis statement. So the thesis statement is usually the last one and it's also uhm uhm it's also the most important statement and the statement should include the following: the topic of the essay, the topic of the essay. So the thesis statement should tell you what the essay is all about. Thesis statement should tell you what the essay is all about, the writers opinion or approach or position. Should give you the writer's opinion, approach or position. It should also tell us as readers the main ideas that will develop and support the writer's positon. It should also tell us about the main ideas that will develop and support the writer's position. Alright, so in an introduction that's what we should do. We should be interested, you should hook us, and you should build up to the, then you should focus the main idea of the essay and your position of whatever you are, you are discussing. So we should see that this is the direction that this person is going to, to have. So for example, the one for reasons on *program of study]* we keep on uhm talking about that one, we said that for *[program of study]* we should come up with another exa-, yeah, because we have been talking about *[program of study]* for a long time. Maybe because they won, did they win the debate we had?

SsX: *[in chorus]* No!

LecX: They didn't win?

SsX: *[The concerned group shouts]* We did

LecX: You won?

SsX: *[Concerned group responds]* Yeah

[For some seconds the lecturer allows the students to argue amongst themselves on who won the said debate. There's general arguing in both English and the local vernacular. The lecturer pays attention to one particular student whose argument is however unclear due to noisy environment]

LecX: Alright, so we are saying that if we go to that topic, reasons why you should study [name of program], you should have a position which is showing that you are either in support of [name of program] or you don't agree. So it should show the approach which you are going to, to take. Alright, so let's rest. I see that somebody uhm some people are moving are about to get tired. We have clocked I think one hour. So let's rest for about 5 minutes and then we'll come

back and see examples of of all these things we're talking about. You started moving around before I even dismissed you. Ok go out.

[LecX gives the students a short break to allow them freshen up before proceeding with the lesson. Most of the students go out with a few remaining in their seats talking to friends. On student is seen approaching the lecturer. Another is seen checking his phone. I took some time to talk to the lecturer and to check the handouts to be used in the next phase of the lecture. After almost 5 minutes, students start streaming back into the classroom and the lecturer begins to distribute the hand-outs. 2 separate handouts of approximately 4 pages each are given to each student. They are photocopies of sample essay introductions.]

LecX: Where's *[name of student]*? *[Name of student]* you're still not sleeping? Huh?

[Concerned student responds but his response is drowned in the combined noise from the overhead fans, the students that are walking in and the shuffling of paper from the handouts that are being distributed]

LecX: How many hours did I tell you to sleep? Maybe you need 10 hours now? Huh? That's too much.   But stop sleeping for two hours. I told you to stop sleeping for 2 hours. How many hours did you sleep this time?

X1.S4: 2 and half.

[Laughter]

LecX: Because I told you not more than two hours now you decided just uhm sorry not less than 2 hours then you decided I will sleep 2 and half hours. So you know I know uhm school is tough, Mr *[name of one of the lecturers of a content subject]* and the like are giving you, it's getting tougher by the day but get some sleep huh? Get some sleep so that you uhm concentrate in class. Alright, there are 2 handouts that are circulating. So you should have 2 copies, alright? So there's one which has page 79 to 83 and then there's another one which has Page Writing and then says Essay 2. Alright? So everyone should make sure that they have one, they have two, alright? And then if you are remaining with some copies, please uhm return them. If you are remaining with some copies uhm you can return them. I was about to mention that you'll see that we have jumped from the from the outline that we gave you, right? We said uhm listening and then uhm reading but we have jumped to writing because we know that *[Name of one of the lecturers of a content subject]* will start giving you assignments soon.

[Students indicate in chorus response that the said lecturer has already given them an assignment]

LecX: He has already? He has already given you assignments an assignment huh? So you need to know how to write the assignments. So that's why we have uhm we have re-arranged, alright? So we'll still learn all that but we have started with writing and we'll be doing that for some uhm for some uhm for some lectures because that's another crucial point that you need to learn, that's another crucial topic, skill you have to learn. So what's the assignment?

X1.S5: Essay assignment.

X1.S19: Where is the assignment?

LecX: *[Name of X1.S36]* you don't know there's an assignment?

X1.S19: I just heard it was given today.

LecX: Huh?

X1.S19: I just heard it was given today.

LecX: You didn't know?

X1.S19: Yeah

LecX: So you didn't go to class?

X1.S19: No! There was no class in the morning

LecX: So how did he give it?

X1.S19: That's what I'm trying to know

LecX: Ok, through the class rep? But you're also a class rep, so he gave it to one of you. They're undermining your position, hey?

[Some chatter for a few seconds which the lecturer allows to pass]

LecX: So there's an assignment. Does anybody have it? Huh?

[A number of students try to respond and one is heard saying it's a group task]

LecX: Oh it's a group work?

[The distribution of the handouts is not over yet and the lecturer is making sure that every student has a copy of both sets]

LecX: Who has the 79 to to 84? Who has that? I think I have enough copies here.

[Lecturer continues to make sure that each student has received both sets of the handouts. This goes on for about 2-3 minutes]

Lecturer: Right. Is everyone okay now?

X1.S23: Madam

LecX: Yes?

X1.S23: This one is upside down.

LecX: It's upside down?

X1.S23: Yeah.

LecX: It's like this *[demonstrates]*? Upside down is like this. It's like this? It's a matter of uhm...So you got all the pages only that I think when they were, the one photocopying was uhm pinning they sorted the papers like this...Ok. Is everybody ok now? Alright let's look at the first one. The 79 to 84 one to see how you, you start introductions, alright? How you start introductions. So we'll look at uhm let's go to page 80 uhm go to page 80. And uhm there's statement on how you can start introductions and then they'll give you different, different introductions. Ok? Uhm so for example, start uhm you can start an introduction uhm you begin with a broad general statement of your topic and narrow it down to your thesis statement, ok? So in that case a broad general statement leads the leader into the uhm thesis statement by providing a background for it, right? So that's the hook. We're basically talking about the hook and it's building sentences. Alright? Who can read the the introduction? Introduction number 1. Yes, what's your name again?

X1.S8: *[Mentions his name]*

LecX: *[repeats the name]*

[Laughter]

LecX: Yes *[mentions name of the X1.S8 again]*.

X1.S8: Ok. 'Bookstore shelves today are crammed with dozens of different kinds of diet books. The American public seems willing to try any sort of diet, especially the ones that promise instant, miraculous results. And authors, authors are more, are more than willing to invent new fad diets to cash in on this craze. Unfortunately, some of these fad diets are ineffective or even unsafe. One of the worst is the "Palm Beach Diet." It is impractical, it doesn't achieve the results it claims, and is a sure route to poor nutrition.'

LecX: Ok. So have you heard that? Have you seen how that uhm introduction has been uhm formulated? It starts with a general statement, alright? 'Bookstore shelves today are crammed with dozens of different diet books.' It's a general statement. Does it interest the reader?

SsX: *[A few students are heard responding in a chorus]* Yes

LecX: Yes, you are like 'Really? are the bookstore shelves have dozens of different kinds of diet books?' Alright? There are different diet books now. Girls do you know the diff, the diets that people are part in?

SsX: *[Girls only, a muted chorus response]* No

LecX: Uhm, because I know that the girls are the ones who go dieting. Do guys want to go dieting?

[General murmurs, laughter and a few students respond 'some' to the lecturer's question].

LecX: Diet goals. Girls will be like 'Have some diet goals.' *[Mentions one of the dieting formulas]* uhm there are so many huh. So anyway, that's what they're trying to say, that there are

different diet books, alright? So that's the general statement, that's how they've opened the essay. What does the second sentence do? 'The American public seems willing to try any sort of diet, especially the ones that promise instant, miraculous results.'

[*SsX say the last word 'results' simultaneously with the lecturer*]

LecX: So what is that sentence doing? Considering what we have uhm, what we've discussed what is that sentence doing?

X1.S13: It is building

LecX: It is building. It is building up to the first sentence, alright? So it is giving the context, alright? Of the thesis. What is, what is the topic going to be about?

X1.S10: Dieting.

LecX: Dieting, alright? If you move on they are saying, 'And authors are willing more than willing to invent new fad diets to cash in on the, on the craze.' Alright? So they're still doing the adding up. What about the last 3 sentences, the last two sentences what do they, what do they include? Oh oh! [*after noticing that there's silence*] Yeah there.

X1.S18: That's the thesis.

LecX: That's the thesis, ok? What is the main thing like what do you say [*the last past of the question is said too quickly that the recorders are unable to pick the words quite clearly*].

X1.S21: It's showing the side of the writer.

LecX: Sorry?

X1.S21: It's showing the writer's side.

LecX: It's showing the writer's side. How is it is it showing the writer's side?

X1.S21: Uhm by showing that he's against the title?

LecX: In which sentence do we find that?

X1.S21: Uhm 'It is impractical and it doesn't achieve the results it claims....'

LecX: Alright, but uhm umh the writer has talked about diets in general. But do you that see he or she has chosen a particular diet?

SsX: [*in a chorus*] Yes

LecX: Alright, so that's the main thesis they're going to talk about. Not so? So it says, 'One of the worst is the Palm Beach Diet.' Alright? And they've already given you an idea of his or her position that it's not a good diet, alright? And in the other sent...uhm sentence, what does it say? In the the last sentence what does it say?

[*A number of students are heard trying to give their answer at the same time and the lecturer*]

goes along with it without nominating a particular student to give the answer]

LecX: 'It is impractical, doesn't achieve the results it claims, and it's a sure route to poor nutrition.' Those uhm those sentence that sentence, what does it say? What does it include? Uhm yes?

[A student tries to say something but the voice is too low]

LecX: *[gesturing]* raise your voice.

X1.S13: It mentions the main ideas that are going to be discussed

LecX: It mentions the maid ideas that going to be discussed in the, in the essay, right. So you find the position of the read- of the writer, alright? You find the thesis, the main thing that they're going to discuss but we also see the things that they are going to, the main ideas that they are going to discuss. So they're going to discuss that it's impractical, it doesn't achieve uhm the claims uhm the results that it claims, and it is a route to poor nutrition. So through that we know that we should find these points within the essay. Is it clear?

SsX*: [in a chorus by some students]* Yes

LecX: And the order in which they have given should also be that order within the body, alright? In the body we should see that uhm paragraph number 1 should be talking about the impracticality of the Palm Beach Diet, ok? Paragraph number 2 it should show uhm of the body that is paragraph number 2 of the body should that its claims are not satisfy, uhm are not real, and then paragraph number 3 should show that the Pal Palm Beach Diet has, is a route to poor nutrition. So in the introduction they have done that. They have built uhm the attention of the reader. They have shown you uhm the position and how what the issues that they are going to, to discuss. Alright, so let's look at how other ways in which you start an introduction. If you see number 2 you start with an idea or situation that is opposite of the one that you, that you will develop, alright. If you uhm, who can read that one? Yes?

X1.S16: 'When I decided to return to school at age 35, I wasn't at all worried about my ability to do the work. After all, I was a grown woman who had raised a family, not a confused teenager fresh out of high school. But when I started classes, I realized that those 'confused teenagers' sitting around me were in much better shape for college than I was. They still had all their classroom skills in bright, shiny condition, while mine had grown rusty from disuse. I had totally forgotten how to locate information in a library, how to write a report, and how to speak up in a classroom discussion.'

LecX: So you see that the the writer starts with them thinking that uhm they're, they're good enough, alright? They went there with going to school, they went there with pomp, yeah? I'm good I'm good, huh? But then there's something that happened contrary to what they, to what they thought. Alright? Number 3? I will leave some of the tasks for you. I'm feeling uhm just, but here I want us focus on other ways in which the uhm the essays are introduced. And then when we go to this other one we'll also look at how the essay has been developed, the

introduction has been developed. How, uhm how can you also introduce an essay in number 3? You explain the importance of the topic to the? to the reader. So you explain the importance of the topic to the reader. So you convince your readers that the subject in some way applies to them, alright? Because if you say that it applies to them the reader will be more interested to? to read it. If it doesn't apply to them they won't see any reason why they should read it. So another way of uhm introducing your essay is to explain how important the topic is to the? to the reader. Alright? Who can read number 2? Yes? Uhm what's your name *[the lecturer continues to say something for a few seconds but noise from students who are passing outside the classroom makes what she says unclear.]*

[X1.S24 Says her name but the lecturer seems not to get it clearly]

LecX: Sorry?

X1.S24: *[Says her name again]*

LecX: *[Repeats the name]*

[The noise coming from outside forces the lecturer to go and tell the noise makers that there is a class going on]

LecX: Excuse me. There is a class.

[The noise dies down and the class resumes]

LecX: Okay, uhm *[names the student]*.

X1.S24: 'Diseases like scarlet fever and whooping cough used to kill many more young children than any other cause. Today, however, child mortality due to disease has been almost completely eliminated by medical science. Instead car accidents are the number one killer of our children. And most of the children fatally injured in car accidents were not protected by car by car seats, belts or restraints of any kind. Several steps must be taken to remedy this serious problem.'

LecX: Ok. So have you seen how they have related that to something that is important to us? Alright? So at first maybe you thought that scarlet fever and whooping, whooping cough are those diseases that uhm the only thing that will kill a child, alright? But it is uhm it's not just that. It's something as simple as a car accident that could happen to anyone who is riding a car. Alright. Number 4. You use an incident or brief story. So this will be for people who are very, who know how to write uhm stories, alright? Or who are very uhm creative. Stories are naturally interesting. They appeal to the reader's curiosity. So you can do that, alright? The story should be brief, alright, and be related to your main idea. So it's not just about writing a story any other story which is not related, alright? The story should be related to the main idea. It should be an incident that happened to you, alright? Or something that you have heard about or something it can be in a newspaper or a magazine. Alright, who can write that? Uhm sorry not write, read. Who can read that? Yes?

X1.S12: 'Early Sunday morning the young mother dressed her little girl warmly and gave her a candy bar, a picture book, and well-worn stuffed rabbit. Together they drove downtown to a Methodist church. There the mother told the little girl to wait on the stone steps until children began arriving for Sunday school. Then the young mother drove off, abandoning her five-year old because she couldn't cope with being a parent anymore. This incident is one of thousands of cases of child neglect and abuse that occur annually. Perhaps the automatic right to become a parent should no longer exist. Would-be parents should, instead, be forced to apply for licences granting them the privilege of raising children.'

LecX: Okay, who can explain how this introduction has been formulated? Who can try to explain how the story is relating? Is it just any story?

SsX: *[chorus from some learners]* No

LecX: Ok. It's not just any story. It's a story concerning what?

SsX: *[chorus from some learners]* Child neglect

LecX: Child neglect *[said simultaneously with the class].* Somebody who left their their child behind, alright? So it's a story but it's not a story that has just been told. It's a story that is related to the essay that is going to be discussed. What's the essay going to be about?

X1.S9: *[Says something in response but it is unclear]*

LecX: Sorry?

X1.S9: Child neglect

LecX: Child neglect. And what about it? What's the main argument that they are trying to address? Uhm from that story they've come come up uhm come with a main argument that they want to address, what is it? Yes, you?

X1.S21: That parents should be applying for them to have children

LecX: That?

X1.S21: Parents should be applying should be applying for licences from government for them to be able to raise children.

LecX: Ok. So uhm children sorry parents should be given licences, they should apply for licences to make them uhm, to give uhm them the privilege to raise children. That's the main argument that will he's going to be he or she is going to be addressing in that issue. So that's the main thesis that they're going to talk about. And they have used a story to link it to the thesis. Alright? Is it clear? So have you seen that it's not about just telling stories, ok I was born some years ago a uhm a nice handsome boy was born in the streets uhm in the village of uhm whatever in Chitipa district and then end there. You should tell us why your story is, is related. Ok, another, another way: ask one or more questions. So you should, you can begin your essay by asking questions, alright? You can begin your essay by asking questions but the statement

says you should remember that these questions need answers. Again just like uhm the same way like the story you also don't ask questions for the sake of asking, alright? They should be able to, they should answer, they should be able to answer the questions, alright? So that as a uhm reader you should think about those answers or you can plan to answer them in the essay itself. Who can read number 5? Uhm *[nominates student to read by mentioning her name].*

X1.S29: 'What is love? How do we know that we are really in love? When we meet that special person, how can we tell that our feelings are genuine and not merely infatuation? And, if they are genuine, will these feelings last? Love, as well know, is difficult to define. But most people agree that true and lasting love involves far more than mere physical attraction. It involves mutual respect, the desire to give rather than take, and the feeling of being wholly at ease.'

LecX: Ok. So have we seen that? It's started with questions. What is love?

[Laughter]

LecX: How do you know that you're in love? But then they're also giving a direction, alright? Kind of answers. Alright? So they're giving answers and these are the things that they're going to discuss in the? in the essay. Alright? So you can start your essay with questions. But don't just start questioning. Alright? There should a reason why you are giving questions. Alright. You can also use a quotation. A quotation can be something you have read in a book or an article. It can be something that you've heard, a popular saying or a proverb, alright? And you can use that that quotation in the introductory paragraph. This way it makes you uhm it makes somebody add voice to your essay. So it's something like uhm you have backing from somebody, somebody authoritative. Alright, who can read that one? The one on quota- on quotation. The thing is just try uhm what's your name again?

X1.S30: *[Says here name]*

LecX: Sorry *[repeats her name]*

X1.S30: *[Says out her name again]*

LecX: Ok *[repeats name]* yeah.

X1.S30: "'Fish and visitors,' wrote Benjamin Franklin, 'begin to smell after three days.' Last summer, when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days, I was thoroughly sick of my brother-in-law's corny jokes, my sister's endless, endless complaints about her boss, and their children's constant invasion of our privacy."

LecX: Ok. So they've started with a quotation, "'fish and visitors,' wrote Benjamin Franklin, 'begin to begin to smell after three days.'" You are confused.

SsX: *[in a chorus]* Yes

LecX: Who understands that, why that quotation has been used?

[Silence]

LecX: Okay uhm you wanna try?

X1.S21: They are just trying to refer to visitors like when they stay for a longer time at your place *[the last bit is unclear]*

LecX: Ok. So you'll see they are saying fish and visitors, fish will smell after three days we know that. I think in our country maybe even uhm quicker than that, especially with the, with the weather, right? So after 3 days the fish began begin to smell and they are also talking about visitors. Meaning that visitors uhm by saying that they begin to smell they don't mean that literally they smell. But it means that usually if they stay longer they become boring. Then you'll see you have heard that quotation that say which says that being a good visitor means knowing when to, to leave huh. I think in the Bible there's also is it there is a verse about knowing when to leave as a as a visitor, that don't overstay, alright, because you start boring now the uhm the the people uhm sorry the one you are visiting. Right? And even there are yeah I don't know if in Chichewa we have similar sayings proverbs which say that visitors uhm don't stay uhm are not supposed to stay long. I can only remember somehow like the opposite where it's saying *'Mlendo ndi mame'* [literal: 'Visitors are morning dew'] uhuh? But that means that they only stay like for a short time. So you should just be happy with them. But if they stay long that's when they start smelling, yeah? So we are saying that so he or she has started with that quotation that, 'Fish and visitors,' according to Benjamin Franklin, 'begin to smell after three days.' Now they start talking about, he or she starts talking about her sister and her family. Uhm the sister or her sister and family which came to spend a two-day vacation with them, alright? So now he's saying that he's convinced, he or she is convinced of this statement because after only 3 days he became bored with the sister's family, the visitors. Alright? Through the corny jokes, the sister's endless complaints about her boss and the children's constant invasions of privacy. Alright? So they have started with a quotation and then linked that quotation to something that they want to, to discuss. You are looking at the time *[addressing TPCJ seated in the front row who looked at his watch]*. Is it clear? Are the strategies clear? Are you going to use these strategies?

SsX: *[Chorus]* Yes.

LecX: If I tell you uhm if I tell you to write an essay.

SsX: *[chorus]* Yes

X1.S21: You're saying we can use these strategies in any essay, right?

LecX: Yes

X1.S21: So assuming we are given to write something about a microscope or maybe phylogenesis something like that, are we supposed to use any of those strategies?

LecX: You, it also depends it's not it depends on the subject that you want to that you are writing,

okay? And your skills of writing so you can't just use anything unless you you are you craft a story into uhm into the microscope, okay? But you are supposed to see the nature of your of your topic and see which one fits very well, alright? I enjoyed a PhD thesis where somebody told a story about their life. It was a PhD thesis but then the the introduction started with a story of the of their life and when I was reading I was like, 'Well, how I'm I going, how is this going to connect and they rightly connected that to the, a story of their life at college, actually it was a story of their life as a university student. And then they connected that to a very important thesis in which they were talking about in the PhD. So it depends on how you can do it. It's not necessarily that uhm uhm and you don't have to use all of them, right? That in the same essay a question, in the same essay uhm a quotation, in the same essay a story, okay? Don't overuse. But sometimes you can use one or two, alright? You can use questions and a quotation, alright? But don't use all of them at once, otherwise now you'll start changing the views, alright? So that's how you can use uhm sorry you can write an introduction. I also wanted us to look at introduction number 2, alright. Because in the essay the other thing that uhm we'll stop there by looking at essay number 2 just the intro, introduction and I want you to see uhm the other things that we have uhm we have we have said. But try to also see if there's some parts of the examples that that we have on the page 79 to 84. But let's also look at this one and see uhm how they wrote their introduction. Who can read this one? For essay 2 now. Uhm I think *[name of student]* has raised her hand first...Okay *[names the student]*.

X1.S29: The whole of it?

LecX: No no no. Just the introduction.

X1.S23: The first paragraph

LecX: Which one is the introduction?

SsX: *[Chorus]* the first paragraph.

LecX: In first paragraph, yeah? So you have the first paragraph, paragraph number 2 what is it?

[SsX murmur out a choral response but it's not clear]

LecX: It's part of the body, huh? Paragraph number 3 again the body. What about paragraph number 4?

SsX: *[chorus]* The body

LecX: Body. And paragraph number 5?

SsX: *[chorus]* Conclusion

LecX: So can you read paragraph number 1 *[names the student]*.

X1.S29: 'Ben Franklin said that the only sure things in life are death and taxes. He left something out, however, disappointments. No one gets through life without experiencing many disappointments. Strange strangely, though though, most people seem unprepared for

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disappointment and react to it in negative ways. They feel depressed or try to escape their troubles instead of using disappointment as an opportunity for growth.'

LecX: How does the writer start the introduction?

SsX: *[chorus]* Quotation

LecX: A quotation, huh. So he starts by this, I think this writer likes Ben Franklin, eti [not so]? 'Ben Franklin said the only sure things in life are death and taxes.' Is it interesting?

SsX: *[A few respond in a chorus]* Yes

LecX: Is it an is it an interesting way to start the introduction?

SsX: *[Chorus]* Yes

LecX: Okay, so what kind of sentence is this?

[Silence]

In the introduction what sente- uhm what element is this?

X1.S54: The hook.

LecX: The hook, alright. So Ben Franklin said that the only sure things in life and death sorry in life and these are death and taxes. So it is interesting, it hooks you, your curiosity that really the only things that we are sure of that we are going to go through in life that's death and taxes? Is it true?

SsX: [*Chorus from a few]* Yes

LecX: We are all going to die, huh?

SsX: *[Chorus]* Yes

LecX: What about taxes? We are going to get uhm pay taxes in one way or another.

SsX: [Chorus] Yeah

LecX: When you start working

X1.S25(TPCJ): *[Interrupting the lecturer]* Even now

LecX: Even now we are still paying

[X1.S25(TPCJ) continues to say something though the recording equipment is unable to capture it]

LecX: Yes, when you buy things there's a little bit of tax there, right. So according to the Benjamin Franklin those are the things tha-, only sure things to go through. So you are like, 'Oh really? This is death and taxes. Ok, let's see what is uhm what the writer wants to say.' What about number 2, sentence number 2?

[Silence]

LecX: What is sentence number 2 saying?

[Class members murmur out different responses]

LecX: He's now opposing.

[A few members murmur out an affirmative response]

LecX: He's now opposing that although Benjamin Franklin says that about death and taxes he also left out something. And what was this?

SsX: *[Chorus]* Disappointment

X1.S25(TPCJ): Madam, is it opposing or adding something?

LecX: No he was not, opposing that these are not the only things. Uhm he's opposing that these are not the only things. There's another, there's another thing, alright? What about sentence number 3? What is sentence number 3, what is sentence number 3 doing because sentence number 1 and 2 are more like they are still like they are still part of trying to hook in that oh there's also another thing, alright? Which is disappointment. What is now sentence number 3 saying? What is it doing?

SsX: *[A few respond in a chorus]* Building

LecX: Building, huh? 'No one gets through life without experiencing many disappointments.' So it's building up on the, on the topic of? What's the topic?

SsX: *[in a chorus]* Disappointment

LecX: Disappointment, ok. And then sentence number 3, 'Strangely, though, most people seem unprepared for disappointment and react to it in negative ways.' What is this sentence uhm trying to do?

[Silence]

LecX: What is the sentence trying to do?

X1.S30: Showing uhm direction.

LecX: Huh?

X1.S30: It's like he's showing direction that people react negatively towards disappointment.

LecX: So it's adding after they're talking uhm that there's disappointment and uhm then it's also showing, giving you indication or direction of the thesis uh that there's uhm disappointment and then people react negatively to disappointment. And how do they do that? How do people react negatively to disappointment?

[A smaller number of students voice different response]

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LecX: They feel depressed. They try to escape their troubles instead of using disappointment as an opportunity for growth. Does the writer show an opinion there?

SsX: *[chorus by a few]* Yes.

LecX: Does he show the main idea?

SsX: *[chorus by a few]* Yes.

LecX: So what is what is the main idea?

X1.S21: Uhm taking disappointment as an opportunity for growth.

LecX: Now what are the main ideas uhm around

X1.S8: Negative reaction

LecX: Negative reaction, ok. That people, he thinks that people react negatively, alright? And has showed us how they react to uhm to disappointment. So they react negatively by feeling depressed, trying to escape uhm troubles and also not using disappointment as an opportunity for growth. And so you see the direction, you see what the main idea is going to be and also the things that are going to be discussed. If you look at the the uhm the paragraph they've tried to explain that, the coming the subsequent paragraphs. For example, paragraph number 1 says 'One negative reaction is disappointment to depression.' Alright? Paragraph number 2, another negative reaction to disappointment and one that often follows depression is the desire to?

SsX: *[in a chorus]* Escape

LecX: Do we see how we can capture our introductions?

SsX: *[Chorus by a few]* Yes

LecX: Ok, we'll come back tomorrow with more ways of the same things but different examples of how you can capture your uhm your introductions. Okay, any questions? I think I'm gonna end there. I want you to exercise, keep looking at the at the uhm examples that I have, that are there, alright? Uhm you look at look at the way the...essays have been introduced, try to find the thesis statement, then try to find how they are going to develop that idea, you should be able to do that, alright? And assignments are due today?

SsX: *[chorus by a few]* Yes

Lecturer: The exercise that I gave

SsX: *[chorus by a few]* Yes

LecX: Yeah they're due today yeah? Just a reminder. And then uhm the class reps should also like I said I want to give you plenty of ...around the corridors while I'm away you need to be doing a little bit of something. So I will give the instructions to the uhm class rep, alright? If there's nothing else, see you uhm the other week. But girls see you today at 4:30.

SESSION X5

ACADEMIC REFERENCING

DATE: 23/01/19

TIME: 10:00-12:00

The class took some time to start because the lecturer sent some two students to go and collect some cables from some office. While waiting for the two to return, the lecturer used the time to discuss with the remaining students general issues about fears during the rainy season, including the fear of snakes and the fear of falling down due slippery floors and mud. The discussion took place in English.

_____

LecX: It was all set and when I'm about to start teaching it decides to switch off. Okay, while we are waiting for this thing (i.e. the LCD projector) to switch on again, last time we were talking about references. Okay, you can come and collect your marked scripts. What time? Uhm from 3, okay? From 3 o'clock. Your marked scripts.

[Laughter]

LecX: What I'm I talking about? *[In apparent reference to a student who seemed not to have understood clearly what the lecturer had just said]...*Yeah your results, your paper. You wrote something?

X5.S1: Yes

LecX: Yeah, so you can come and collect your papers at uhm at 3 today and then in the next meeting we will try, on Friday we will first try to uhm quickly revise uhm what you did and then move on to something else. So I want to focus on three areas. That's uhm the areas that uhm the areas where I saw problems, okay? So that's what we going to start with. And for those who didn't do well, please meet me separately, okay? Individually. But I'm not saying all of you. Most of you did very well.

[For a few seconds the lecturer continues to talk about the performance of the class in the mid-semester feedback before resuming on the topic for the day]

LecX: Ok, and like I said we were looking at references, we were looking at how how we can do different types of referencing, huh? You have a list of publications that you do, so you will find that the publications that you have will be different, alright? Books, official documents, uhm published papers, journal articles, magazines and uhm all sorts of things. So there are different ways in which we uhm put these in the reference list. And we looked at a few of them, alright? We looked at books, e-books, we looked at official documents, and we started the

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journal article and I asked you what a journal is, remember?

SsX: *[chorus]* Yes

LecX: It was this class. And I explained uhm what a journal means, I explained what a journal is and we said, we did how you put a journal in the reference list and that example. We also did the online one? We did online journals?

[A few learners say 'no' and others shake their heads to indicate a similar response. A few others are heard saying 'yeah.']

LecX: Alright. I think we just did the uhm printed journal. So some uhm some journals appear in printed form, alright? Some will appear as an online. So some will have online journals, while some are printed journals. Or some are both, printed and online journal. So you can uhm take, you can read something from a printed journal but sometimes you can also read something from an online journal. So the principle is the same, the same in some places and we have differences. So uhm again just like the others you start with you have the last name, initials, and last names if there are more more uhm authors or more authors. Year of publication brackets just like the other one, article title, journal title, volume and page numbers. You also have to give the DOI or the journal webpage URL. So if it's an on uhm if it's an online version is the same as the printed version, reference is made to the printed journal article. If not, then use the DOI meaning Digital Object Identifier which usually is a long numeric number that's found on the online journal. Alright? So next uhm for our next class we'll actually do, we'll actually come up with a reference list and we'll see where you could have the DOI and all that and do your own reference list as an exercise, alright? So if you have an online journal, uhm you include that uhm DOI. If it's not available, you use the URL instead. Alright? If your reference has 8 or more authors, the first six authors are listed, alright? followed by those dots. Those say that the list continues, alright? And then you indicated those dots followed by final author. So you put the six uhm authors and then you put those dots meaning that author number 7 will not be found, alright? Then you put the final author, meaning author number 8. If there are 13 authors, it means you'll put the first 6 authors dot dot dot and then the 13th author. Alright? Is it clear?

SsX: *[chorus]* Yes.

LecX: So for example, you see we have *[gives a list of authors appearing on the slide]*. These are six authors, alright? There are several other authors in between but then they take the last author and show that other explanation *[the last part is unclear partly because the lecturer lowers the voice and also because of noise made by a group of students passing outside the classroom]*. So that's how you uhm make a reference uhm you write down an entry for a journal article. Sometimes you take uhm a paper, newspaper article and you also make sure you, you have quoted that article in your essay. When you have that, when you are putting it in the reference list you include the author, the one who wrote that newspaper article, the title of the article, the title of the newspaper, and then there we have written xxxx denotes column or section. So an article will appear in a particular section, alright? So it will appear as an editorial,

it will be as a feature, so you put in what article in what uhm column it appeared in and then you have uhm page or page numbers. So page in the newspaper where the article uhm appeared. If we have to look at the example, you'll find that we have the name, the date, so you have not just the year of publication, remember for the others we had just year of publication. So the book, the journals we only had the year of publication. For the news article you have the year but also the date in which the newspaper came out. So that one was on October 3 *[the lecturer proceeds to give the other details on the example]*. That's the title of the article. Uhm the title of the newspaper is Daily Telegraph and then Business News is the column and then we have the page where the article appeared. Is it clear? If it's an online newspaper, uhm you give the URL or the homepage where the online-

[At that point the projector goes off on its own forcing the lecturer to stop for a few minutes, pondering about alternatives. I decided to come in and assist the lecturer bring the projector back to power again, after which the lecture resumed].

LecX: Alright, so for online newspaper you give the URL of the homepage, alright? When the online version of the article is available, alright? Uhm but we say to avoid mistaking it with other URLs. So you need to include the URL of the online of the online newspaper. So the same principle that you going to use from the other uhm areas where you have you use the URL, you have the name uhm date, the uhm title of the uhm, does anybody have a marker?

[At that point, projector goes off again forcing the lecturer to consider teaching without it, hence the question if any in the class had a marker that could be used to write important points on the whiteboard. The class is stopped again for a few minutes]

LecX: Technology has failed us. So we have to go back to our traditional methods...Alright, so we were talking about magazines uhm we were talking about newspapers and then I wanted to now talk about magazines. So as I said, for the newspaper if it's an online newspaper you have to give the URL. So after you give the title of the uhm of the newspaper, you have to give its address. So the URL you you retrieved from and then http www wherever you took that information. So that's what you do for uhm an online newspaper. Sometimes you can uhm take information from a magazine. When you have a magazine, the date must be the date shown on the publication. So you must show the date of publication and uhm you show the date and month for weeklies and month for monthlies. So if it's a magazine that appears weekly, alright, you should include both the date and month. If it is one that only appears uhm monthly only include the month and also add the volume after the title. So for example here, we have an article uhm a an article in a magazine by *[the lecturer proceeds to explain through an example that is written on the whiteboard for the students to see]*. So you need to include this information. The authors. Year of publication and the date. The title of the article, the magazine title, volume and then page numbers. So that's when you have a magazine. Sometimes people will write a book. So Mr. Mkandawire can write a book on language and communication and you decide to review that, alright? To review that book. Uhm as a reviewer, it will appear maybe in a journal, you are reviewing that book, concerning a particular topic. So when you

have used the review what do you do? You have last name of the reviewer. So this is the last name of the reviewer and not the author of the book. So the last name of the reviewer. So if it is *[mentions name of one the students as an example] so it means that it [names the student]* name that will appear. Last name of the reviewer with their initials, year of publication, title of review and then you write review of the book, alright? And the title of the book, journal article in which the uhm uhm the review appeared, volume and page number. So you include that. Last name of the reviewer, initials, year of publication, title of review, alright? Title of the journal, volume and page numbers. So for example, *[Here again the lecturer proceeds to explain using an example written on the whiteboard for students to see]*. Okay, so for example you have this entry. If you have this entry what does this mean? Who can explain the elements that are found in that entry?

[LecX proceeds to nominate a student by mentioning his name. The named student hesitates to give a response].

LecX: It's an entry for a book review.

[The named student does not provide a response and instead a different student raises a hand]

LecX: Yes?

X5.S2: I think Nagorski is the name of the author and year of publication.

LecX: *[interrupting]* author which author?

X5.S2: The one who prepared the review.

LecX: So the one who wrote the review, huh? So the uhm it's the name of the reviewer, not the author of the of the book this one, okay?

X5.S2: Then Foreign Affairs, he or she took the review from Foreign Affairs, pages chapter 22 page 172 to 176.

LecX: Who is he or she?

X5.S2: The one who wrote the review.

LecX: This one? *[pointing on the whiteboard]*

X5.S2: Yes

LecX: Nagorski So he took this uhm in Foreign Affairs? Do you agree?

[A couple of students are heard saying 'no']

LecX: Now *[names a student]* uhm you have your hand up.

X5.S3: Okay, Nagorski, A 2013. In 2013 A. Nagorski reviewed the book of *[mentions title of the book but it's not very clear]* but he titled it the what? *[Stumbles a few times on the pronunciation for totalitarian]* Totalitarian

LecX: Totalitarian, uhuh?

X5.S3: Totalitarian temptation and he wrote it in he placed it in Foreign Affairs newspaper article.

LecX: It's a news article?

X5.S3: Yes, newspaper and on pages 172 to 176.

LecX: Okay. What is this? *[pointing on the whiteboard]*

X5.S3: That's a column number

LecX: Huh?

X5.S3: That's a column number.

LecX: It's the column?

SsX: *[chorus]* Volume

LecX: Volume, okay. So this one Nagorski is the uhm tit- the name of reviewer, alright? He or she reviewed the book called The Death of History. He called the review, he or she called the review Totalitarian Temptation and this review appeared in a journal Foreign Affairs, Volume 92, from page 172 to 176. Is everyone following? So this is the name of the author of the review not the author of the book. Alright? And uhm not that this review was taken from Foreign Affairs. It appeared in Foreign Affairs. Alright, so that's when we have a book review. Alright? So sometimes you also take information from the website. You take information from a website. When you have uhm information from a website, you include the author, year of publication, title. So you have author, year of publication, title of the uhm article you took. And you also say retrieved, month, day and year. So you have uhm the name retrieved and then you also tell the day, month and year in which you retrieved the information.

[There is a lot of noise coming from the next class and the lecturer stops the class to go out and check what is going on before resuming it a few seconds later]

LecX: So for a website what is important is that you have the author, the title of the article, and also the uhm day and month in which you have, day in which you too the information and also the URL. So everything you take from a website, you have to include or online, you have to make sure that uhm you include the URL. So any only include the date the information was retrieved if the website is likely to change frequently. So take the uhm date information, you can include the date information more especially if the website is likely to change frequently because sometimes you might that the information might not be there, has changed. So for example blogs you find that you have information that is different uhm most of the times. Author of a website is usually a corporate author, alright? So author of a website is usually a corporate author, so it could be MUST, it could be National Bank, it could be Ministry of Health, it could be, so the that's the author of the whole website. So like who owns the website? It

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belongs to MUST, it belongs to Ministry of Health and all that. However, if you are citing a specific document from the website, there may be personal authors. So if on the website you find that there is specific information uhm there's an article or a paper or any publication that was, that has authors with it, then you have to include those personal authors. But most of the times the author is the organization. So for example here we might have uhm an article that or a publication that you took from a website with the information that I've said, you include the author, and an example will be the American Psychological uhm Psychological Association uhm this is 2012 and the title of the article that you read there is APA style blog, is APA style blog. So that's the title of the article. Then you say that it was retrieved uhm May 29, so that's the actual day on which you retrieved that information 2012 from and then you'll say, you put the URL there. So this will help a reader to get direct access to the information that you have if you give the URL address. I think somewhere I talked about personal communication, alright? Sometimes you get information uhm through uhm maybe you did a telephone interview, a WhatsApp interview nowadays maybe, an email interview, alright? So that is included as personal communication. And you want to include that in the uhm in your text. So don't include it in the list of references, that I said. But even when you are recording somebody or you are using somebody from conversations, telephone conversations, email or WhatsApp, you have to use your judgment on what you should use. It should be academic material, not so? So not just say *[names one of the students in the class]* said this and then the person didn't mean anything. You just want to mention your friend and then it appears in the essay, alright? So you have to make sure that it has uhm scholarly relevance whenever you are using and make sure that uhm uhm you you don't include that in the list of references. Uhm you but in the text itself it has to appear. So if it a personal conversation or a text email or what it has to appear in the text that you are writing. And when you are citing personal com communication, for example, you'll say uhm I've mentioned it here. *[Names a student by surname],* what's your first name again?

X5.S4(TPCF): *[Mentions his first name]*

LecX: *[Repeats the first name and then begins to write on the whiteboard]* May be you always ask, you always get asked the question, is *[mentions name of a local musician]* your your relative?

X5.S4(TPCF): Yeah, I always get asked that way.

LecX: Sorry? You are always asked that question, huh. Is he your relative?

X5.S4(TPCF): No.

LecX: Is he not your relative?

[Laughter]

X5.S4(TPCF): No, I'm not.

LecX: He's not?

X5.S4(TPCF): Yeah

LecX: Okay

X5.S5: But they look alike.

LecX: Sorry, they look alike?

[Laughter]

LecX: Where do you come from? *[Mentions name of the musician again]* came from where?

[Some students mention where the concerned musician came from in a chorus]

X5.S4(TPCF): Me I also come from there.

LecX: So it's just maybe a name that's common there.

X5.S4(TPCF): Yeah, like you know, his home like this other uhm this what?

[Laughter]

[X5.S4 continues to talk before the noise from the laughter by other class members dies down making it difficult to get what exactly he said but seemed to express annoyance with getting asked the same question by people all the time]

LecX: We are not, we are not forcing you to be *[the next part is unclear because of further noise from other members]*. That's fine. I also get asked uhm questions about maybe somebody like 'Is this one your relative?' And I'm like no... So sometimes we just have the same, the same name. So people were still make connection. There is, there is a claim that you look alike. There is a claim that you both come from *[names the place]*. But that doesn't mean that they are related...If we were to quote whatever he said today and say that uhm having the same name does not mean you are uhm you are related maybe in uhm in an essay talking about genealogies and something like that, huh? So *[mentions the student's name]* said uhm when you have the same uhm name, it doesn't mean you are related. But it is in an essay, not in an essay that has to do with [program of study] but has to do with maybe with genealogies. Then you'll say, then you say '*[mentions name of the student]*, personal communication, personal communication.' Alright? Personal communication, what's the date today? Uhm January, January 23, 2019. Okay? So that's, but that is in the text. So you have said whatever *[mentions the student's name]* was saying but in the text. So you include the text there, whatever *[mentions the name]'s* text and then down you indicate that it is personal communication. So but don't my, your essays should not just include personal communication. That the essay, all the essay has is personal communication, personal communication, no. We want you unless it has relevance, scholarly relevance. And most of the time it should be from a source that has also scholarly uhm uhm scholarly significance. Alright, so that's personal communication. Sometimes you take papers that were presented in conferences. So you will hear that there are different conferences. Do you have conferences in your field? What conferences do you know? Yet do you? Uhuh, what

conferences do you know?

X5.S6: SCOM festival

LecX: Not SCOM

[Laughter]

X5.S6: Not the SCOM one. We are talking about here in your academic field, huh? The SCOM ones are okay but we are talking about uhm the field uhm in your field, the field of *[program of study]* you might have a conference on *[program of study]* studies or a conference on *[program of study]*, alright? Or a conference on diagnostics, alright? You might have a conference, I'm sure there should be a conference on that.

X5.S3: *Ilipo* [It's there] madam

LecX: Huh?

X5.S3: *Ilipo*

LecX: *Ilipo*?

X5.S3: I'm the president

[Vocal disagreement from other students]

LecX: Yeah okay, a conference doesn't necessarily have to be held here. When I'm saying a conference, it could be an international conference, alright? An international or national conference. So sometimes people will present papers at these conferences, they will present papers at conferences and then those conferences uhm those papers that were uhm presented will be published, alright? They will be published in a journal format, alright? In a journal format, so it is proceedings uhm conference proceedings. So selected papers at conferences can be put together, reviewed and they come up with with what is known as conference proceedings. So conference proceedings of *[program of study]* uhm uhm conference, alright? So when you want to quote something or when you want in the reference list something that you quoted from uhm from a conference proceeding, what do you do? You have last name of the author, you include the last name of the author, the last name of the author, initial. So *[mentions S3]* maybe you will be the chairperson of the of the *[program of study]* conference one day, yeah?

X5.S3: I will

LecX: Year of publication, year of publication, paper title, so the paper that appeared in the conference proceedings, the paper title, proceedings title, so proceedings title, volume, page numbers, and DOI number. So this is for a conference proceeding that was in a journal format, alright? So this is a conference proceeding that was in a journal format. We explained what a journal is, huh? So for example, you have-

[Silence as lecturer writes an example on the whiteboard]

LecX: Alright. So if you have uhm information like this, you have these ones as the authors, alright? That's the year of publication, The Basic non-conformity of the cerebral cortex, that's the title of the paper. Alright, that's the title of the title of the paper. That title, that paper was presented by, oh sorry it appeared in the Proceedings of the National Academy of Sciences USA. So the this is the title of the conference and these are the proceedings. So that's where it appeared. That's the volume 105. Then you include the page numbers and then you have the DOI number, alright? So that's how we uhm you uhm put in the reference list uhm reference material uhm entry that was a conference proceeding but it appeared in a journal format. Any questions? Is it clear?

[Very few are heard responding in the affirmative. The rest remained silent]

LecX: Sometimes, this is as I have said a conference paper that appeared in the proceedings that's in a journal format. Sometimes you have a conference paper, it is published, alright? It is published in proceedings but it appeared in a chapter book, in a book, alright? It appeared in a chapter in a book, in a book format. So the proceedings appear uhm as a book, alright? As an edited book. So this was a journal format. Still conference proceedings but they appear as a journal, while in a journal format, while if it appears in uhm in a book format in edited books the format will be different. We talked about edited books. Alright, we talked about books. So what do you think should be important in this conference book? What information should we include that is similar to an edited book?

[Silence]

LecX: I'm saying that some conference proceedings, alright, we've talked about somebody going to a conference and a paper being published in the form of we call known as proceedings. And these proceedings can appear as in a journal format just like a journal, okay? Or it can appear in a book in a chapter in a book in an edited book, alright? So the conf- your paper will appear in an edited book. So I'm saying we have talked about edited books before. So what do you think should be the crucial things that till enter into conference proceedings that appears in uhm in an edited book? Areas that are the same like what we have talked about.

X5.S7: Date

LecX: Sorry?

X5.S7: Year

LecX: Year of publication of course

[Another student says something but it's unclear]

LecX: Sorry?

[Students repeats what she said but it's still unclear]

LecX: Sorry?

X5.S8: Editor's name.

LecX: Editor's name. Right, so the editor's name should be uhm included, alright? Year, what else? Edition, what else?

X5.S9: Maybe okay okay, you said it's like it's appearing in an edited book. Maybe, there's some kind of range, maybe pages. So can't we include that too?

LecX: Yes, you have to include the pages.

X5.S10: Title

LecX: Title of the uhm, of what?

[Silence]

X5.S10: Yeah, yes

LecX: Yeah what?

[Laughter]

LecX: Yeah so the title both of the article and the book itself, okay? So you have last name, initials, last name in this case last name of the author, alright? Last name and initials of the author, year of publication, title of the paper, and then you include you remember when you are writing an edited book we say In, editor's name, alright? Initials, this time you start with the initials then the uhm last name, alright? In brackets what do you put after the editor's name?

X5.S9: Edition?

LecX: Huh?

X5.S9: Edition

LecX: Edition?

X5.S11: ed

LecX: Ed, alright? Ed meaning editor. If they are many you put editors, alright? The title of conference proceedings, page numbers where the page sorry the where the uhm publication was found, place of publication, and then uhm year uhm sorry publisher, alright? So that's what uhm you uhm you do when you have conference proceedings uhm that comes in the forms of uhm in the form of book format. So you have uhm last name, and we are saying this last name is the last name of the uhm an an last name and initials of the author. Year of publication, that's the uhm year of publication of the author uhm sorry of the paper, title of the paper itself and then uhm In initials, initials and last name, now that's initials and last name of the editor and the in and you write ed of the uhm showing that it's an editor. If they are many you write uhm eds title of conference proceedings, title of conference proceedings, page numbers, so pp and then you include the page numbers, place of publication and then publisher. Any questions? *[Names a*
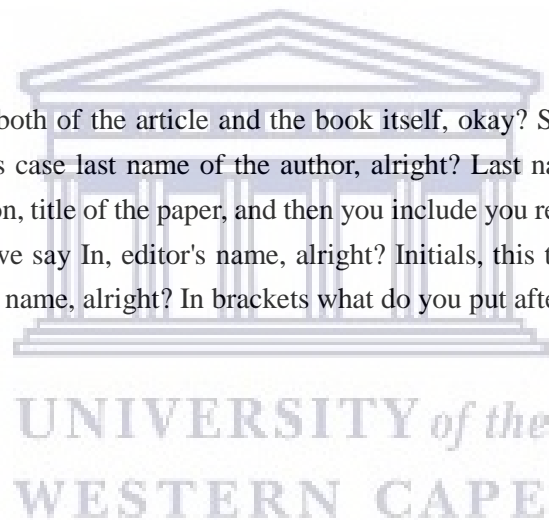
student] what's wrong?

X5.S12: Nothing.

LecX: You have eye problems?

X5.S12: Yes

LecX: I thought you were crying. Alright, so that's a conference uhm uhm publication...conference proceedings from uhm published work. So you have those that appear as journal articles, and those sorry those that appear in journal format and then you have those that appear as uhm book format. Then sometimes, these we are talking about those that have been published, alright? Sometimes you go to the, you go to a conference, and then you present at that conference but that paper is not published, alright? You just made a presentation but that paper is not published. So how do you cite, how do you put in something that has not been published? So it's a conference paper that has not been published.

[The lecturer had at this point tried to switch on the projector again and it seemed to have worked]

LecX: Alright, can you see at the back?

[Those at the back say no]

LecX: No?

[The lecturer tries to refocus the projector to make the fonts larger on the whiteboard for those at the back to see]

LecX: Can you now see? *[Mentions one of the students at the back]* can you see there?

X5.S13: I can see.

LecX: You can see, alright. So I'm saying that sometimes you go to a conference, you present a paper but there at the conference the paper is not uhm or maybe it had no proceedings, the conference did not have any proceedings or the paper didn't make it to the proceedings. So but then you want to, you have cited something that is unpublished. So when you do that, you say, you include the last name, initials, year, month, month now when that paper was presented, title of the paper or poster, sometimes you present a paper, sometimes you have what is known as a poster presentation. So you have a poster of your work. So you name the title of the paper or poster and then you say Paper or Poster presented at and then you include the organization name or the conference name and then location. *[Lecturer then proceeds to read an example from a slide projected on the whiteboard]*. Any questions? Any questions? Remember the rules, the general rules about the references that we talked about. When it's a title of a book it has to appear in uhm in italics, alright? When it's a title of a book or a title of a journal that has to be uhm appear in italics...Uhm yeah so here proceedings that's in italics and then the indented form, it also, all those have to uhm appear, have to be observed. And then the punctuations also, make

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sure that they are correct. Alright. Any questions?

X5.S14: Madam, yeah under reference

LecX: Uhuh

X5.S14: If you have for example, a reference of a lab a lab what handout, so you want to write, you have written something or you have referred about something from that handout. So how can you write that for *[the last few words are not clear]?*

LecX: Uhm a handout which was uhm is it a, it was presented somewhere? So some handouts will be given at a presentation or something.

X5.S14: Well that one we have just been given.

LecX: That you have just been given, it prepared by a lecturer?

[S14 tries to say something simultaneously but his voice is drowned by that of the lecturer's]

LecX: So you'll say that these are notes that were prepared by that particular lecturer. It's a handout that you were given in class, alright.   By a lecturer, alright. So you'll say the lecturer's name but you'll say that it is prepared, these are notes prepared by? By the lecturer. So you include the year uhm that they prepared but you will have to include that these were notes that were prepared by, the lec, by the lecturer. Prepared for this particular class. Although handouts are just there to help you, alright? To guide you. They have put information there to help you, alright? But what you need to read is the actual book or the actual article, journal article or something. If there are no other questions, we'll rest for about five minutes and then we'll come back and do an exercise. Yeah, it's a whole, everything that we have, for the references. Alright, so you have to sit in groups and then we'll do, I will give you things that *[the last part is not clear as students begin going out of the classroom for the break that's been announced]*

[The students now take a break. Some go out to freshen up while others choose to remain in the classroom. I could overhear conversations in vernacular. The break lasted just beyond 12 minutes after which the lecturer called the class to order].

LecX: Okay, so put yourselves into uhm groups of four, four or five.

[The students divide themselves into groups and the lecturer begins to distribute materials for the exercise to the groups]

LecX: There should be 6 groups. That group by the back which only has boys

[The lecturer tries to rearrange the composition of some of the groups so that both genders should be represented in each group].

LecX: Alright, so every group has a publication, right? Every group has a publication. So using what we have discussed, so far in class during three lectures make a reference list. There are six publications. So you should make a reference list for these six publications. So you start

entering information of one then when you are done you give it to another group until you come up with at least four, alright? At least four publications and then you come up with a reference list. So it means that you have to follow the instructions that we have been saying. If it's a book, do what you are supposed to do with a book, if it is a journal article do what you are supposed to do. If it is an edited book and all that. Alright? Are the instructions clear? So when you write an entry of one of your publication, you are done take that uhm uhm move it around to the next group so you exchange until you have done at least four entries for each group. If you are fast enough you'll do all the six entries. Aright? Questions? Everything is clear? Alright, you can start.

[The groups start the task as explained by the lecturer. The lecturer goes around the groups monitoring progress, clarifying the task and making sure that the materials rotate in the groups. The lecturer also continued to give extra instructions at different intervals as the group task progressed]

LecX: Remember you are supposed to come up with uhm at least four huh? At least four.

LecX: So you should be doing entry number now.

LecX: So when you are done with 4 raise your hand, alright?

SsX: Yes

LecX: You are remaining with 8 minutes. So you should be done. Which group has, this one is doing book uhm book number five.

LecX: So it's only those that have finished that'll uhm go.

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SESSION X6

ACADEMIC READING AND NOTE-MAKING

DATE: 25/01/19

TIME: 10:00-12:00

LecX used a projector to beam the content of the lecture on the whiteboard in front for the students to see.

_____

LecX: Good morning class

SsX: Good morning madam

LecX: Why are you standing? *[Addressing a student standing at the back of the class]* Huh?

X6.1: *Palibe* [there's no] chair.

[A number of students try to say something at once but it's unclear. Others laugh]

LecX: Has he stopped talking?

[Pause as the for about 1 minute as LecX seems to be setting up the projector in readiness for presentation]

LecX: Alright. I've already said good morning.

SsX: *[a few students say back]* Good morning.

LecX: I said I've already said good morning and you are answering 'good morning.'

[Laughter]

LecX: Anyway, good morning once again

SsX: *[chorus]* Good morning madam.

LecX: Alright, I'm sure you're okay. So how should we do it? Should I start? Then if I keep it here and keep on teaching you will be anxious to know what you got. *[Here the lecturer is referring to the marked scripts for the mid-semester exam that she had brought to give back to the class]*

SsX: *[chorus]* Yes, yeah.

LecX: But if I give you, you'll also-

SsX: *[chorus]* Noo!

LecX: Yeah, then you'll be sad the whole, the whole two hours.

[A number of students try to say different things in response. I could overhear one say in vernacular 'Ndiye ndimwetsatu' meaning 'Then I will be absent while present' i.e. the grade on the script will make him not pay attention to the lecture]

LecX: So you are, are we signing a contract that your uhm, you uhm will be attentive whether the grade is good or bad.

SsX: *[chorus] [some]* Yes, *[others]* No.

LecX: So even when it's very good, then you are very very excited *[gestures]* and you can't even settle in one place because you've just had an eighty-something. Yeah, whatever the case uhm *[hesitates a bit as she takes out the marked scripts from the envelope]* let's concentrate. Okay?

[LecX calls out the first student registration number on the first script on top of the bunch. Other students are heard clapping hands which forces the lecturer to clarify]

LecX: It's not put according to highest or lowest. Not that I was saying that he's the highest. No,

it's just the first person here.

[LecX then continue to give back the scripts. When she calls out TPCF, his colleague indicates that he was not yet present. The distribution of the papers takes about 5 minutes].

LecX: Alright. So for most you it was a good start. Alright? It was a good start-

X6.S2(TPMD): I didn't receive my paper.

LecX: Huh?

X6.S2(TPMD): I didn't receive.

LecX: You didn't receive?

[TPMD nods in affirmation]

LecX: What's your registration number?

[TPMD gives his registration number]

LecX: [the first part is not clear] That means you put it on the [name] group.

[TPMD shakes his dead in refusal]

LecX: You didn't put it on the *[name]* group?

[TPMD nods in affirmation]

LecX: That means it's on the *[name]* group. Then you should come I guess after this class because it might be on the, on the *[name]* group.

[TPMD nods in affirmation]

LecX: Alright. I was saying that most people uhm did well, alright? Uhm some yes you did well. But I want you to do like really, really well, huh? Not just uhm passing. I want you to pass very well. *Tisamayendere* that principle *bola uhm bola kukhoza* [Don't be guided by the 'As long-as-I-pass principle], alright? *Bola 50* [as long as I get 50], you know. Don't do *bola* 50. Because that's not a good...well uhm I've talked about it before, huh? That I don't want you to be just average because there are so many people out there, alright? So we want you to be the best, I want, I want you to shine. Alright? So not just 50. From 50 uhm pull up your socks, get something higher, very high. Alright? As I said I want uhm when I go *to [mentions name of a committee in the processing of examinations]* that uhm people should be uhm wondering whether there's something wrong with the grades, not because you have failed, but because you have passed very well, huh? 'I think there's something wrong. 80-something, 90-something. That no go and mark again. There's something uhm wrong.' Alright? But uhm people getting 90s, 80s, 70s, alright? 60s all that. Yeah, for those who did not do very well uhm that doesn't mean that there's no chance for you to improve. There's always a chance. There are some whom I've 'written see me', please come and see me individually uhm so that we can see the areas in

which you need uhm steps on where you need to, to improve. So I saw that for most people, uhm the note ma- taking assignment one was a bit uhm was a bit problematic. Alright. Uhm so some would just take the whole uhm the whole chunk, they'll just do dictation of the whole chunk. Alright, as if it is a dictation work. But you were supposed to make an, an outline. You have a title, you have subheadings and all that. Alright? So that was supposed to, they were talking about time zones, alright?

[LecX continues to speaking but clarity is disturbed by noise coming from outside for about 15 seconds]

But also you remember that they were talking about, there were past, present and and future. Alright? If you remember very well the uhm the paper itself.   The the uhm audio itself, right? Even when I read it, there were three zones. But within those three they were also divided. Uhm past was divided into past positive thinkers and then past negative thinkers. In present we also had present hedonists and then fatalists. For future, it was also divided. Alright? So people who see things negatively and those who see, so it was all divided, alright? So you need, you needed to see that relationship that there's the past, then the past is divided into two, the present is divided into two, the future is divided into, into two. So those who just gave maybe a whole one to, all of them as if they are one, they still got the marks but I wanted to see the relationship that when you say past you see that from the past there are two things. So you have one maybe past and then from the past you have maybe uhm uhm past positive thinkers and then past negative thinkers and then you add information below each one of them. Alright? And also the other technical stuff about uhm note-taking. Writing in short, alright? Not writing full texts because that's about note, note-taking. So most of you uhm, yeah any questions on that?

[Silence]

LecX: I said I would just uhm briefly talk about the areas where you had problems. So that was one of, one of the problematic areas. There are some who got the relationship very well. And some who just copied everything. Huh? Then I was like then there's the whole no- there's no reason why you take notes, that s we just dictating everything. So those who just wrote everything got lower marks and those who showed those relationships that 1 we have this, a, b, showing all those uhm demarcations. So those who demarcated using different things that was also okay. But as long as you showed that there's a main point, a sub-point and then some points coming under the main point. The other area where I saw there were some problems was the question on the time management matrix, alright? That one said you should explain how you use the time management matrix uhm in uhm as a student at MUST, remember? And it said explain each of the time management matrix. So it means that you had to take each quadrant and explain it, alright? So those who had problems, who got lower marks they were not explaining each quadrant. They were just explaining the the whole. Like 'Having the time management matrix will help me manage my time better. It will make me go to class earlier, and all that, in general, alright? But the question was saying each uhm quadrant. So you needed to take each quadrant, explain what it is and explain how it helps with the time, how it will help

you in the time management. So you explain quadrant 1, quadrant 1 is the uhm urgent and uhm urgent and important, you say examples of how something is urgent and important and also what it means, that this one if you always worked in this quadrant it means that you are work- you are always doing under, under pressure. Then you go to the next quadrant. You explain what is and all those things. Alright?

[Silence]

LecX: You are smiling *[pointing at a student at the back of the class]*. That's what you did? *[Points again]*.

[Laughter]

LecX: Then there was the issue of uhm what uhm most of the, if it was recall that was much better. You had to recall something. Like Claessens what what then that one you would get, most of you would get it. Time management, sorry time assessment, planning although some also missed it. But most of you got that one. But the ones that you had apply your knowledge, that was a bit difficult. Then there was the one that uhm had to do with what uhm the SMART goal. You were supposed to uhm set a goal. When we say a goal how many goals?

SsX: *[chorus by a few]* One goal

LecX: One. Alright? But what were some of you doing? 'I would like to uhm pass with distinctions and then I will open a lab, a big lab. Then I will be the best.' You had so many goals in general. Set a, alright? So listen to the the instructions very uhm very carefully, alright? Then you were having so many goals some of you, maybe so even 5, 6 goals in one uhm in one question, when answering one I mean. You needed just to set one goal. And from the goal you had to make sure that you know uhm all those uhm the goal had to have all those SMART things. And then the other issue came when saying 'Explain how SMART your goal is?' Alright? So you were supposed to take your uhm your goal and say how it achieves those SMART principles. So you had specific, you had measurable, your uhm what attainable, relevant and time-bound. Where some people were making mistakes, they were just saying 'My goal is SMART,' alright? 'Because it specific, it is measurable, it is attainable, it is relevant, it is time-bound.' Are you explaining how SMART your goal is there?

[A few students try to murmur out unclear responses]

LecX: Huh? How specific is it? Alright? Explain to me how specific it is. So you are, you are, you are justifying in a way, alright? My goal is SMART because I've, is specific because I've said this this this. I've given a specific time, I've given a specific thing that I want to do, a uhm a specific area where this thing is going to be happening. That's explaining, alright? It is measurable, measurable you know when something is measurable, it can be measured, you can see it's progress, you can see the results, you explain, okay? How your goal is achieving that. It is attainable, alright? It is relevant, you have to explain why that goal you have set is relevant to you as a MUST student. It is time-bound. Don't just say uhm 'My goal is time-bound.' What

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does it mean? I've always said when you are explaining something, explain that I don't, assume that I don't know. Alright? So don't just say it's time-bound then I should look for myself how time-bound your your goal is. Alright? So explain how time-bound it is. 'Okay, I've set a period of this to finish up my, my goal.' So you specify, you take from the uhm from your goal itself and explain. Will you do better next time? So the key is explain, explain, explain, explain. Alright? Expand your explanation, of course I've said when a question is 2 marks don't go the whole page explaining that thing, huh? You also know that when a question is one mark, it doesn't mean that. Then there was a question on the Cornell Method, huh? Using a diagram, explain the uhm how you use the Cornell Method. There are some who just drew the diagram, no explanation. Explain using the diagram. Draw the diagram and then explain that you have a note-making section, you have a cue section, then you have the summary section. Alright? So you explain, 'Okay the note-taking section, this is used for that. Then the cue section, this is used for that. The summary section, this is how you you use it.' Otherwise, as I'm saying, most you uhm have done well. Uhm I want you to uhm always get out of your shell and shine much much much brighter. Alright? So you should be challenging me that I should, I shouldn't find anywhere to uhm to remove marks. Alright? *Muzindizwizwitsa mukamabwera kuti iii koma hmm!* [You should surprise me] And then I just give you 49 uhm *mpaka* [to the extent of scoring] 50 out of 50? *Aaa mwina 49 eti* [Maybe 49]. Alright. Is it clear? Is it clear what you are supposed to do?

SsX: *[chorus by a few]* Yeah

LecX: If you still find any problems I am always available, not always but *[chuckles]* I'm usually available in my office to answer your, your questions. So if you look at your uhm your paper, the answers then you wanted to know how best you can uhm explain something you can find me and then we can go through your your paper. And for those that I've written see me, uhm come and see me. Alright? I'm still working on the other assignment that you have. You remember the uhm the essays, huh? Yeah, so hopefully uhm anyway, let me not promise. You will *[gestures]* receive a message that come and get it. Alright?

[One student is heard sighing, 'yeah']

LecX: Okay. Anything? Should I move on?

[Pause]

LecX: Those who have just come in *[LecX then begins to call out names and registration numbers of those who were not present when she gave out marked scripts for the mid-semester exam. These include TPCF who is now present and walks in front to get his script]*

[Pause as LecX works on her laptop and projector to beam content for the session]

LecX: So how many haven't received their? So there's *[mentions TPMD]*, there's also uhm. How many haven't received their papers? So it's just the two of you, huh? You should come after this and then uhm we'll see. And tell *[mentions another who had not collected his script]*

to come to my office, unless maybe he might not want to, other people to see how he got, not that he has failed. Alright.

[A student shushes some who are making noise to stop]

LecX: We are done with the writing part, alright. Uhm okay but not really done. We'll still talk about something else later. But uhm I wanted us to go into something uhm different, still related academic reading and note-making. So as university students you are involved in reading, alright? You are involved in reading a lot. What are some of the things that you experience in reading? Challenges? Do you like have challenges?

X6.S3: New words

LecX: Sorry?

X6.S3: New words

LecX: New words. You can have new words, which maybe you haven't met before. Alright? Uhm technical words, so what do you do when you have new words?

X6.S3: Dictionary.

LecX: You use a dictionary? Are you always moving around with a dictionary?

X6.S4: The phone

LecX: Sorry?

X6.S4: The phone

LecX: Oh yes yes yes. Nowadays you all, you just take 'your best friend' and google and find that. So she's talking about new words. *[Mentions name]* says new words are some of the things that challenge, she has found as challenges in her reading as a university student. Do you see that there's a difference in reading in secondary school and your reading here?

[Class gives a choral affirmative vocal response]

LecX: Okay, there's a difference?

[A few could be heard saying 'yes']

LecX: Totally different? What's the difference?

[A few students try to murmur out different responses]

LecX: At secondary school you were memorizing, okay?

[A few affirm vocally]

LecX: So *munangobwera mutangolowezaloweza mayeso anu basi* [So you just came having memorized your exams]. Form 4 *ija munangoti haa* [at form 4 you just said] we have received the paper, you were writing everything that you have memorized, okay? So you are saying that

it was more about memorizing. Alright?   What do the others say?

[Another student says something but it's not clear]

LecX: You were not really understanding? That's what you are saying? Some, uhuh. The ones who are saying no, what's the difference? You said there's a lot, there's a difference. You said something like that. Yeah?

X6.S5: Yeah I said so, because at secondary school I think the work was so small while here we have a lot of work.

LecX: So at secondary school uhm the amount of uhm reading was also uhm much less than what you have now, huh?

SsX: *[chorus by some few]* Yes

LecX: But now you are always bombarded with things to, to read. Okay, what else? Yes?

X6.S6: The content

LecX: The content?

X6.S6: Because in secondary we used to do some other things which are, some which are irrelevant. But here it's just *[middle part unclear]* *[sighs]* huge.

LecX: Irrelevant? You mean that the whole curriculum of the secondary school is rel- is irrelevant?

X6.S6: Other things.

LecX: Okay. But I I think what you are trying to say is that it was more broad, huh?

X6.S6: Yeah

LecX: They, they, you were doing so many things but now you are becoming more and more focused. Is that what you are trying to say?

X6.S6: Yes

LecX: In a better way.

X6.S6: Maybe.

[LecX laughs]

LecX: Okay. Uhm what else? Yes *[mentions a student's name]*?

X6.S7: Yeah the grades...*[the other part is unclear due to lowered voice]*

LecX: Uhuh?

[X6.S7 continues to explain his point but the voice is too low to be picked by the recording].

LecX: So here you are studying completely new things?

X6.S7: Mostly

LecX: Mostly?

X6.S7: Yeah

LecX: There are certain things that you haven't read before.

X6.S7: Yeah

LecX: But then you are-

[X6.S7 continues to say something but it is too low to be picked by the recording]

LecX: Of course you did know how to write, didn't you do writing, writing somewhere?

X6.S8(TPCJ): We did

LecX: Yes uhm *[names another student]*

X6.S9: At secondary it's like there was more of spoon feeding.

LecX: Uhuh

X6.S9: And uhm the syllabus I can say was full of theories while uhm here we are, of course this is just the start but then we are expected to put much into practical and uhm we just being lectured. We supposed to do the rest for on our own. So it's just something better.

LecX: Yeah. Okay uhm last one. The last observation, uhuh?

X6.S10: In secondary school we were allowed to fail some subjects.

LecX: You were allowed to?

X6.S10: Fail some subjects.

LecX: Drop?

[A number of students say 'fail' to correct LecX]

LecX: Fail. Okay. But here? You are not allowed to fail?

[Laughter]

LecX: You are no- you are allowed to fail? It's okay to fail?

[Further laughter]

LecX: Okay so you are saying crucial things huh, very important things that you are saying. The amount of work, alright? The need to uhm pass, of course at secondary school you also needed to pass but you also had that pressure to to excel, huh? So the amount of work is a bit uhm much. Alright? Then there are new things, alright? New words, new technical uhm material that you

have to grapple with. Then there's the issue of responsibility. It's your own responsibility to go and look for things to, to read. Here we are just here to guide you. Alright? We are not going to say uhm open your mouth *[uses gesture for feeding]*. We just tell you what you want and then it's up to you. We'll be talking about that, huh? It's your own responsibility, we just guide. We are just like a campus, go this way, go that way, go that way. But most of the donkey work you are supposed to do it your-self, alright? And we see that even in the exams when you are writing or assignments. We see who has done the reading, who has done a lot of uhm reading and those that haven't done a lot of reading. So it is up to you. It's, the ones who do better are the ones who take up the responsibility themselves that it is my duty to teach or to teach myself, to learn. Alright? So you are learning on your own, you are an active learner here because you are the one who takes responsibility uhm to go and look for material while the lecturer will just, just guide. They won't give you notes while in secondary school, you were busy copying notes on the blackboard or something. But here some will give you notes, some will say 'No I just, will just give you pointers and all those things. Then there is uhm there is the other expectation that uhm you are not mature, right? You are now mature, you need to be critical. You need to not just uhm memorise, you just need, you need to understand and when you understand you need to apply your understanding. Alright? To different spheres. So that is what we expect from you. So it means that there's a different kind of reading from the, what you have said, huh? There's a different kind of reading that you are supposed to, to do. And you have different strategies that you are supposed to uhm uhm do in order to excel in academic reading. Alright? So these are some of the things that we'll be talking about. So what do we expect to do in a session on reading and note-making? You should adapt your reading to purpose. So you should know what type of reading you should do according to the purpose that you have. You should use different approaches and strategies in the reading of academic texts. You should recognize different ways in which academic texts are structured and organized. So for you to understand a text you also have to know how it is organized. So what is the intention. Recognize various rhetorical functions when reading academic texts. And what are we going to be uhm doing? We are going to look at what academic reading is. We are going to discuss general reading problems of university students in uhm uhm English L2 and when you see L2 it means second language, and foreign language contexts. So you are, most of you are second language speakers of of English. Is there anybody who is first language speaker of English here? Huh? Meaning that uhm in broad terms meaning that you learn one language first and then English came over later. You learnt it in primary, when you started primary school but you had another language with you. You learnt Chichewa first, Chitumbuka first, Sena first and then learnt English. So there are certain characteristics of people with English as a second language and in foreign language contexts. We are going to talk about effective reading strategies, alright? Effective reading strategies, critical reading. Okay, we are going to talk about critical reading, organization and structure of reading texts, and rhetorical functions in academic reading. Alright. Any questions before we go, start going into this about reading? Alright. We were supposed to do something *[other word is unclear]* before going into this. But uhm I'm wondering where them, because I didn't photocopy the thing that we were supposed to do before we go to this. So I told them to

bring them to class. But they are not yet here. So I want to move. So maybe we can move ahead. We'll get back to do what we needed to do. Alright?

[A few vocal affirmations]

LecX: So academic reading, what is academic reading? Academic reading implies a departure from everyday reading in terms of purpose, quantity and strategies for reading. So as the term says, academic reading, it's completely, it's a different career. Alright? It's reading for academic purposes. And it's different from reading uhm everyday reading, reading of magazines, reading of uhm WhatsApp messages, reading of uhm Facebook, reading- so it's different from everyday uhm reading. And in terms of purpose you read for academic reasons, you read for a particular purpose. You also, there's also a difference in terms of quantity. Alright? We've talked about quantity uhm there's a difference. And there's also a difference in terms of strategies, the strategies that you use in order to, to read. It is about being selective, just like listening. You remember when we were talking about listening, we talked of uhm listening being selective. So it is about being selective. Choosing carefully what you read and not necessarily attempting to exhaust all the books on the reading list. Okay? So have you been reading everything that is on the course outline? Because the lecturer said this then you, I remember there was, when we were in secondary school too, we would read, you would read from page 1 of McKean to the to, the last page.

[A few student giggle, some are seen nodding in agreement]

LecX: Huh? Yes yes

X6.S11: They are small books.

LecX: They are just too small?

[X6.S11 continues to say something but it's unclear]

LecX: You didn't read it for, from page, there are some who read it from page 1 to the last one, huh? You did?

[A student nods in agreement]

LecX: So at least she says she did.

[Laughter by some students followed by general chatter which the lecturer allows to pass before intervening]

LecX: There are some who read the Bible from the first page to the-

X6.S11: Last page

LecX: From Genesis to Revelation. Alright?

[A student at the back is heard saying in vernacular 'Ndi mau a Mulungu amenewo' i.e. 'That is the word of God']

LecX: There was a time I could read a dictionary, there was a dictionary, from A, the first A to the last word in, in Z.

[A few students murmur in disbelief]

LecX: But that's not being selective, okay? That's not being selective. So academic reading is about being selective. Choose what you are supposed to read according to your uhm to your purpose. And not just necessarily you read everything. But you need to focus on the things that you uhm that you need to read. So what are the general reading problems, alright? What are the general problems that we uhm as university students in uhm English Foreign language contexts or second language contexts uhm face? So most of the times uhm lack of vocabulary knowledge. *[Mentions X6.S3]* you remember you talked about new words, huh? So sometimes the reading is difficult, alright? Uhm we find problems in reading when you don't know vocabulary. Okay? When you don't know the words, it is difficult to, to read. Is it true? When you find a text that is so, you don't know most of the words it will be difficult for you to, to understand it or to read it. It gets frustrating, huh? So lack of vocabulary knowledge, that's one of the things. Not just uhm here we are talking about uhm any English foreign language students and second language students, but not necessarily talking about technical language. Sometimes even the vocabulary of uhm everyday speech because it's a second language, some will have difficulties in the vocabulary of even what the first language speaker would find uhm would have in their, in their minds. Alright? Again another problem is failing, failure to adapt reading strategy to, to purpose. So that's another problem that uhm second language speakers or people who have learnt English as a foreign language uhm face. So failure to adapt reading strategy to purpose. So what do they mean by that? When you are reading you always have a purpose, a purpose why you are reading. Are you researching? Do you want to read detailed information or do you just want to find out whether that thing, that book is uhm necessary or not? You have different purposes, purposes sorry. But you definitely have to put different strategies to different purposes. So sometimes you use a diff- a wrong strategy to to purpose. You want, you just want to read, to know whether this book is relevant or not but you are sitting down, you are reading from page 1 to page 30, right? But all you want to know is whether I should take this book or not, alright? So you find yourself wasting time reading uhm something when all you needed was just to skim through and see a few things and assess. Alright? So that's failure to adapt reading strategy uhm to purpose. Vocalization and sub-voca- sub-vocalization, that's another uhm problem that we have. The ability to vocalize uhm what we read. So that's another problem that people uhm in second language contexts have. Lack of practice in reading especially in large amounts. So this could be uhm could go far as that. Lack of practice in reading. I've seen many reports saying that uhm especially in the Malawian context that we are not uhm we do not have a reading culture. Is that true?

SsX: *[chorus]* Yes

LecX: We don't like reading.

SsX: Yeah

LecX: Huh? We don't like reading. *Mu* [in a] bus, when you go to other countries, when they get in the bus or train or an aeroplane, people are

SsX: Reading

LecX: Reading. They have a book, they have that, something uhm they are reading an e-book. *Ife tikakwera bus timatani* [What do we do when we ride a bus]?

[LecX laughs]

LecX: Bola *masiku anowo kuli* WhatsApp [Better these days there's WhatsApp]. Before you even go to WhatsApp which is really making things worse. Sleeping, eating. We like eating in the bus, huh?

[SsX give vocal affirmation]

LecX: Chips, if you are, *amene amakhala ndi ma business a mm'bali mwa* [those with small businesses along] uhm along the road they know that we just love eating. You are coming from Zomba, you are going to maybe Machinga. But from Zomba at Matawale you have already bought eggs.

[Laughter]

LecX: By the time you reach Domasi you are on uhm on *chimanga* [cooked or roasted green maize]

[One student is overheard shouting 'Thobwa' (local non-alcoholic brew)]

LecX: Then *thobwa*. If you are going to Lilongwe bus *yonse kumangodzadza* [the whole bus is full] with, full of eggs...yeah, chips and all that. I'm not saying that it's bad. If you are hungry, you are hungry. But sometimes you are like *[LecX continues to say something for a few seconds but it's unclear due to lowered voice and background noise by students].* Okay, uhm another thing that also we like eating, it's not a generalization. But these are some of the things that we, eating, we have talked of...sleeping, what else?

X6.S12: Music

LecX: Music. There will be loud music in the bus. Uhuh? Or in the *[uses gesture for earphones],* yeah, in the, especially for the teenagers, like teenagers...and there are some who like talking in the bus.

[General murmur of agreement from SsX followed by chatter which LecX allows to pass for a few seconds]

LecX: Yes, you just enter, you just sit down, you have *[a few words are unclear],* 'Muli bwanji mayi?' [How are you, madam?]

[Laughter]

LecX: And you try to answer like *'Ayi, ndili bwino'* [I'm fine], short answer. *'Mupita kuti?* [Where are you going?]

[Laughter]

LecX: You take out a book trying to say that I am busy. *'Ndiye mumakhala konkuno?'* [So you stay around here?]

[Laughter]

LecX: But it's also not a bad thing, alright? It's also not a bad thing uhm because that's also what keeps us uhm going, right? It's our way of uhm, that's why we are, yeah it's our, it's also our way of connecting, huh? That's our way of cohesion and all that. And when you've had a bad day, sometimes you can have a good day just because you have gone to uhm to the bus or the train...but to the bus. So you are like just by talking to somebody you find that maybe you have your, that heavy thing, you have talked to a stranger. While in those cultures where we are saying that they don't really uhm co- engage much, it's all the seat. Somebody just comes and sit and the other one...Uhm are you not going to say hi? Nothing. Huh? Until all the way. So if you have problems you have nobody to talk to, huh? You have no time to, to forget about your problems for a few hours or a few minutes, huh? So it's also good, it works when we are, in a way. And uhm some I remember, when I was doing my *[mentions qualification]*, *[mentions city]* there are some areas which are also, which could also be, uhm which uhm people could also be in a certain way like that. And there was a Zambian friend, good friend who also has uhm our, our culture is also like uhm their culture. Yes uhm *[addressing a student in the front row who indicates is Zambian],* that mean you talk too.

[Student nods]

LecX: In the bus? What about eating?

[Laughter. Concerned student says something but it's not clear]

LecX: Uhm do you eat chips and uhm sugarcane and all those things?

[More laughter]

LecX: So she was frustrated, she was frustrated that people don't talk to her on the road, alright? So she was like 'Oh I want to go back home. And all that. People don't talk. You get in the bus, everybody is just doing their own thing. When I answer, when I talk to them they don't want to uhm they don't to answer me. They look surprised why I'm talking to them. So she was sad because she was used to that thing. Okay, back to lack of practice in reading. So other cultures have reading uhm cultures, huh? Even children learn how to read in a uhm very early. So uhm people will start uhm reading to their kids even when they are pregnant. So they are already reading to their kids and they say, I don't know scientists, you say that there's a connection between reading to your kids, they already start understanding a little bit of the language, even though they are in their mother's uhm belly. Yeah, by the time they are born, even before they

are uhm even before they are, they know anything or they can see or can really uhm take a book, they already being read to. Everyday...until they start touching the book maybe and then they'll keep on reading, reading, reading. Alright? So they start reading at uhm, what about us? Most of the times, there are several issues, okay? It's not our fault sometimes, huh? There are also poverty issues, that uhm we cannot have books, alright? We cannot have books. Uhm the first time maybe we see a book will be maybe in in nursery school or in primary, in primary school. So that makes the reading uhm we start reading at uhm so it means that we have to work hard towards improving access to books to people, alright? We have to improve access to books, we also have to find ways in uhm we have to find ways in encouraging people to, to read. Because sometimes you can have a books there. And nobody will touch them, alright? And I've seen that nowadays because we don't like reading, have you seen that people's hate it to say those, when you see on Facebook a long post we don't bother to read it. Or on WhatsApp, somebody has sent a large *[gestures to mean long]* you hear people that *'Eish abale'* [exclamation for displeasure].

[Chatter for a few seconds]

LecX: And I remember in one group they said 'Uhm when you are done, those who like reading, when you are done please explain to us what that uhm yes, summarize to us what that long post is uhm is saying. So in order for you to know how to uhm know how to read uhm properly, you should get into the practice of, of reading, alright? We've talked about poverty issues, I'm assuming that you will not have poverty issues, not so? You'll have some money, huh? So buy books for your, for your children uhm uhm if you'll have them, alright? To those who have them, encourage them to, to read. And also for you, for some, for your child to like reading you should also like reading yourself. Alright? They say that the parents, you should see your parents, uhm the child should see the parents reading so that they also like reading. *Osati koma adadi sagwira ndi bukhu nkomwe* [Not a situation when the father doesn't even touch a book]. *Aaa adadi sagwira bukhu* [Dad doesn't even touch a book]. So that will be a problem. So you should like reading so that you it's easier, alright, it's easier to understand a lot of, of texts. So reading, not just uhm because uhm Dr. Nyando, Dr. Gama says there's an exam, *ndiye basi* [and that's when] [uses gesture for reading], huh? *Kumawerenganso* [You should also read] some other, some other things. Novels, uhm magazines, other other reports and all those things, huh? You should be reading widely.

[A student at the back is captured by the camera saying 'nthawi, nthawi' meaning he doesn't have the time to read as being suggested by the lecturer]

[Chatter]

LecX: So we are saying that lack of practice in reading is a problem, especially in large amounts. Okay? When there's also large amounts, you have talked about large amounts, huh? You have large amounts of reading, so that's a problem. How do we read when we have large amounts? Faulty habits of attention and concentration. So that will also make it difficult for us to read properly, when we do not have uhm good habits in terms of concentration. You need to find a

good habit of concentration. Be in the thing that you are reading. I will read this. No Facebook, no WhatsApp, no daydreaming, alright? Because sometimes you can start reading and then you find that your mind goes to something else. Or when you are reading on the Internet, then you remember something, you go and open this other uhm you open another link then you go to another, another page. Then you find that your laptop has so many uhm pages that are open. Alright? So faulty habits of attention and concentration. So these are some of the things that are problematic in reading, but which we are hopping if we have them we have to uhm do away with them, alright? Alright, let's take a rest and then we'll come back.

[Here the lecturer gives the students a short break to freshen up before resuming the session. During the break, I could overhear students talk amongst themselves in Chichewa the local vernacular. The session resumes 13 later and LecX begins by distributing a handout for practicing reading speed to the students.]

LecX: Alright. So each one should get one.

[Chatter as the lecturer continues to distribute the handout]

LecX: So you should have pages 12, 13, 14 and 15.

[Chatter in vernacular among students and they check to ensure that they have all the pages mentioned by the lecturer]

LecX: Who doesn't have 12?

[A number of students raise their hands]

LecX:

[Chatter in vernacular continues among students as some call for the pages that they are missing]

LecX: Okay, who doesn't have 13?

[Concerned students raise their hands. Chatter in vernacular continues. Other students continue to call for the pages that they are missing]

LecX: Okay, who doesn't have 14?

[Concerned students again raise their hands]

LecX: 13?

[Concerned students raise their hands]

LecX: 14 again?

[Concerned students raise their hands]

LecX: 14? 13? 15? 15?
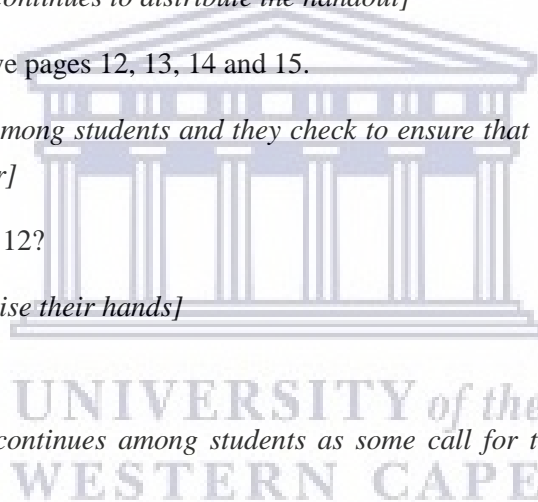
[At the mention of each page number, concerned students raise their hands and LecX proceeds to distribute the pages to them. The distribution of the papers takes about another 10 minutes and then the lecture resumes]

LecX: Alright. *[Pause]* Alright uhm...So you have uhm something there from 12 then, 12, 13, 14, and 15. So I want to do something together.

[Pause as LecX looks at her phone, seemingly to check on time]

LecX: I want you to start reading. When I tell you start you need to start reading. When I say stop you should stop where you, uhm you should immediately stop. Alright? No cheating. Alright, start reading.

[Students start to read silently]

LecX: Stop. Mark where you have stopped.

[Students do as told]

LecX: Okay. So mark where you have stopped. Okay, let's see how uhm you can test your reading uhm speed, huh? One of the things that uhm you need to have as a university student is to be able to read, huh, uhm quickly. Of course it depends on the purpose of your uhm that you are reading for. So I told you to start reading uhm...and then I said stop uhm you stopped. So I'm sure now everybody has stopped reading. Uhm so let's calculate how you read. So according to some formula, uhm you can calculate how fast you, you read per minute. Alright? So what you need to do is count the number of words in 7 lines and write that number down. So count the number of words in 7 lines and uhm write that number down.

[Students count as instructed]

LecX: Alright, you have the number now?

[A few students affirm vocally]

LecX: Alright, divided that number by 7. You divide that number by 7.

[Students seemingly do the calculation]

LecX: That is the average number of the lines, sorry of words per line. So write that number down. So you divide that number that you have for the 7 lines by 7, that is the average number of words per line. Then write it down. Count the number of lines you read. Count the number of lines you read. Remember I said you should stop somewhere. Count the number lines that you read.

[Students do as instructed. TPCJ seems to say something to the lecturer, but the exact words are unclear]

LecX: You read that, huh?

[Others continue to count]

LecX: Okay, have you counted the number of lines that you read?

[Some students vocally affirm]

LecX: So you write that number down again. So multiply that number by the number of words per line. Multiply that number, *ma* calculator *ayamba kutuluka* [calculators are now coming out]. Calculate, sorry multiply that number, multiply that number by the number of words per line. Remember we had number of words per line. Calculate the number of lines uhm that you have. Okay, do you have your number?

[A few students affirm vocally]

LecX: That's the number of words you roughly read, alright? How many, how many words did you read? Uhm *[nominates a student by name]*.

X6.S8(TPCJ): 957

LecX: 957. How many did you read?

X6.S13: 535

LecX: 535. How many did you read?

X6.S14: 700

LecX: 700. *[Nominates another student by name],* how many numbers did you read?

X6.S15: 505

LecX: 505. Yes?

X6.S16: 420

LecX: 420. Okay, uhm *[nominates another student by name]*

X6.S9: 874

LecX: 874. Anybody who reached 1000?

[Silence]

LecX: *[nominates another student by name],* how mu- how many number, words do you?

X6.S7: 1023

LecX: Sorry, 1053?

X6.S7: 1023

LecX: 1023. Okay, one thousand and twenty-three words.   Anyone who has less than 200? 300? So those are the numbers that you, uhm the number of words that you read, okay? So you read
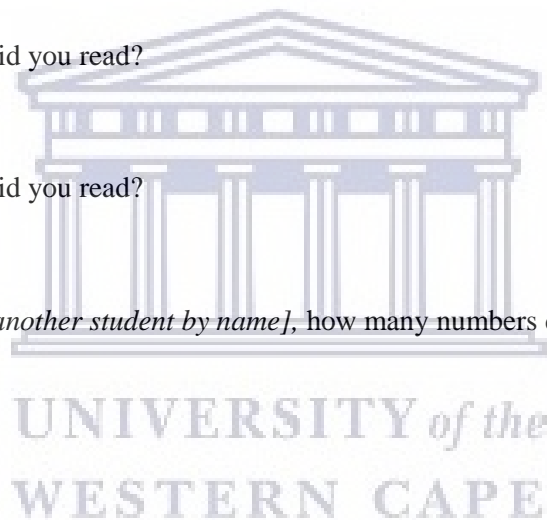
uhm not for 5 minutes, but you read for 4 minutes. Alright? Divide the total number of words you read by 4.

[Students calculate]

LecX: *Masamu uhm kulinso masamutu eti* [There's also maths, huh]? Do you have a number?

[Vocal affirmation]

LecX: Okay so I said divide the number of words that you have uhm by 4. Those are the number words you have per minute. Alright so *[nominates a student by name]*, how many words do you have? How many words did you read per minute?

X6.S15(TPMD): 127

LecX: 127. 127 words per minute. Who uhm, who else? *[Mentions student by name]*.

X6.S16: 188

LecX: 100-?

X6.S16: -88

LecX: 188. *[Nominates another student by name],* what did you get?

X6.S8(TPCJ): 239

LecX: 100- huh?

X6.S8(TPCJ): 239

LecX: 239. Alright. *[Nominates another student by name]*?

X6.S7: 256

LecX: 256. *[Names another student]*

X6.S3: 232

LecX: 2-?

X6.S3: 232

LecX: 232. Uhm *[names another student]*

X6.S17: 161

LecX: 161. 161. Anybody with lower than 150?

[A student raises a hand]

LecX: How much?

X6.S18: 130
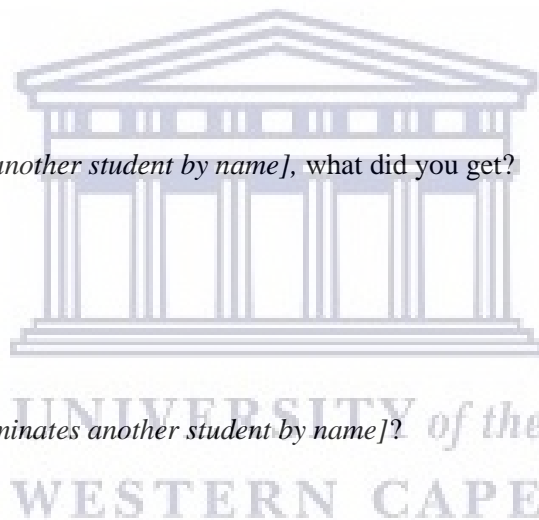
LecX: 130.

X6.S19: 124

LecX: 124 *[nominates another student by name]*

X6.S20: 98

LecX: 98

X6.S21: 120

LecX: 120. Yeah?

X6.S22: 72

LecX: *[with a tone of surprise]* 72. Okay. Anything lower than 72? Okay, so let's see whether that reading speed uhm whether we need to improve on the reading speed or, or not, huh? Because there's a particular that, you remember you said that you have lots and lots of uhm work, huh? But you also have to know how to read uhm at a certain pace. Alright? *[LecX begins to read from a slide on the whiteboard].* 150 uhm words per minute is insufficient, huh? So if you, if you have 150 words and below, that's insufficient.

[Laughter]

LecX: 250, did anybody reach 250? Did anybody reach 250?

[A student at the back says something but it's unclear. Another one indicates that he reached the number but the exact words are unclear]

LecX: Okay, so how many words per minute? Okay, we'll leave you to calculate huh?

X6.S7: 378

LecX: 378? Okay, so 378. Uhm 250 words is an average general reader uhm that it's not for university.

[Laughter. LecX continues to say something for some seconds but it's unclear because of the noise from some of the students]

LecX: *[names a student]*, how many words did you have?

X6.S22: 172

LecX: Sorry 172. Which means you need to, to pull up, huh? So average read, so that's an average reader but slow for university. Alright? 400 words per minute, is a good general reader, alright? Minimum for effective college reading, alright? So you should try to reach 400 words per minute. 600 words per minute, that's a strong college reader. 1000 words per minute, okay. That's, alright. Supersonic speed.

[Chatter. LecX is also engaged in side-talk by a few students including TPCJ]

LecX: Alright. But that also depends on the text that you read, uhm the difficulty of the text. There were some who were given a difficult text, so it took them long to uhm to read, alright? So there'll be certain different variables, but uhm yeah, this is not supposed to put you down, alright? To say...that is not supposed to put you down. What it is supposed to do, what it is supposed to do, it is supposed to make you aware, alright? It's supposed to make you aware that, uhm uhm we need to uhm we need to pull up our socks, we need to, to develop strategies. So that's why we are talking about how you can read. That's why you are here in an LCOS class. To help you uhm develop certain strategies that will, that will help you to uhm read uhm effectively. Alright? Because I know that sometimes you might also not uhm there are some people who are really slow readers...there are some people who are really slow readers. You give them something to read, they will take forever to reader. And you wonder that 'Are you reading the same thing that I'm reading right now?' Some are very fast uhm readers. But it also depends on uhm how you are going to use it. Alright. So that reading speed was explained by Frye (1963a) and as I said you use different kinds of reading. We'll talk about the different kinds. So you usually are a bit slower and such reading speed is used when different, uhm when the material is difficult and it requires high concentration, alright? It requires a high concentration. So for the, for slow reading, poor readers read 90-125 words per minute. Alright? With 80-90 comprehension uhm rate. Good readers 200-300 words per minute. Alright, so when you are reading in order to, slow reading of difficult material which requires high concentration, it's usually about 200-300 uhm words per minute of good reading and then that will get about 80-90%. So then you have an average kind of reading, alright, an average kind of reading and it's used for everyday reading, for example magazines, uhm newspapers and easier texts books. Alright? So that, in that way you are not too fast or too slow. And good readers will read about 150 to, uhm poor sorry uhm 150 to 180 words per minute with 70% comprehension. 250 to 500 words per minute, 70% comprehension, that's for good readers. Then good which is which is the speed which is like uhm a bit uhm faster, it's used spe- uhm skimming, what is known as skimming, we'll talk about skimming very soon and this used when the highest, great speed is desired. It's a spe- it's a technique where you have to read quickly, alright? That's known as skimming and comprehension is intentionally lower. So when you are skimming you are reading fast but your uhm you not reading necessarily to understand, alright? You have other reasons for reading. Poor readers cannot skim, alright? They don't know how to skim. Uhm good readers have 800+ words per minute when they are, when they are skimming because it's really, it's really fast. And they get about 50% comprehension of the text. Alright, so that's just about uhm reading speed. And we talked about academic reading and uhm difficult sorry the difficulties that L1 sorry L2 speakers face. Let us uhm go on to see effective reading strategies, some strategies that will help you uhm to read effectively, alright? Effective reading strategies. These are strategies that will help us read effectively. So they'll help us to improve uhm the reading speed, they will help us to read uhm to understand things and read according to, to purpose. Alright? So you have different strategies that will enable you to adapt reading to suit the purpose for which reading is being done. So reading is purposeful, remember? Reading is purposeful, you read for a particular purpose. So you have to adapt reading strategy to your, to

your purpose, the reason why you are reading. And such strategies include scanning, skimming uhm and intensive reading. And the strategies include scanning, skimming and intensive reading. What is skimming? Skimming is used if a person wants to gain a quick overview, alright? Quick overview of material that you see if the text is useful. So when you skim, you just want to get an overview idea, an overview uhm uhm message from the text, alright? Skimming is not reading, alright? Skimming is not reading. It will tell you about a text but you will not learn from it. So you will just get an understanding of the text but not necessarily that you are reading to learn something from, from it. When you skim, you skim first sentences or paragraphs and pick out key words to see if it is useful. Alright? So the the, you are, as I said it's a quick overview to see if the text is useful, for example, you have been given an assignment, there are so many books which you can find, in the library or on the Internet. But you have to see whether the book is uhm useful or an article is useful. So you just uhm go through the text quickly. And you do that by skimming first sentences, you look at the first sentences of of paragraphs, in other words topic sentences, you remember we talked about top- topic sentences. And pick out key words to see if it useful, alright? Uhm sometimes when you are, you are, we'll talk about that later, okay? Focus on facts and concepts, look if the facts answer your questions, focus on your essay question. So you have an essay question, you want to see whether that essay question, that book is going to answer your answer question, alright? Focus your attention on subheadings, bold, italicized or underlined texts, figures, diagrams, graphs, charts or photographs. So you look at bold words, you look at uhm italicized words, to see if something is important. Why? Uhm because when you bold something, it means that it is, it is an important word. Some articles, if you remember the texts that I gave you to do your, your uhm your exercise last week uhm during our last lecture, there were some key words. It means that those are important words that are included in the, in the text. And you see how that is relevant to what you are looking for. So to use skimming to decide which book or journal article can be useful to you, look at the following, alright? So you want to see whether something is useful to you. For books you look at the blurb. The blurb is the back cover, if you see some books they will have a back cover and that back cover will give you general content, alright? In the, in the book. So read this to find out a little more about the contents and coverage of the book. Uhm they also give you information about different editions of books and what is different from particular editions. So if they say this is the 3rd edition, they will explain why the third edition is different from the second and the first edition. So the blurb will give you an overview of the content and the coverage of the book, the areas in which the uhm that book covers. Title and author. Titles and subtitles will provide uhm you with descriptive information too. So the title of the book will show you that uhm this is what we are talking about. Uhm you remember the books which I gave you, there was one which had African voices. You remember?

[A few students affirm vocally]

LecX: You remember? So that one was a book on African voices. But it was narrowed, you remember? It was narrowed to something else. What did it say? An introduction to, who remembers?

[A student says something but it is not loud enough]

LecX: Yeah, the linguistics and languages of Africa. So it's African voices, not just any other African voices. It's not talking about music, it's not talking about uhm it's not talking, it's talking about languages and linguistics of African languages, alright? So that will will give you, the title and the subtitles will give you an idea of uhm what you are looking for. So if you are doing uhm a book, sorry a, an assignment on something in biology or something in physics, will you go to read that book? No, huh? So you won't go to read that book because it's not relevant. So you will leave it, alright? You'll leave it and go to another, another thing. So sometimes your tutor or your lecturer will recommend certain authors and with time you will be able to recognize their work, alright? Other work by them. So you uhm there are people who have written in certain fields and your lecturer will tell you that if you are looking for this field, you have to look for this author. So you know in each field, that in each of field of study, there are people who have written extensively in a particular area. And you know that 'Okay, if I find this author' uhm when you see a book by that author you know that, uhm you that there's a high chance that what you are looking for is in that book. You also look at the publication date, located, it's usually located, yesterday I was showing where it's located uhm on the back of the title page. Most of the times check for the most current edition uhm don't look for texts, don't use texts that are old, huh? 1980-*chani* [something], 1976, 1950-*chani*, essay *yatunthu* [a full essay] with uhm texts from 1950-something, 1960-, anyway why don't we like, why do we say you shouldn't use uhm old texts? Not that those that are old are useless, *eti* [huh]? Yes?

X6.S3: It's not updated.

LecX: It's not updated, huh? If you read something from 1950-something or 1970-something, there could be something that was written 1990-something or 2000 and something that is up to, to date. So you might not be current if you take something that is in 1950-something or 1970-something. Your lecturer will tell you that 'We stopped talk- discussing these things sometime back. Why are you talking about it?' Alright? So you need to take, you need to be as current uhm as possible. But sometimes you could have old texts, alright? Sometimes you could have old texts. Maybe uhm they were very important for that field. They changed maybe the field of a particular, way of thinking of a particular field. So you still need to go back to old principles or old uhm older texts. But don't do, overdo it. You only go to those when there's, whenever, when it's necessary for you to go uhm to an old text. But as I have said, if it is a crucial uhm text in that field, alright? Table of contents. The table of contents will also give you uhm information uhm that you need on a particular theme. So this can be the form, in the form of chapter headings, listing of main headings in the chapters, uhm so by looking at the table of contents, you can see the topics that the book covers. You have an idea of what the book covers and what the *[unclear word]* was trying to do. And they are saying that a good indication is the amount of pages the author devoted to a particular subject. If uhm on a particular subject you have uhm you only have one page, alright? It means that that information, uhm that author did not go into detail in that area, alright? But if it is maybe about 10, alright, 10 pages or 5, 5 to 10 pages, then you know that at least they did something uhm in that area. You remember we have

talked about the introduction so many times in writing and said that the introduction gives you a detailed overview, alright of what is in the book. So introduction will give you a detail in- uhm overview. So you can skim through the introduction and it'll also for a book it'll give chapter by chapter, chapter by chapter summary of what the book has. You can also look at chapter headings and summary. Uhm these will give clues, summaries will give you clues in what is the overall uhm idea in that book. So you can use these chapters, these summaries to judge the relevance of the chapters. Uhm you can also uhm skim by looking at the glossary. What is a glossary?

[Silence]

LecX: What is a glossary? Yes?

X6.S23: Is a list which is found at the end of a book where you can find some meanings of the words that have been used in the, in the book.

LecX: Okay. So they are words that are found at the end of a book where you have uhm meanings, alright? The important words that have been used in the book and their meanings, alright? You can also look at the bibliography. So that, the glossary will also give you an idea of what was, what was discussed. A bibliography, that will also give you an idea. You look at the bibliography uhm to see what other books the uhm author used. So sometimes you can even have an idea of where else to go and look for other books by looking at the bibliography of one book. So that book will give you indications of where else to look for other material. Index, what is an index?

[Silence]

LecX: It's right there. So it has words uhm topics that were covered in the book. So you you used it to quickly see what was covered. So use this search quickly for your topic. If does not appear, the book may not be of use to you. For journal articles, you somehow follow some of the same things. Journal articles, if you have a journal article, you can look at the title, author of the title, is the author uhm a reliable source? Alright? Is there a reliable source uhm publication date, again how current is the article, abstract, an abstract of a journal article will give you an overview, a summary of the whole article? So it will give you what was covered, what was found, and everything else. Headings, reveals what the paragraph will cover, tables and diagrams, you look at all that. Is the evidence supported? You look all that. Conclusion, what are the findings, you look at the conclusion chapter sorry conclusion section and you see what the main findings of that article is uhm main findings are. And that will give you an idea of whether that uhm that uhm article is relevant. Uhm the reference list, the alphabetical list of sources used to write the article. Again that will also help you have some information on book and also sorry that uhm article but also about other *[last word unclear]*. Any questions on skimming?

[Silence]

LecX: So when do you use skimming? When do you use skimming? Yes?

X6.S3: Maybe you just want to get the main idea or see if the thing you about to study, the information in the book is really important like relevant to your research or not.

LecX: So you want to see whether something is relevant or not, whether you need to use something, alright? So you have been given an assignment. Do you just go first and then get one book and start reading intensively? You need to see whether that book is relevant. If it is, if you quickly go and start reading it intensively, writing notes, rather you are wasting your time. What if that book is irrelevant, you have written all your notes and things and then you that uh uh! It wasn't talking about the, the topic. Alright. So the, your skimming you use it firstly and it's not reading as I said. You are not necessarily reading to get uhm to answer questions. So you can't skim and expect that you will answer questions uhm exam questions when you skim. Are we together? Any questions?

[Silence]

LecX: It's lunch time. I know when you say 'Any questions?' It's like 'No no no, we want to go and eat, huh?'

[Laughter]

LecX: Okay, so I will see you next week. Alright? The last week.
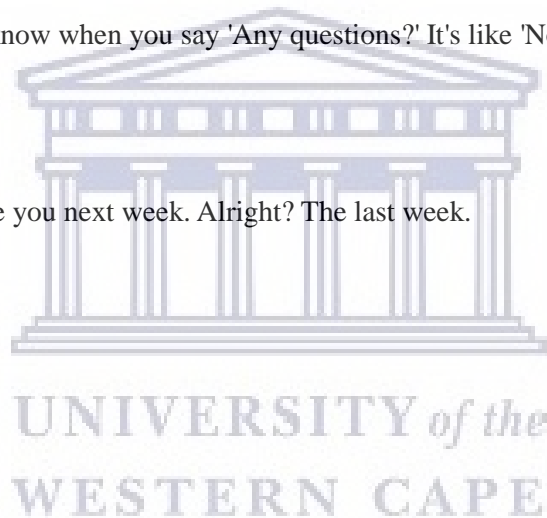
Appendix C: Selected complete lecture observation protocols

Note: Due to limitations of space, it is not possible to present observation protocols for all the 44 lectures that I observed. I therefore have had to make a judgment call to present in this appendix a representative selection of the protocols which further exemplify and support the issues raised the the data presentation chapter (Chapter 4) and discussed in Chapter 5. These protocols are from all the 5 groups and 4 lecturers that I observed.

Appendix C1: Selected observation protocols for Group U and LecU

<table>
<tr><td colspan="4" align="center">Learning Agency in English for Academic Purposes
Session U1 Observation Protocol
Lecturer Code: LecU</td></tr>
<tr><td>Date:</td><td>05.11.18</td><td>Group: U   Time & Duration:</td><td>08:00-10:00</td></tr>
<tr><td colspan="4" align="center">Topic: Academic Writing</td></tr>
<tr><td colspan="4">Criteria</td></tr>
<tr><td colspan="4">1. Resources for EAP learning and observed target learner responses to them:

-Lecturer used a projector beam content on the whiteboard for students to see. Students sat down listening. Most of them could be seen taking down notes.</td></tr>
<tr><td colspan="4">2. Activities for EAP learning and observed target learner participation:

-Lecture method was dominant followed by Q&A. LecU asked questions and nominated students to answer them. A few students also interrupted the lecturer to ask some questions. TPNE was among those who asked the lecturer questions for clarifications.

-On a few intervals, the lecturer nominated students to read a few slides loudly to the whole class. Other few intervals where the lecturer asked the students to read some slides silently to identify sentences that seemed to exemplify the different parts of an essay introduction.

-Brief pair activity in which students were asked to identify and discuss parts of an essay introduction from a sample beamed on the whiteboard.</td></tr>
<tr><td colspan="4">3. Available language resources and how they are exploited for EAP learning:

-LecU employed EMI to deliver content, ask questions and answer questions. Students also asked and answered questions using the English language.

-The PowerPoint slides that were beamed were also printed in English.

**No observed instances of vernacular use during the course of the actual lecture although students used vernacular Chichewa to communicate among themselves before the start as the lecturer was busy with connecting the projector to his PC.</td></tr>
</table>

4. Observed assessment activities and feedback on the topic in relation to learner agency:

-Formative Q&As by the lecturer meant to find out if students were following.

-Formative assessment: students were asked to identify parts of an introduction for an essay from a sample paragraph that the lecturer beamed.

**On a number of occasions during the lecture, LecU spoke in ways that seemed to suggest that the teaching was some sort of grooming the students on how to answer examination questions on the topic.

5. Lecturer approach to teaching and learning versus learner agency:

-Mostly banking (Lecture method). The lecturer had all the content which was delivered to the students who sat down listening and took down notes. LecU also chose tasks, asked questions and chose who should answer them.

- A fewer occasions where students interrupted the lecturer to ask for clarification mostly. TPNE was one of the students who did this.

6. Forms of positioning observed in relation to the topic:

-Lecturer positioned self more strongly as source of knowledge and authority on the topic.

-Students mostly positioned as listeners and note-takers. On fewer occasions, a few students attempted to position themselves as knowledge-seekers by interrupting the lecturer to ask for clarification.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

- Teacher-fronted, movable furniture, relaxed atmosphere. Lecture took about 1hr 45 min.

**Though academic writing appeared further down on the teaching plan outlined in the course syllabus, it being taught earlier in the semester. LecU explained that this was done to prepare students in anticipation that they would be required to write essay assignments in their content modules.

Learning Agency in English for Academic Purposes
Session U3 Observation Protocol
Lecturer Code: LecU

| **Date:** | 15.11.18 | **Group:** U | **Time & Duration:** | 13:00-15:00 |

Topic: Listening and note-taking

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-Lecturer projected content for the day using PowerPoint on the whiteboard in front. Students sat down listening. Many could be seen writing down notes.

2. Activities for EAP learning and observed target learner participation:

-Q&A dominated this lecture. LecU asked most of the questions and students provided responses either as individuals or as a whole class in a chorus. A few students also asked some questions. TPNE answered as well as asked questions at some point in the lecture on four occasions. TPKW also made contributions on two occasions during the lecture.

3. Available language resources and how they are exploited for EAP learning:

-LecU employed EMI to deliver content, to ask questions and to answer questions. Students also asked and answered questions using the English languages.

-The PowerPoint slides that were beamed were also printed in English.

**No instances of vernacular use during the course of the actual lecture. However, I could still hear vernacular Chichewa among students during lighter moments of the lecture and also before the start of the lecture as the lecturer was trying to organize his equipment.

4. Observed assessment activities and feedback on the topic in relation to learner agency:

-Formative Q&As by the lecturer meant to find out if students were following.

-On a number of occasions I heard the lecturer make reference to how questions on note-taking/making are asked during examinations.

5. Lecturer approach to teaching and learning versus learner agency:

-Mostly banking (Lecture method). LecU delivered all content to the students who sat down listening and took down notes. LecU also asked questions and chose who should answer them. At the beginning of the session LecU asked students to define listening on their own and later came and offered a 'correct' definition. LecU dictated the pace of the lecture.

6. Forms of positioning observed in relation to the topic:

-LecU positioned more strongly as source of knowledge and authority on the topic of the day.

-Students were mostly positioned as listeners and note-takers.

**Students who do not ask questions during lectures were positioned as passive listeners in the lecturer's description.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

- Teacher-fronted, movable furniture, relaxed atmosphere. Lecture took about 1hr 50 min.

**On a number of occasions the lecturer gave examination hints, which gave impression that the topic was being mainly taught for examinations than for anything else. There was so much emphasis and reference to examinations in the lecture.

** Emphasis on examinations seemed to erode the fact that note-taking/making is a form of individual writing where students make notes according to their own preferred style using symbols they can understand. The way it was presented seemed to suggest that students make notes in order to present them to someone who will read and understand them, and therefore they have to use a style and symbols and abbreviations that are acceptable to that imaginary person.

Learning Agency in English for Academic Purposes
Session U8 Observation Protocol
Lecturer Code: LecU

| **Date:** | 10.12.18 | **Group:** U | **Time & Duration:** 13:00-15:00 |

Topic: Mid-semester Revision Tutorial

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-Session seemed to be a tips session organized in preparation for the oncoming mid-semester exams as dictated by the university academic calendar. LecU focused on the common topics that had been covered in all classes and indicated that this was what would most likely be examined.

-At times LecU wrote on the whiteboard e.g. drew the time management matrix and asked students to interpret it.

2. Activities for EAP learning and observed target learner participation:

-During the first part, LecU gave feedback to students on an assessment task on time management in which students were asked to write a SMART goal.

-The second part seemed to be a tips session on how students could approach questions on the common topics that had been covered across all the programs and were expected to be the ones that would be examined. Took the form of a Q&A session. Firstly, LecU asked students to suggest topics for revision (TPNE and TPKW suggested a topic each). These were then revised through a series of Q&As. TPNE volunteered answers on a number of instances during the lecture and asked a number of questions.

-Students also asked questions.

3. Available language resources and how they are exploited for EAP learning:

-Mostly EMI English. In one brief instance LecU used vernacular Chichewa in response to a student who asked where attending initiation rites would fit on the time management matrix.

4. Observed assessment activities and feedback on the topic in relation to learner agency:

-First part was used to provide general feedback on a task for assessment that the students had done.

-The organization of this particular session meant to revise in preparation for the mid-semester exams seemed to further to exemplify assessment-driven teaching.

-The revision session took the form of Q&As that were formative in nature to find out students' understanding of the topics that had been covered up to this level.

5. Lecturer approach to teaching and learning versus learner agency:

-LecU seemed to have attempted some form of decentralized approach when students were asked to suggest the topics that should be revised. However, although it was students who came up with the topics, the lecturer was the one who chose which ones to be revised and which ones should be left out, which in this case was found to be referencing. LecU also asked most of the questions while students provided the responses. On a number of occasions, students also asked questions (e.g. TPNE). This revision seemed to give hints that the oncoming exam was some form of reaping time.

6. Forms of positioning observed in relation to the topic:

-LecU continued to occupy powerful position as the authority on the topic, the source of knowledge, giver of tips for writing an exam. Also asked questions and nominated who should provide answers.

-Students occupied less powerful positions.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

- Teacher-fronted, movable furniture, relaxed atmosphere. Lecture took about 1hr 55 min.

-Lecturer used Q&A quite extensively in this lecture. Teacher-talk was more dominant.

**Typical exam-coaching session revealing the impact of assessment on approach to teaching and learning and desire to be seen to fit with the stipulated university academic calendar.

**TPNE continued to cut out a figure of a thoughtful student who did not just take what the lecturer was saying at face value but rather who tested the knowledge being presented by asking questions that would force the lecturer to clarify or even consider other scenarios that he would not have otherwise have considered. TPNE refused to be ignored when he had a question to ask the lecturer. TPNE was a good example of self-positioning both in terms of class participation.

Learning Agency in English for Academic Purposes
Session U9 Observation Protocol
Lecturer Code: U
Date: 16.01.19   **Group:** U   **Time & Duration:** 13:00-15:00
Topic: Referencing-Student Presentations

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-All the presenters on this day made PowerPoint presentations that were beamed using a projector on the whiteboard in front for the rest of the class.

-The rest of the students just sat down listening. No one seemed to be taking down any notes possibly because the lecturer had already covered similar content during lectures. However, it could also signal that the students did not take presentations by their colleagues seriously or regard them as a serious source of knowledge.

2. Activities for EAP learning and observed target learner participation:

-Activities mainly took the form of a group presenting through one or two persons on behalf of their colleagues. At the end of each group presentation, LecU opened the floor for questions by other students who were listening.

-TPNE made a presentation on behalf of his group and answered the questions from the class regarding the presentation that he had made. He also asked questions to the other groups that made their presentations.

3. Available language resources and how they are exploited for EAP learning:

-EMI mostly. PowerPoint slides were also printed in English. Presenter for group 4 inserted a few Chichewa words in his presentation which the lecturer seemed to have ignored.

4. Observed assessment activities and feedback on the topic in relation to learner agency:

-The presentations' purpose seemed to be two-fold: to act as a form of revision on the topic of referencing which the lecturer had already covered in class and also to act as a form of assessment, graded and scored by the lecturer. Students seemed to understand this and did not seem to show urgency in taking down notes as they did when the lecturer presented the same topic.

-LecU also gave feedback comments or asked feedback questions for students to clarify certain parts of their presentations. Other students also asked questions to their colleagues when the lecturer called for them to make comments or ask questions on what their colleagues had presented.

5. Approach to teaching and learning versus learner agency:

-Devolved powers. Student groups chose amongst themselves who would present on their behalf and organized the content to be presented.

6. Forms of positioning observed in relation to the topic:

-Students took positions as presenters. LecU took both the position of listener and the more powerful position of evaluator.

-It would have been possible for students to position themselves strongly as knowledge creators and authorities on the topic. However, these seemed to have been diluted by the fact that the lecturer had provided groups with slides on which to prepare their presentations from. Also, the lecturer had already covered similar content in previous lectures.

-Lack of evidence for attention by other students e.g. through taking down notes also seemed to indicate that they did not regard their colleagues as authorities on the topic.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

- Session took about 1hr 15 min.

-Only TPNE could be observed to be active during this particular session among the study's target partipants (TPs) in this group. He presented on behalf of his group, took questions from the audience on behalf of his group and also made comments or asked questions on presentations by the other groups.

Appendix C2: Selected observation protocols for Group Q and LecV

<table>
<tr><td colspan="3">

Learning Agency in English for Academic Purposes

Session Q2 Observation Protocol

Lecturer Code: LecV

</td></tr>
<tr><td>**Date:** 20.11.18</td><td>**Group:** Q</td><td>**Time & Duration:** 14:00-16:00</td></tr>
<tr><td colspan="3">

Topic: Informative Essay-Body paragraph

</td></tr>
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Criteria

Resources for EAP learning and observed target learner responses to them:

LecV beamed content on PowerPoint on the whiteboard in front. Students sat listening. Others took down notes.

Activities for EAP learning and observed target learner participation:

Q&A: LecV asked some questions and nominated students to respond.

After explaining the various parts of a body paragraph for an informative essay and providing a sample topic sentence, LecV invited students to provide a supporting sentence for it. One student volunteered to provide the supporting sentence which LecV corrected by inserting a forgotten article. Activity seemed to mirror product approach to writing. Some students also asked questions to the lecturer, including TPFC

Available language resources and how they are exploited for EAP learning:

LecV continued to code-switch between English into Chichewa the local vernacular at various intervals during the lecture. The slides were also printed in English. Some students also used vernacular to explain some English terms. I also overheard students make comments in Chichewa when the lecturer digressed and began to talk about the electricity situation in the country.

Observed assessment tasks and feedback on the topic in relation to learner agency:

LecV mostly used formative Q&A. Also gave out a topic sentence and then asked students to expand it into a body paragraph by providing supporting sentences after explaining the structure of the body paragraph and beaming a sample body paragraph on PowerPoint to the students. Focused on the essay as a product

Lecturer approach to teaching and learning versus learner agency:

Session seemed to follow a banking approach. LecV had all the content including sample paragraphs which were showed to students on PowerPoint. Students sat listening and some took down notes. LecV also provided the topic sentence and then asked students to expand

it into a full body paragraph.

Forms of positioning observed in relation to the topic:

Lecturer seemed to continue occupy positions of power as source of knowledge. Students seemed to continue to be positioned as listeners and note-takers though a few such as TPFC came out to interrupt the lecturer to ask questions.

General classroom atmosphere and other general observations/reflections relevant to EAP learning:

Teacher-fronted, movable furniture.

Lecturer ended class before time (after just 42 minutes out of the total 2 hours allotted to the module during this particular slot) though the remaining time could have been used for further student practice on developing a body paragraph using different tasks and approaches.

There was reference to assessment when the lecturer indicated jokingly in passing that there are some lecturers who give a score for a student essay just by reading the introduction and the conclusion.

Learning Agency in English for Academic Purposes
Session Q4 Observation Protocol
Lecturer Code: LecV
Date: 13.12.18   **Group:** Q   **Time & Duration:**   13:00-15:00
Topic: Academic Listening-Rhetorical functions in listening

Criteria
Resources for EAP learning and observed target learner responses to them:

LecV used a projector to beam lecture content on PowerPoint on the whiteboard in front of the classroom and explained the concepts for the learners, some of whom could be seen taking down notes. Others just sat listening. Quite a large number of students could be seen just listening. For those taking down notes from the slides, LecV seemed to allow some time between explanations of concepts to allow them copy down notes. However, the lecturer seemed to perceive that this was delaying and advised students to be selective and try to rephrase in their own words what they were copying .

-TPMP sat on the corner at the back of the right hand side of the classroom and did not seem to be taking down any notes. At one time I observed that he was not paying attention to the proceedings of the lecture as he was seen talking to a colleague while LecV was teaching.

-TPMJ could be seen listening and taking down notes.

-TPFC sat in the front row just listening, seemed not to be taking down any notes.
TPKH was also present but seemed not to be not taking down any notes.
-Some of my TPs seemed to be missing from this session e.g. TPKS

Activities for EAP learning and observed target learner participation:
-Towards the end of the lecture LecV beamed some context-less phrases assumed to signal certain rhetorical functions in a lecture and asked individual students to guess what such phrases could signal. Students offered their responses.
-None of my TPs volunteered to answer. However, for those that offered their responses, I observed that LecV rejected some of them. I felt that some of the rejected responses seemed to be correct depending on how they could be used during an actual lecture. In rejecting those responses, the lecturer in effect also denied the students their voice and agency. The nature of language necessitated that a context for the phrases be given in order to deal with ambiguity of meaning. In absence of such context, I felt that some of the responses that were rejected might have been correct.

Available language resources and how they are exploited for EAP learning:
-LecV continued to switch freely between English and vernacular Chichewa. However, EMI seemed to be more dominant. Chichewa was mainly used to explain or clarify concepts for the students' understanding e.g. when explaining what digressing meant. There were also other incidences of use of vernacular to joke and to give examples.
-Few opportunities for students to speak.

Observed assessment tasks and feedback on the topic in relation to learner agency:
-A formative assessment task towards the end of the lecture meant to test if students had understood the lecture content. The task itself coming immediately after the lecturer has just finished teaching seemed to mirror a banking approach.
-As the lecturer signalled that the lecture had come to an end, another student perhaps as an afterthought, asked the lecturer the number topics that they should expect during the mid-semester exams to be written in the following week. This once again seemed to suggest to an obsession with exams and assessment as earlier on in another lecture the lecturer had deplored the culture of focusing on exams. LecV still went ahead to give some hints about the exams.

Approach to teaching and learning versus learner agency:
-Seemed to reflect banking model mostly. LecV gave out content to students in the form of ppt slides and concept explanations. Some students took down notes, others opted not to and just listened to the lecture.

Forms of positioning observed in relation to the topic:
LecV continued occupy powerful position as the authority and source of knowledge on the topic for the day and also as one with powers in deciding who should be allowed into the classroom, having established a cut-off point for allowing students into the room.
-Students mostly had less powerful roles as listeners and takers of notes during most of the lecture's duration.

General classroom atmosphere and other general observations/reflections relevant to EAP learning:
Teacher-fronted classroom, movable furniture.
-Relatively smaller number of students were present as some were turned back by LecV for coming late. This class came after students had just come out of a physics exam which finished a bit late and left students with little time to prepare for the EAP class. Many students seemed disoriented as acknowledged by LecV towards the beginning of the lecture when advising them to forget about Physics and focus on what they were now learning.
-There seemed to be some sort of ambiguity. Although this particular lecture was meant to train students on how to listen for and pick out phrases that could be signalling direction during alecture, at times LecV talked as if it was meant for training students on how to signal to their listeners during a presentation. And also it was not clear whether this was about reading or listening.
-Class took approximately 48 minutes which was far less than the 2 hours allotted on the timetable.

Learning Agency in English for Academic Purposes
Session Q6 Observation Protocol
Lecturer Code: LecV
Date: 29.01.19   **Group:** Q   **Time & Duration:** 14:00-16:00
Topic: Academic Reading II

Criteria
Resources for EAP learning and observed target learner responses to them:
LecV used PowerPoint slides from PC and projected content on the whiteboard in front. Some students could be seen taking down notes, including some TPs such as TPMJ, TPBD, TPKS, TPKH. Others were not taking down any notes. E.g. TPFC
Activities for EAP learning and observed target learner participation:
No activities for practice other than a few Q&A moments in which LecV asked questions

and students provided responses.
Available language resources and how they are exploited for EAP learning: **-**LecV continued to code-switch between EMI and Chichewa, where the latter was mostly used for jokes which seemed to contribute to a lighter atmosphere. The PPT slides were also printed in English. -Students responded to the lecturer's questions in English.
Observed assessment tasks and feedback on the topic in relation to learner agency: -LecV gave an unrelated group assessment task on referencing to be done by the students during their own free time.
Approach to teaching and learning versus learner agency: -Approach mostly seemed to reflect banking model. LecV had all the knowledge to deliver to the class. Students sat down to listen and/or take down notes. -Other students decided to completely stay away from the lecture. These included one of my TPs, MS.
Forms of positioning observed in relation to the topic: LecV continued to occupy powerful position as the source of knowledge and authority on the subject and learners as recipients.
General classroom atmosphere and other general observations/reflections relevant to EAP learning: Teacher-fronted classroom, movable furniture. This lecture took less than 45 minutes.

Appendix C3: Selected observation protocols for Group V and LecV

Learning Agency in English for Academic Purposes **Session V2 Observation Protocol** **Lecturer Code:** LecV **Date:**   12.11.18   **Group:** V   **Time & Duration:** 13:00-15:00 **Topic:** Essay writing-Expository essay
Criteria
Resources for EAP learning and observed target learner responses to them: LecV used lecturer notes from PC to deliver content. Sometimes directly read from the PC. Students sat down listening to the lecture. Some took down notes.

Activities for EAP learning and observed target learner participation:
LecV provided a title and gave students an individual task to develop an introductory paragraph for an essay from it. Students developed the paragraph. Later a few selected individuals were asked to write their work on the whiteboard. The whole class then critiqued the work to see if it had the necessary parts as explained by the lecturer during direct instruction. TPDA was one of the students who volunteered to present his work.

Available language resources and how they are exploited for EAP learning:
-LecV used EMI to teach the content but switched to Chichewa occasionally to digress, joke and comment on general issues.
-Students also used English to respond to the lecturer. They wrote the practice paragraph in English. One student attempted to address the lecturer using the local vernacular Chichewa. I noted that LecV advised him to use English.
-I also noted that students used vernacular to joke among themselves. The practice task seemed to particularly have provided the students with opportunity to interact in vernacular.

Observed assessment tasks and feedback on the topic in relation to learner agency:
-A formative individual assessment task in which students were asked to develop an introductory paragraph for an expository essay on a topic that was provided for them. A few volunteers were asked to present their work on the whiteboard in front, which the lecturer and other students then critiqued and tried to correct.
-I observed that LecV tried to correct the grammar on some of the work and inserted missing words.
-Task seemed to reflect product-oriented teaching. Focus was on seeing whether all the parts of an introduction were available. Except for the few who presented their work in front, the work by the rest of the students was not checked by the lecturer or by any of the peers.

Approach to teaching and learning versus learner agency:
-Seemed to reflect banking approach. In the first part of the session, LecV gave out content and the students had to listen and take down notes.
-Later LecV assigned the students an individual task to develop an introductory paragraph to an expository essay on a topic provided for them. Students were expected to use the knowledge presented earlier by the lecturer on the parts that make up an introduction.
**Could allowing students to choose their own topics on which base their writing given them more voice and agency? Could group or pair work been better for the task on developing the paragraph than individual work?

Forms of positioning observed in relation to the topic:

-LecV seemed to occupy a position of power throughout the lecture as the authority and source of knowledge of the lecture content and also provided the topic on which the practice writing task was based and dictated which language should be used by students when responding to questions.

-Students were positioned less powerfully. Some seemed to 'mock' the work of those who had volunteered to present their work on the whiteboard.

General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Teacher-fronted though later LecV moved around to check the practice task being done by individual students.

-Movable furniture, ideal for organizing group tasks but not utilized

- Procedure generally seemed to reflect banking and deficit view: teach the concept about parts of an essay first, give an example, choose a title for the students, ask them to develop a paragraph following what had been learned and then evaluate it using the criteria.

Learning Agency in English for Academic Purposes
Session V6 Observation Protocol
Lecturer Code: LecV
Date: 29.11.18   **Group:** V   **Time & Duration:** 10:00-12:00
Topic: Academic referencing

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-At the beginning, LecV indicated having shared content notes on the topic electronically with the class in advance.

-For actual teaching, LecV used notes from PC as students sat down listening. Some including my two TPs could be seen taking down notes .

2. Activities for EAP learning and observed target learner participation:

-No activities for practice were observed. Lecturer-talk seemed to dominate with fewer incidences of Q&A where LecV asked questions and students provided responses. On very few occasions did students ask questions.

3. Available language resources and how they are exploited for EAP learning:

-EMI dominant with incidences of code-switching to Chichewa the local vernacular.

-Students mostly responded in English and asked questions in English. Could be overheard

using Chichewa when talking amongst themselves

4. Observed assessment tasks and feedback on the topic in relation to learner agency:

-No major assessment task given. Few questions posed by the lecturer seemed to be formative in nature to find out if students were following the proceedings for the day.

-LecV made reference to how the topic on referencing is assessed during examinations and advised students in vernacular to pay close attention and observe the seemingly smaller details about referencing, such as commas, full-stops which could cost them marks during exams if not adhered to.

5. Approach to teaching and learning versus learner agency:

-Seemed to mirror banking model and deficit view. LecV provided all the content to the students who sat down listening, others took down notes. Although LecV indicated having shared the notes in advance, this was not taken advantage of as an opportunity for a more student-led discussion. Also there seemed to be little indication that students had had access to the shared notes as a good number of them could still be seen taking down notes as the lecturer was speaking.

6. Forms of positioning observed in relation to the topic:

-LecV continued to occupy out a more powerful position. Students were left to occupy less powerful roles as listeners, note-takers though it could have been possible to devolve powers for LecV by assuming a less powerful role such as that of facilitator and giving the students a more powerful role.

-A few students interrupted the lecturer to ask questions on the topic without having to wait to be told that it was now time to ask questions. None of the two TPs in this group asked a question or responded to the lecturer's questions.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Teacher-fronted

-Movable furniture

-Lesson lasted for about 90 minutes.

-Part of the content involved defining plagiarism and referencing, a description of what to reference and how to cite sources. The lecturer defined plagiarism as a form of "academic misconduct" or "academic theft", definitions which seemed to dwell on the criminalist conceptualization of plagiarism.

<table>
<tr><td colspan="2">Learning Agency in English for Academic Purposes
Session V9 Observation Protocol
Lecturer Code: LecV

Date: 21.01.19   Group: V   Time & Duration: 13:00-15:00
Topic: Academic Reading</td></tr>
</table>

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-LecV used content from PC to give the lecture. Students sat down, listening. Others took down notes.

2. Activities for EAP learning and observed target learner participation:

-No major activities for student practice. LecV asked a few questions to which students gave responses. A few students asked some questions. One student for example wanted to from the lecturer if the content that they under library skills would be examined during end of semester examinations, which betrayed a concern with examinations rather than learning.

3. Available language resources and how they are exploited for EAP learning:

-EMI dominant though LecV also switched to Chichewa sparingly.

-Very little opportunities for students' sustained use of English or Chichewa. Lecturer-talk seemed to be very dominant.

4. Observed assessment tasks and feedback on the topic in relation to learner agency:

-There was no assessment task given to students

5. Approach to teaching and learning versus learner agency:

-LecV continued to provide all the content to the students who sat down listening and taking down notes. LecV also provided further explanations to expand what was on the slides.

6. Forms of positioning observed in relation to the topic:

-LecV continued to occupy a powerful position while students were left to occupy less powerful roles as listeners, note-takers.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Teacher-fronted

-Movable furniture

-TPKC was no present during this class.

-Although the lecturer talked about the need for students to interrogate what they read as

part of critical reading, there was no practice activity for it in the session.

-Lesson lasted for about less than 50 minutes.

Appendix C4: Selected observation protocols for Group W and LecW

Learning Agency in English for Academic Purposes
Session W2 Observation Protocol
Lecturer Code: LecW
Date: 13.11.18   **Group:** W   **Time & Duration:** 10:00-12:00
Topic: Academic Listening

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-LecW used notes from a PC to give the content to students who were listening and taking down notes. LecW often read from the notes, expanded the points and jotted down important points on the whiteboard.

2. Activities for EAP learning and observed target learner participation:

-Q&A mostly. LecW asked questions to which individual students or the whole class provided short responses. None of my TPs tried to respond to any of the lecturer's questions

3. Available language resources and how they are exploited for EAP learning:

-English-only was employed by LecW throughout the lecture. Students also responded to the lecturer in English.

4. Observed assessment tasks and feedback on the topic in relation to learner agency:

-Mostly in the form Q&A for formative assessment to establish if students were following the lecture

-LecW also seemed to de-emphasize the notion of learning for the sake of examinations and told students that not everything that they learn is for examinations purposes but for their use when they attend other lectures for their content modules.

5. Approach to teaching and learning versus learner agency:

-Seemed to reflect banking model. LecW gave out content and did most of the talking, asked all the questions, while students sat down listening, taking down notes and

responding to the questions.

-On fewer occasions did some students try to ask questions without waiting for the lecturer to indicate that it was now time for questions.

6. Forms of positioning observed in relation to the topic:

-LecW carved out a powerfully as the authority and source of knowledge on the topic and also asked all the questions that mattered. Also nominated who should answer them.

-In one instance, LecW passed on a question from one student to the class instead of directly answering. *Was this small scale devolution of power?*

-Students were positioned less powerfully as listeners and note-takers who only spoke when the lecturer allowed them to.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Teacher-fronted

-Movable furniture

--Lecture lasted for about 1 hour.

Learning Agency in English for Academic Purposes
Session W7 Observation Protocol
Lecturer Code: LecW
Date: 18.01.19   **Group:** W   **Time & Duration:** 15:00-17:00
Topic: Academic referencing

Criteria
1. Resources for EAP learning and observed target learner responses to them: -LecW used notes from a PC and often read points from it, explained them and then wrote some points on the whiteboard. Students sat down listening, others could be seen taking down notes.
2. Activities for EAP learning and observed target learner participation: -LecW employed Q&A to ask questions which mainly seemed to be aimed at finding out if students were following the lecture. A few students also asked questions, a notable case being where on student asked a question on how to reference lab reports. TPDE asked the lecturer to repeat a point he did not understand clearly.
3. Available language resources and how they are exploited for EAP learning: -EMI use by LecW was dominant. In two brief instances LecW used vernacular

expressions to clarify points. Students also used English to respond to the lecturer's questions and asked questions.

4. Observed assessment tasks and feedback on the topic in relation to learner agency:

-No assessment task or practice activity was given.

5. Approach to teaching and learning versus learner agency:

-Continued manifestation of transmission model where LecW lecturer had all the information, which was given to the students who sat listening and taking down notes.

-A few students interrupted the lecturer to ask questions.

6. Forms of positioning observed in relation to the topic:

-LecW continued to occupy powerful position as the source of knowledge and authority on the topic on academic referencing while students were relegated to passive roles as listeners and note-takers.

-When the lecturer indicated that students deemed to have copied each other's work are penalized by awarding them a zero, nearly the whole class erupted in vocal protest.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Teacher-fronted

-Movable furniture

--Lecture lasted for about 60 minutes.

-*I noted in the course of the lecture that LecW characterized plagiarism as a 'misconduct', 'theft' with a 'minimum punishment of expulsion.' Also used the word 'hunt' to describe how lecturers look for possible occurrences of plagiarism in their students' work but later seemed to play it down by saying that there were 4 good reasons for referencing other than avoiding accusations of plagiarism.*

-*In trying to explain one of the reasons why referencing is important, LecW used a localized example familiar to students to convey its importance which seemed to be well understood by the students. This seemed to be an innovative way that could help students understand easily considering that the topic on referencing was new as acknowledged by students in the interviews.*

-*LecW's lecture however, seemed to lack real examples in the form of samples of actual written work that could have been used to demonstrate the concepts and conventions of referencing that were being explained.*

Appendix C5: Selected observation protocols for Group X and LecX

Learning Agency in English for Academic Purposes
Session X1 Observation Protocol
Lecturer Code: LecX

Date: 16.11.18	**Group:** X	**Time & Duration:**	10:00-12:00

Topic: Essay Writing

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-LecX used notes on a PC for instruction, read from them, explained them and jotted important points on the whiteboard. Students sat down listening, most of them could be seen taking down notes.

-LecX also brought handouts which were given to each student and used for a class discussion on elements of an essay introduction.

2. Activities for EAP learning and observed target learner participation:

-Q&A: Mostly the lecturer asked questions which students responded to.

-Reading of sample essay introductions in order to identify elements of an essay introduction. The lecturer nominated students to read sample essay introductions at various intervals. After each reading, the lecturer together with the whole class analyzed the introductions to identify parts such as hook, building sentence(s), and thesis statement.

-Seemed to mirror a product view of writing.

3. Available language resources and how they are exploited for EAP learning:

-LecX used EMI but also brought elements of vernacular to ask students if Chichewa had an equivalent of the English saying 'Fish and visitors stink in three days.' Vernacular in this case seemed to be relegated to trivial issues.

-LecX also required students to use English. When one student wanted to explain the concept of a 'hook' as one of the elements in the essay introduction in the vernacular Chichewa, the lecturer refused.

4. Observed assessment tasks and feedback on the topic in relation to learner agency:

-Formative assessment task for the whole class on identifying elements of an essay introduction from handouts brought by the lecturer. This was meant to check if students could pick out those elements from a sample essay after the lecturer first explained each element and its purpose in the introduction theoretically earlier in the lecture. Seemed to be a more controlled task.

5. Approach to teaching and learning versus learner agency:

-The first part where LecX theoretically explained the elements of an essay introduction and their purpose seemed to mirror a transmission. Here LecW did most of the talking while students sat down listening and taking down notes.

-However, more student involvement came later during the task on identifying elements of an essay introduction where students read samples of essay introductions brought by the lecture and then analysed them together as a class to see if they had the elements presented earlier by the lecturer.

6. Forms of positioning observed in relation to the topic:

-LecW seemed to occupy powerful position as source of knowledge and authority on the topic, especially in the first part of the lecture where students took the roles of listeners and note-takers. LecW asked the questions to which the students provided responses and also identified and brought to class handouts containing sample essay introductions for discussion with the class.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Teacher-fronted. Movable furniture. Lecture lasted for about 1hr 45 minutes.

-Lecturer gave the students a break to relax and freshen up.

- Generally a relaxed atmosphere. At the beginning, LecW explained that they were going to do essay writing earlier than it appeared on the course syllabus in order to train students on essay writing skills in anticipation that they would be required to write essays in the other modules that they were studying. *This seemed to suggest a service oriented approach to teaching.*

-The activity on reading made the lecture highly interactive and many students took part through answering questions or volunteering to read.

-Some of the questions that students asked betrayed concerns with assessment: E.g. How long should an introduction be? How many pages? Is it okay to use *I* when introducing the essay? To the last question, the lecturer did not give a clear cut answer. I heard LecW call the issue about using *I* 'tricky' since some lecturers will allow it while others will not.

Learning Agency in English for Academic Purposes
Session X3 Observation Protocol
Lecturer Code: LecX

Date:	28.11.18	**Group:** X	**Time & Duration:**		10:00-12:00

Topic: Essay Writing-Developing Essay Paragraphs

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-LecX used notes on PC for instruction and seemed to read points from it, expanded them and wrote points on the whiteboard at times. Students sat down listening, most of them were seen taking down notes.

-Class also continued to use handouts a previous make up class to explore the topic for the day.

-LecX chose a passage related to psychology to use in this session. Most students seemed to understand the text, judging from the level of participation that I observed

-Towards the end bit of the session, LecX wrote a sample essay conclusion for the students for discussion.

2. Activities for EAP learning and observed target learner participation:

-LecX nominated students to read aloud sections of a previously distributed sample essay paragraph.

-Students identified topic sentences from sample essay paragraphs on the handout given by the lecturer in a whole class activity.

-Q&A: lecturer asked most of the questions, students provided responses.

-TPCJ seemed to be very involved in asking and answering questions during this session.

3. Available language resources and how they are exploited for EAP learning:

-LecX used EMI most of the times but switched to Chichewa vernacular on fewer occasions to clarify concepts.

-Students seemed to understand implicitly that they were required to use English.

-Prior to covering the content for the day, the lecturer led a discussion on an assignment. This was in English. However other students made comments in Chichewa but were not addressed to the course lecturer.

4. Observed assessment tasks and feedback on the topic in relation to learner agency:

-Formative assessment task not for grading but for practice by the students. Having explained to the students what a topic sentence is, LecX divided the students into groups to read sample texts and identify topic sentences.

5. Lecturer approach to teaching and learning versus learner agency:

-The first part where LecX explained the elements of a body paragraph and their purpose and also the last part focusing on parts of a conclusion seemed to reflect direct instruction. Here LecX did most of the talking while students sat down listening and taking down

notes.

-There was more student involvement later during the task on identifying elements of an essay body paragraph from sample essays brought by the lecturer. These were analysed by the whole class to see if they had the elements presented earlier by the lecturer.

-LecX also entertained a few questions from students, sometimes even allowing them to interrupt.

6. Forms of positioning observed in relation to the topic:

-LecX seemed to continue to occupy powerful positions as source of knowledge and authority on the topic, especially in the parts requiring direct instruction on elements of a body paragraph and a conclusion where students took the roles of listeners and note-takers. LecX also asked questions to which the students provided responses. LecX also identified and brought to class sample essay paragraphs to be used by students to identify the topic sentences for the body paragraphs.

-There were instances where a few students interrupted the lecturer to ask for clarification of some of the points.

-TPCJ pointed out that LecX was only nominating female students to read the sample body paragraphs.

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Teacher-fronted. Movable furniture. Lecture lasted for about 1hr 35 minutes.

-Lecturer gave the students a break to relax and freshen up.

- Generally a relaxed atmosphere..

-The activity on reading sample body paragraphs seemed to make the lecture highly interactive and many students took part through answering questions or volunteering to read.

-TPCJ seemed to be very active in this particular lesson by contributing responses on a number of times either when nominated by LecX or by indicating on his own that he wanted to respond. TPMD was rather quiet. So too was TPCF.

-The larger part of the lecture could be said to have been devoted into guiding students to noticing the techniques that authors use to develop body paragraphs following on from the introduction. The lecture continued to show the link between reading and writing.

Reflections

**However, though this particular session was about essay writing, no real writing practice took place. The majority of the lecture was devoted to reading the sample body paragraphs

and identifying their elements.

***The part about the conclusion seemed to have been rushed through. It did not receive equal attention as the other two parts of an essay.

***Would it have been possible to ask students to identify essays in groups and then bring them to class for discussion?

***On the whole the teaching seemed to focus on the essay as a product, analyzing parts of an essay and the elements within them.

Learning Agency in English for Academic Purposes
Session X5 Observation Protocol
Lecturer Code: LecX

Date: 23.01.19   **Group:** X   **Time & Duration:** 10:00-12:00
Topic: Referencing

Criteria

1. Resources for EAP learning and observed target learner responses to them:

-LecX used PowerPoint slides containing lesson content for instruction during the first part of the lecture. Students sat down listening, some could be seen taking down notes, including TPCJ

-In the second part of the session, LecX brought materials which students used to practice how to compile a references list in a group activity. There were 6 different materials in total that the lecturer brought to the class.

-The use of projector seemed to help the lecturer in terms of speed. However, a good number of students could be seen not taking down notes compared to previous lectures that I observed where no projector was used.

2. Activities for EAP learning and observed target learner participation:

-The first part was mainly characterized by Q&A where LecX asked questions and students provided answers. Though TPCF engaged in Q&A exchange during the lecture, it was rather of personal nature and did not relate to the content of the lecture. TPCJ did not answer or ask any question on this day.

-There was a group task on practicing the compilation of a references list. Students used materials brought to the class by LecX specifically to complete the task.

3. Available language resources and how they are exploited for EAP learning:

-EMI used by LecX. Students also responded to the lecturer's questions in English. There was one incident in which a student clearly used a vernacular word to respond to a question

by the lecturer, which the latter allowed to pass.

-The materials for the group task were all in English and were of varied types.

-During the group task, students could be overheard students discussing the task in vernacular.

4. Observed assessment tasks and feedback on the topic in relation to learner agency:

-Formative practice task in groups on how to compile a reference list using the materials brought to class by LecX following the guidelines for compiling a reference list in APA format that had already been covered. Students were divided into 6 groups and the 6 reference materials for use in the task circulated around them. Each group was asked to write the reference list with at least 4 of the materials. The lecturer went around supervising the progress of the groups.

5. Approach to teaching and learning versus learner agency:

-Before the practice task, LecX employed direct instruction to give content through PowerPoint projection. Students mostly listened, while some others took down notes.

-During the task, the lecturer became facilitator, supervisor and assessor

6. Forms of positioning observed in relation to the topic:

-LecX continued to occupy powerful position as the source of knowledge and authority on the topic of referencing and also as provider of materials for use for the practice task, as facilitator, supervisor and assessor.

-Students positioned as novices, listeners and note-takers though later during the task, they took a more active role as content generators. However, they still used materials brought to the class by the lecturer.

Could it have been possible to ask groups in advance to come with their own materials to use during the group task? Was it possible to bring a sample essay complete with in-text citations and references and use it as a model?

7. General classroom atmosphere and other general observations/reflections relevant to EAP learning:

-Less teacher-fronted especially during the group task.

-Lasted for about 2 hours

-TPMD appeared to have decided to skip this particular class. TPCJ seemed to be more involved in his group during the task. TPCF appeared to be involved at times but was at times also seen leaning his head on his desk as his group was discussing the task.

-Lecturer gave a 5-minute break before the task for the students to relax and freshen up.

Reflections

*This was the first class in which I had observed LecX use the projector to project content on the whiteboard in front of the classroom. One thing I immediately noticed was that there seemed to be a fewer number of students who seemed to be taking down notes. This seemed to differ remarkably from what I had observed happening when there was no projector used: more students used to write down notes; the lecturer's pace was slower; the lecturer used to jot down important point and concepts on the whiteboard for the students to see. **Could use of projector be an affordance or a constraint in the EAP classroom?***

**Though the task on the compilation of a references list seemed to be a creative way of making students practice, it seemed to be abstract activity that was not connected to any writing that the students themselves had done.

Appendix D: Selected interview transcripts

Appendix D1: Selected transcripts for interviews with individual TPs

Note: Because of the length of the transcript data from interviews with the 22 target student participants, it is not possible to present transcripts for all the 22 interviews. I therefore have had to make a judgment call to present in this appendix a representative selection of transcripts which exemplify and support most of the issues raised in the data presentation chapter (Chapter 4) and discussed in Chapter 5. These transcripts are from all the 5 groups and 4 lectures that I observed.

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PILOT INTERVIEW TRANSCRIPT

TPMMa

21.01.2019

ResK: Uhm so when we look at Language and Communication, minus uhm time management you've done uhm three other topics I think. Academic listening, academic reading, then academic writing uhm which I think was broadly divided into two parts uhm essay writing and academic referencing. That's right, huh?

TPMMa: Yes

ResK: Yeah so uhm what is your belief regarding the purpose of Language and Communication Studies in your academic life?

TPMMa: I believe that Language and Communication Skills or Studies

ResK: Uh

TPMMa: Will really help students learn about academic listening which helps us, taught us the importance of how active students listen whilst learning

ResK: Uhuh

TPMMa: And how we apply the skills of listening

ResK: Uh

TPMMa: Be it listening to something that is purposeful or something that is just a general liste- just a general meeting or what

ResK: Uh

TPMMa: And also in academic writing

ResK: Yeah

TPMMa: Or academic reading

ResK: Uh

TPMMa: We learn something about how we can, how we supposed as students, how we supposed to read

ResK: Uh.

TPMMA: How we supposed to read, if you want to read something that can be examinable, how we are supposed to read it.

ResK: Okay.

TPMMa: That's how I think it can help students

ResK: In terms of writing maybe?

TPMMa: In terms of writing we learn about writing essays

ResK: Uh

TPMMa: That really helps us how we can write essays, how we go about them.

ResK: Uh

TPMMA: And also when we've been given something like a research or something,

ResK: Uh

TPMMa: And we are told to refer to some books, how we can write a reference list

ResK: Okay. Alright. Uhm now realizing that uhm *[clears throat]* Language and Communication is important as you are as you are, you are explaining, how did this realization or how has this realization influenced your participation during Language and Communication Studies lessons?

TPMMa: Uhm *[coughs]* that module or subject is helpful to my studies

ResK: Uh

TPMMa: I realize that it is indeed helpful for me to attend classes

ResK: Okay

TPMMa: Because without attending the LCOS class I couldn't understand

ResK: Uh

TPMMa: How to read something, how to refer to some books and how to listen attentively as I'm learning through other modules.

ResK: Okay. Uhm could you describe for me the sort of preparation that you put into uhm your Language and Communication Studies lessons, how did you prepare for them?

TPMMa: Like before learning, before I went into class or on my daily basics as I go in class?

ResK: Uhm before you go to class or on your daily basis, whichever way.

TPMMa: Uhm okay. I first read then I went to class and understand

ResK: Okay

TPMMA: If I have some slides that is. Some other slides that were learnt be it last year or last of last year.

ResK: Okay

TPMMa: And after reading, I go in class and understand the things

ResK: Okay. Could we say that that's generally across the topics?

TPMMa: Yeah, across the topics

ResK: Okay. Uhm what about your participation during lessons, how do you describe it?

TPMMa: My participation in class?

ResK: Uh

TPMMa: I always listen attentively and ask questions where I didn't get the concepts.

ResK: Okay

TPMMa: And ask, I sometimes try like in the essay part

ResK: Uh

TPMMa: You sometimes get a topic and try to write an essay, give the essays to the lecture and see how you are doing.

ResK: Okay. Alright. Uhm you know when we are talking about teaching and learning resources, huh?

TPMMa: Uh

ResK: Uhm can you describe for me any teaching and learning resources that were available to you during the lessons for Language and Communication and how you used them?

TPMMa: Teaching and learning resources.

ResK: Uh *zipangizo zophunzitsira*

TPMMa: Yeah *[laughs]*. I heard the question.

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[ResK laughs]

TPMMa: Uhm uh. Okay, I should list the resources that were available?

ResK: Yeah

TPMMa: In other lessons we had uhm the lecturer had his own laptop and the projector which helped us to see the slides as he was going through them.

ResK: Okay

TPMMa: At other points, like this other day we were learning about referencing

ResK: Uh

TPMMa: So we weren't getting the concept of a referencing list

ResK: Uh

TPMMa: The lecturer had pental markers which he used on the board to demonstrate to us which made us to get the concept

ResK: Okay

TPMMa: Easily

ResK: Uhuh

TPMMa: Than it was before.

ResK: Uh. Alright

TPMMa: Those were some teaching resources and some learning materials

ResK: Uh

TPMMa: I also had my own note-book and my pen

ResK: Okay

TPMMa: Which I used to take short notes as the teacher is as the lecturer is describing some things.

ResK: Okay. Uhm uhm apart from the English language which is widely used as a medium of instruction and a medium of communication during the uhm teaching and learning of Language and Communication, uhm was there a point uhm within your learning of Language and Communication where you you used a language other than English?

TPMMa: Yes.

ResK: Uhuh

*[**TPMMa** giggles]*
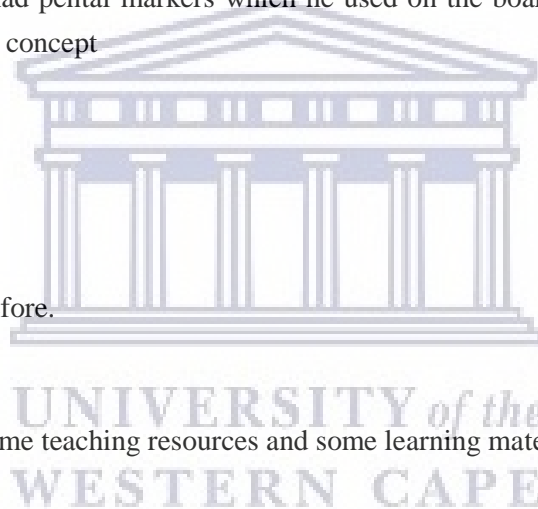
ResK: What language was that?

TPMMa: Chichewa.

ResK: And on what occasion?

TPMMa: Like the reference list

ResK: Uh

TPMMa: We we were told about the difference between bibliography and reference list.

ResK: Uh

TPMMa: So we were not able to get the difference.

ResK: Okay

TPMMa: Then the lecturer decided to use our vernacular language which is Chichewa

ResK: Uh

TPMMa: Just to make the things easier and we had to get the concept easier than before.

ResK: Okay. What about you as a a learner? Were there opportunities or were there moments in which uhm maybe during your uhm questioning or your discussion with friends or approaching the teacher, weren't there opportunities in in which you used uhm a language other than English?

TPMMa: Yes, when discussing with friends.

ResK: Alright. Okay uhm uhm [*clears throat*] can you describe the environment uhm in terms of how it uhm enabled or constrained your uhm uhm your ability to use available language uhm during the learning of Language and Communication?

TPMMa: May you come again or may you interpret the

ResK: Anyway, I'm saying when we are talking about the classroom environment you know it, huh?

TPMMa: Yes

ResK: So uhm can you manage to describe uhm how the classroom environment, the environment existing in the classroom uhm either uhm enabled you or constrained you uhm uhm from using the available language resources uhm in the Language and Communication classroom? When we are talking about available language resources, we are still talking about the issue of whether you should use English or Chichewa or what other language.

TPMMa: Okay

ResK: Uh

TPMMa: Like the environment in my class, the day he decided to speak to differentiate referencing and bibliography

ResK: Uh

TPMMa: In Chichewa, it was like lots of the students we were not supposed, we were not able to get the concept in English

ResK: Uh okay

TPMMa: So I might say almost everyone, each and every one in my class

ResK: Uh uh

TPMMa: Is a Malawian.

ResK: Yeah

TPMMa: So we Malawians we go for Chichewa

ResK: Uh uh

TPMMa: And we like we came from different backgrounds

ResK: Uh

TPMMa: So it was easier for everyone to understand in Chichewa

ResK: Okay

TPMMa: Than it was in English.

ResK: Okay

TPMMa: That's when he decided to ask a question in Chichewa.

ResK: Okay.

TPMMa: Yeah

ResK: So in that way, in that case uhm in that particular example, can we say that the use of English was like a constraining factor to your understanding of the concept?

TPMMa: I might say so.

ResK: Okay. Uhm uhm can you can you describe how your fellow learners sss saw you as a learner of Language and Communication Studies? If it's possible.

TPMMa: No *[laughs]* I can't.

[ResK laughs]

TPMMA: I don't know the views of other people on me as a lecturer of Language and Communication Studies.

ResK: As a learner, any way not a lecturer okay.

TPMMa: A learner I mean.

ResK: Okay

TPMMa: I don't know their views.

ResK: Uhuh. It's possible sometimes for learners to to to to see the other person as either more intelligent than them, or less intelligent or more knowledgeable

TPMMa: *[Giggles]* Uh then I don't know.

[ResK laughs]

ResK: Alright. Can you describe your interaction with fellow learners during the learning of Language and Communication and maybe after, outside the classroom?

TPMMa: Oh okay, the way I interact

ResK: Uh

TPMMa: Uhm I always interact with them well like we help each other

ResK: Uh

TPMMa: Especially when it comes in outside the classroom.

ResK: Okay

TPMMa: When I didn't understand any concept then I go to friends

ResK: Uh

TPMMa: And ask then they explain them, they explain the concepts to me

ResK: Okay

TPMMa: And I easily get the concept than I did before in class.

ResK: Okay. Alright. Uhm now during during your learning of uhm academic writing as we've seen it uhm in the form of referencing and essay writing, uhm the learning of listening and reading, uhm if you can remember, uhm uhm can you explain how the activities by your lecturer uhm during the learning of these topics uhm provided you with uhm opportunities for independent language uhm practice?

TPMMa: Come again on the question.

ResK: Okay uhm I am saying that during your learning of academic writing, listening and reading, the lecturer might have given you some activities uhm for you to do.

TPMMa: Uh
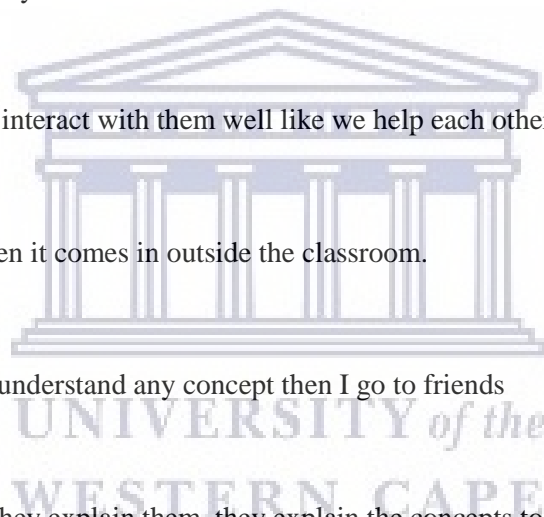
ResK: Uhm can you explain how the activities that you were doing when you were learning Language and Communication Studies, provided you with an opportunity or opportunities for independent language practice?

TPMMa: Alright.

ResK: Uh

TPMMa: Like this other day, the day we were learning

ResK: Uh

TPMMa: Academic reading

ResK: Uhuh

TPMMa: Writing, under reading that is, we were given a chance to discuss with a neighbour

ResK: Okay

TPMMa: And I was discussing with my colleague

ResK: Uh

TPMMa: We decided to use Chichewa

ResK: Okay

TPMMa: As one of the languages that we had to get the concept clear

ResK: Uh uh

TPMMa: Yeah, so it gave us the opportunity to use other languages.

ResK: Okay. In terms of maybe, maybe I can be specific. I don't know if in academic writing, if you were given an opportunity may be to write a an essay or a part part of an essay maybe an introduction or a conclusion or even a main body or maybe to develop a main idea into whatever. And so those are the kind of things that uhm I'm trying to see from you if you feel that uhm those activities gave you uhm enough opportunity for you uhm learn or to understand those concepts so that at some time when you are alone you can use them.

TPMMa: Okay

ResK: Independently.

TPMMa: Yeah in academic writing we were given in groups that is

ResK: Uh

TPMMa: A part of an essay to write an introduction and a conclusion.

ResK: Okay
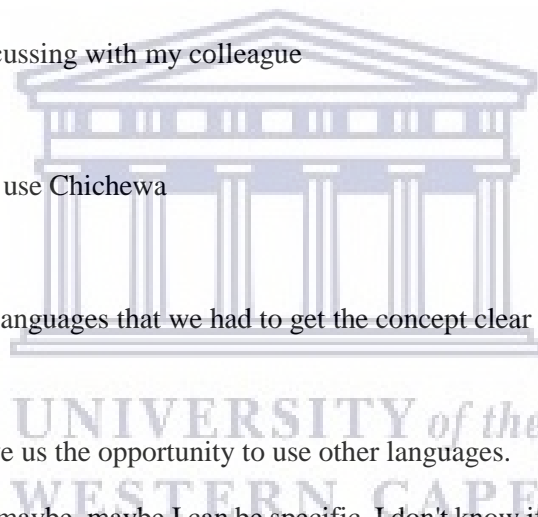
TPMMa: So in our groups we discussed and I really got the concept that I can use it on my own.

ResK: Uhuh

TPMMa: Be it in other languages

ResK: Okay

TPMMa: Or in other times of my own.

ResK: Uh. Alright. Uhm do you think you needed more opportunities or the ones you had were enough?

TPMMa: If they gave us more opportunities it could be much better.

ResK: Okay. Uhm I don't know but but but I'm sure that you've had certain assessment activities, huh.

TPMMa: Yes

ResK: Whether in the form of assignments, or in the form of the mid-semester exam. Uhm I know you've had your feedback for mid-semester. Uhm can you again describe how the activities for assessment uhm in the in the Language and Communication Studies module uhm provided you with an opportunity for you to practice language?

TPMMa: Alright. Uhm we were given an assignment on goal setting SMART goal,

ResK: Uh

TPMMa: Setting SMART goal

ResK: Okay

TPMMa: So that time it gave us more opportunity

ResK: Uh

TPMMa: To think, to research on our own and to understand the concept

ResK: Uh

TPMMa: About how we can go through a SMART goal and write it.

ResK: Okay

TPMMa: As it helped me on that assignment, the day it came on during my exam

ResK: Uh

TPMMa: I had the concept in my head and I was like 'Oh this is easier to tackle.'

ResK: Okay
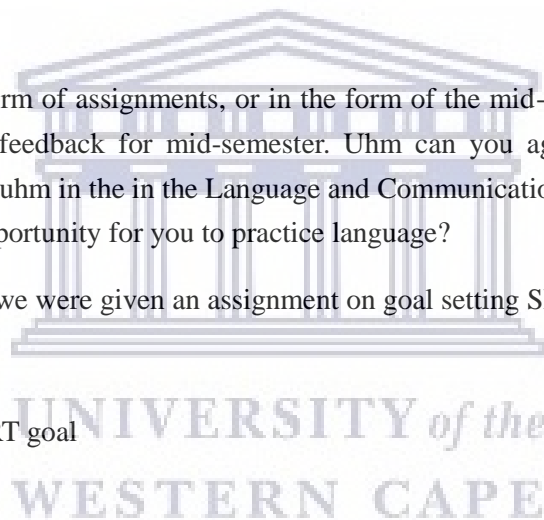
TPMMa: Since I had to practice before into, before the exam time.

ResK: Alright. Uhm describe any relationship that you have between the various topics uhm in Language and Communication Studies that you have studied and your academic life at at MUST.

TPMMa: *[clears throat]* like?

ResK: Your general academic life.

TPMMa: Okay. You said without time management, I should exclude time management.

ResK: Yeah yeah uh.

TPMMa: The academic reading

ResK: Uhuh

TPMMa: It helped me as it gave me the skills of how I can go about reading as I want to read, how I can read novels, how I can read books concerning my studies, how I can go through the details

ResK: Yeah

TPMMa: And how I can listen be it to general meetings

ResK: Yeah

TPMMa: To my friends and be an active listener to my lectures and everything

ResK: Okay

TPMMa: So it really helped me. I have seen that relationship between the Language and Communication Studies

ResK: Uh

TPMMa: And my life here at MUST.

ResK: Okay. In terms of academic writing maybe?

TPMMa: Academic writing

ResK: Uh

TPMMa: When it comes to part of lab reports

ResK: Uh

TPMMa: Which we do them in physics and chemistry

ResK: Yeah

TPMMa: We supposed to write lab reports, at the end of lab reports, we supposed to write a

reference list.

ResK: Okay.

TPMMa: We we supposed to write the books you refer to. So academic referencing which I learnt in academic writing

ResK: Uh

TPMMa: Helped me how I can write, how I can go through the academic

ResK: Okay

TPMMa: Write, list of those lab reports.

ResK: Yeah. In terms of listening?

TPMMa: Listening, it really helped me as, as I can behave as I can listen, how attentive I can listen

ResK: Uh

TPMMa: Be it to my lecture, be it in a general meeting

ResK: Alright. Uhm could you uhm describe for me any time or moment during your learning of Language and Communication uhm in which you think that the possibility that you were going to be assessed uhm in any form, either as in the form of a mid-semester of or or a an assignment or an end of semester exam. So uhm how the possibility that you are going to be assessed uhm influenced your approach to learning of Language and Communication Studies.

TPMMa: Uh like the time I was learning reference list

ResK: Uh

TPMMa: At first I felt like it was something just, we learn just you know to have the concept

ResK: Uh

TPMMa: To just have wider knowledge I mean.

ResK: Uh

TPMMa: I didn't know it comes as in other modules there's writing a reference list.

ResK: Okay

TPMMa: So the day I saw a lab report, it was like the first day we learnt the introduction of referencing

ResK: Okay

TPMMa: The following day we had to learn the reference list
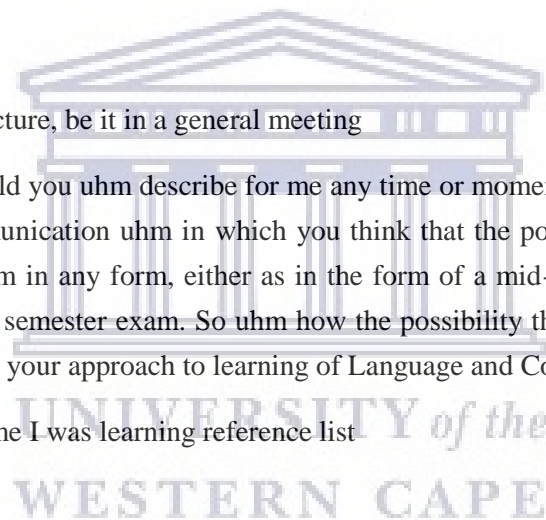
ResK: Uh

TPMMa: That night I learnt the reference list, the reference introduction, then later I saw a lab report where I had to see the reference list. So the following morning when I was in class

ResK: Uh

TPMMa: It made me to be attentive and listen since I knew that these things are going to come

ResK: Uh

TPMMa: And there is this other time as we were discussing on our group

ResK: Uh

TPMMa: We saw a question concerning referencing

ResK: Uh

TPMMa: So we we had to emphasize much on referencing

ResK: Uh

TPMMa: And we had to pay attention in class just to get the concepts since we knew those things would come, be it on like the mid-sem exams or be it on a weekly assignment.

ResK: Okay. Could you be, could you describe for me uhm if there were any opportunities for English language learning uhm available to you outside the Language and Communication classroom.

[Silence]

TPMMa: Come again

ResK: Uhm I'm saying could you describe for me if

TPMMa: Uh

ResK: If you had or if you've had any opportunities for English language learning outside the Language and Communication classroom.

TPMMa: No, I've never had one.

ResK: Okay

TPMMa: That is me

ResK: Uhuh

TPMMa: I've never had one.

ResK: Okay. Could you describe for me any obstacles to your learning of English language that you faced within and outside the Language and Communication Studies classroom?
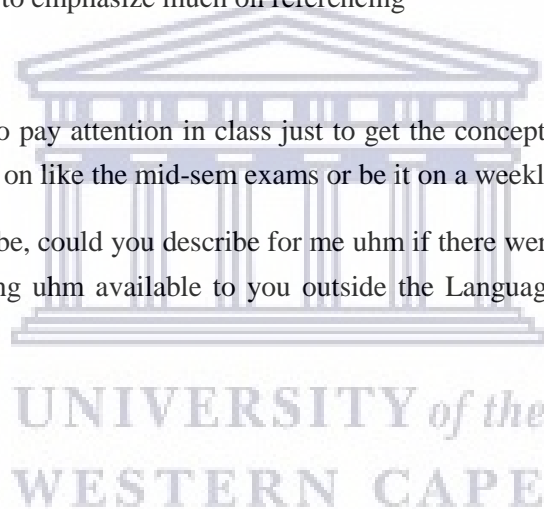
TPMMa: The obstacles are just

ResK: Uh

TPMMa: This other time we learnt about referencing

ResK: Uh

TPMMA: And we were not given the slides

ResK: Okay

TPMMa: So I didn't manage to get the whole concept in class

ResK: Okay

TPMMa: The day I went outside the classroom and faced a question paper I failed to answer some questions.

ResK: Okay

TPMMa: So I felt it was like an obstacle to me.

ResK: Alright. Okay. Uhm I'm now going towards the end. Uhm you you've started Language and Communication now for almost a semester because I, how many weeks are remaining apart from this week?

TPMMa: A week.

ResK: So next week is the last week, huh? Or

*[**TPMMa** nods in agreement]*

ResK: Yeah. So having studied Language and Communication for for this entire uhm period, uhm can you describe for me how the content for Language and Communication Studies that you've done here uhm relates with your with the content for language for English language from your secondary school? If there's any relationship.

TPMMa: There is a relationship. In secondary school we did about essay writing.

ResK: Okay

TPMMa: And as I was here during my LCOS,

ResK: Uh

TPMMa: Class we also learnt how we go about essays. Only that at secondary we just write them briefly on the ground

ResK: Uh

TPMMa: And here we went deeper into them like this is how you can go about essays

ResK: Okay

TPMMa: And the types of essays we have.

ResK: Uh. Alright. Uhm as a student transitioning from uhm secondary language learning uhm experience into a university uhm English language learning experience, how how did you find this transition?

TPMMa: I a bit find it hard the day I started learning about referencing

ResK: Okay

TPMMa: Since at secondary we were just learning at brief on ground

ResK: Uh

TPMMa: We didn't go deeper in things.

ResK: Okay

TPMMa: And as I came here I found the reference list, I was like this is just beyond of my study *[giggles]* as this is just too much.

ResK: Alright. Okay. Uhm do you have any questions or comments?

TPMMa: No

ResK: Anything general?

TPMMa: No

ResK: Alright. Uhm so that marks the end of the interview. As I said uhm thank you very much for agreeing to uhm to this interview. As you've seen I think these are general uhm questions just trying to find out how you faired uhm during the learning of Language and Communication Studies. Uhm if when I go through the the the interview again and feel like there are certain things that I need you to come and clarify, I may invite you again for a second interview.

TPMMa: You will be welcome

ResK: Uhm otherwise I think I would like to thank you for making yourself available. I don't take it for granted really.

TPMMa: Welcome.

ResK: Sure

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INTERVIEW TRANSCRIPT

TPCJ

03.02.2019

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ResK: So [name of the participant] I would like to welcome you to this interview. As I've said, this interview is a general interview. Uhm trying to understand uhm how you as a learner in the Language and Communications module that you were studying uhm uhm how you took initiative or how you took your learning into your own hands. And so uhm firstly, I would like to thank you uhm for agreeing to come to this interview. I know as a student, you are a very busy uhm person and I think as you have indicated tomorrow you have an exam.

TPCJ: Yes

ResK: And so the fact that you have agreed to do this interview for me it's an honor and I want to uhm thank you uhm for that.

TPCJ: Uh

ResK: This is a general interview. It's an interview not trying to find out about your performance in the LCOS module. But generally to understand uhm how you uhm took your role uhm as a learner in that uhm Language and Communication Studies uhm module. And so we'll go through uhm those six themes that I've already highlighted to you. Uhm if a question is unclear please feel free to ask me to rephrase it or to say it uhm in a different way so that it can be clear to you uhm for you to give me a response.

ResK: And so we'll start with the first part which is focusing on your belief about the uhm the purpose of Language and Communication Studies and how these beliefs or this belief influenced your participation uhm and also your preparation uhm during Language and Communication Studies. So briefly and in relation to the various topics that you have studied in the Language and Communications module uhm could you describe your, what you believe uhm about the purpose of EAP or English for Academic Purposes or as we call it here, Language and Communication Studies, in your academic life.

TPCJ: Alright uhm having studied much about grammar in primary and secondary I think uhm the university academics is aware that we are a bit conversant with the grammar and I only believe that EAP is there just to, to tell us or to teach us how to express ourselves in the various fields that we are going to take after uhm pursuing our various programs. So to me I only believe that LCOS is or EAP is there just to teach us how to express ourselves, how to express our opinions.

ResK: Okay

TPCJ: Uhm as well as how to relate with others because we will be meeting maybe people, I mean professionals from different countries that would need us, that would need us to have the expression skills

ResK: Okay

TPCJ: Yeah, so that's what I believe. Not much about grammar but about how to express

ourselves.

ResK: Okay

TPCJ: That's it.

ResK: Now uhm this belief uhm regarding the role of Language and Communication Studies uhm when you look at the topics that you have covered, apart from time management, you have covered uhm listening, reading and

TPCJ: Writing

ResK: Writing. Uhm so to be specific about these, what's your belief about their, the, their purpose, why you have to learn them?

TPCJ: Yeah, uhm indeed it's necessary for us to learn I mean especially for myself to learn about the reading skills, the writing, and the like. Why reading? Uhm at secondary school or in the basic education we had just simple stuff to study, not much content. But with the education here we need to cover a lot of things just to, with uhm within a minimal time. So I think it's good for us I mean for me to know the reading skills because that would help me to maximize uhm my studies, my research because we have a few, we have not enough time

ResK: Uh

TPCJ: As I've said already, as I've said already. So with such minimal time available to us we should be able maybe to study a lot of things effectively. Alright, so it is good for me to apply the skills of read- the reading skills. On the issue of writing uhm for us I mean we are mostly assessed through the written work. Right so, we need to be able to come up with a composition of the right material maybe on the paper uhm that is gonna [sic] be assessed.

ResK: Uh

TPCJ: Yeah, so it's also good for, for me to, to know how I should write my work.

ResK: Okay

TPCJ: Yeah. I mean the clarity of the work, uhm the creativity within the work, all these need to be mentored on us. So I think that's it.

ResK: Alright. So with these uhm beliefs uhm how did they influence your participation uhm in the Language and Communication Studies lessons?

TPCJ: Okay uhm on the part of uhm influence on participation, simply because we have got, for exam- for example in my case I have got keen interest on knowing much about these things because I know they are so influential throughout my academic life. So this has given me a motivation or a positive attitude so that I should be moving together with the lecturer as well as my fellow students.

ResK: Okay

TPCJ: And you know that the life is full of competition even here. So I do participate actively so that maybe I can surpass all my, I mean my fellow students. Yeah, so it has indeed influenced my participation. Yeah, so that I can make, I mean so that I make sure that I should grasp everything that is necessary for our studies.

ResK: So what, what kind of participation do you normally do?

TPCJ: Okay uhm participation is there within the lecture, I mean during the lecture and even outside lecturing. So in part of lecturing, we are given time, maybe we are given some questions, you know uhm to answer uhm through maybe brainstorming, you know, a question is posed and for us to be answering. That means we are being involved in that, we are participating.

ResK: I want you to talk about you

TPCJ: Myself?

ResK: Yourself

TPCJ: Okay, yeah so I do answer to the oral questions, yeah uhm yeah I do answer to the oral questions, I do ask where uhm it's not clear to me. Yeah so that's part of-

ResK: Participation

TPCJ: That's part of participation.

ResK: Alright

TPCJ: Yeah

ResK: Okay. Uhm in in terms of your preparation for, in readiness for Language and Communication Studies lessons, how would you describe uhm the kind of preparation that you took? Maybe assuming for example that you have an, an LCOS lesson this afternoon or maybe tomorrow morning uhm how would you normally prepare for such a lesson?

TPCJ: Okay uhm to begin with on that question, uhm we are given, I mean yeah each one of us that's for general, each one of us was given a course outline, yeah, so in my case I do review the course outline now, everytime and again. So it's like I know that this uhm this week if the lecturer comes into the class fdfinitely we are going to cover these things.

ResK: Okay

TPCJ: Alright, so I do like think of uhm the knowledge I have on that particular, uhm on that particular topic, yeah there are some topics that require, that demands [sic] prerequisite knowledge from secondary school. You see? That doesn't give us much problems.

ResK: Okay

TPCJ: Yeah, but on the uhm I would say to new topics, that means, I mean requires my time, that demands my time for me to, to read ahead, yeah, to read ahead so that whenever I go into

the class I should not I should not have like face much problems in understanding the stuff.

ResK: Okay

TPCJ: Yeah. So that's it.

ResK: Alright. Uhm how would you describe your attendance in Language and Communication Studies lessons?

ResK: Uhm can we move to the second theme. Uhm resources available for uhm English for Academic Purposes. When I'm talking about resources in general I think I'm talking about the the kind of things or materials uhm that were available, either brought to the class by the lecturer or those that you found on your own uhm and how you found them useful for learning Language and Communication Studies. And also the other part is about the actual languages

TPCJ: Uh

ResK: Uhm in the classroom and how they helped or constrained uhm your LCOS learning experience. So in general I think that question is focusing on those. So how would you describe uhm the resources for Language and Communication Studies available to you?

TPCJ: Uhm to me first of all I can say I'm very lucky that I've got some electronic gadgets that gives [sic] me the possibility of getting the soft copies of most of the uhm written work, yeah, written work. So in terms of the books and uhm some manuals, they are available. They are available uhm in soft copy form. So I have most of them

ResK: Uh

TPCJ: To me.

ResK: Alright

TPCJ: Yeah

ResK: How have they assisted you with your learning

TPCJ: Uhm initially-

ResK: Your independent learning and practice of the concepts that you are learning in Language and Communication Studies.

TPCJ: Okay uhm, towards the end of the first theme, we've talked about how readiness, I mean uhm my preparation. So I talked about reading in advance. Sso with this question I can say they have really helped because I easily understand most of the stuff that is being lectured because having the, I mean having almost enough resources uhm at my disposal. Yeah, so I do study a lot both before the lecture and sometimes I could even check my understanding through the questions that I have. So I do sometimes ask myself questions, 'Oh what about this and that?' And then referring to the notes and then trying to what the lecturer taught us. So uhm yeah, it is really helping me in that way.

ResK: Alright.

TPCJ: Sure

ResK: What about uhm in terms of the resources brought in class, brought in class by the lecturer?

TPCJ: Uhm on that part, huh, can you come again on that?

ResK: Yeah uhm could, could you be able to describe the teaching and learning resources or materials uhm brought by your lecturer uhm for the learning of Language and Communication Studies and how they helped you with uhm your learning and independent language practice?

TPCJ: Okay uhm there we have we mostly have various resources that are brought in the yeah in the class during the lecture time. Yeah, sometimes if the lesson requires much of our work uhm then we are given for example the questions, yeah if that depends to be, I mean the stuff to be from us because sometimes we require, we are required maybe to give out what we know about something.

ResK: Okay

TPCJ: Right so the papers, the question papers are brought, yeah uhm we also have the projector that is being used there uhm used by the lecturer to like to display the stuff that is there. Yeah so the projector is used, yeah so that each one of us should be able to see what is being taught, what is being lectured. Yeah so, that's uhm that's that.

ResK: Okay. Any handouts maybe books or?

TPCJ: That yeah, the handouts are given but it's occasional based on the, based on the stuff on that day.

ResK: Alright. Okay

TPCJ: Sure

ResK: When you in terms of the actual uhm languages uhm available during your learning of Language and Communication Studies, how do you describe them and how helpful were they uhm for your independent language learning?

TPCJ: Yeah, to be frank and to be honest in the first days it was hard, yeah to cope up with the language because you know here in Malawi in basic education the teachers turn to mix up the languages, Chichewa and English. So when we came here it's like English-only. You know, so sometimes yeah we could ask, I could ask, 'What do you mean there? 'What do you mean? What do you mean there?' So in the first place it was very hard for me to cope up with the language. But as the time went by, I beca- I mean I got used to it. So now I just feel like everything is okay when the language is being expressed.

ResK: Okay

TPCJ: Yeah

ResK: So you are talking in terms of English?

TPCJ: English yeah.

ResK: Alright

TPCJ: English

ResK: Uhm so if we were to, would we say that in learning of Language and Communication Studies only English is used?

TPCJ: Yeah

ResK: Okay

TPCJ: It's only English.

ResK: By you, or by the lecturer or?

TPCJ: Both.

ResK: Okay.

TPCJ: Yeah both-

ResK: Even during, during the actual lecture or even during group discussions?

TPCJ: Okay uhm on the part of actual lecturing it's strictly English. There is no any other, yeah it's mostly English but it sometimes depends on the team there. But it depends on the team. Sometimes you speak maybe one member may produce like uhm a certain concept in English. You find that maybe your friends are not understanding that. You know. So apart from English we have got Chichewa as the second, being our mother tongue. Right? So sometimes we try to put a little bit of Chichewa just for the sake of clarity of that part. But strictly it's English and I think that it is not even acceptable for us to speak any other language apart from English.

ResK: Okay

TPCJ: Yeah

ResK: Why are you saying it's not acceptable?

*[**TPCJ** laughs, ResK laughs]*

TPCJ: Alright uhm to, I can say the official language here in Malawi, the official one is English, right? So remember we are talking about relationship between LCOS and the fields that we are going to be taking.

ResK: Okay

TPCJ: So that's that.

ResK: Alright.

TPCJ: Yeah

ResK: Okay. Uhm in terms of the general classroom atmosphere, how would you describe the, the atmosphere for learning uhm Language and Communication Studies in your group and how it either promoted or constrained uhm the use of uhm the available languages for your own learning?

TPCJ: Yeah on the uhm to me the environment is just okay, very okay now, but in the first days it was still hard as well yeah, how hard was it? Uhm it was like every face was new

ResK: Uhuh?

TPCJ: Uhuh, so creating a rel- new relationships. Then there was like some sort of tense when talking to the lecturer because I could feel, I could sense a very huge social gap, yeah, so I could, I was like 'Aaah, so how can I speak, how can I ask this question?' So that turned to make my environment hard especially in the first days.

ResK: Alright

TPCJ: But now I'm used to the environment, I'm used to, yeah to university, I mean to the campus. So the environment is okay because I'm alway- I mean our lecturer is always free. So I can even go to her office to ask where I didn't understand. That means the learning environment is okay.

ResK: Uh

TPCJ: Uhm for the case of classroom yeah I am used to almost every member of our class. So whenever I feel like I didn't understand this and the lecturer is not available at this time, I can go and even consult someone else. Yeah, and sometimes uhm we, I talked about the competition that is always there. So that competition turn [sic] to act like a motivation

ResK: Okay

TPCJ: You see. So the environment is just okay.

ResK: Uh

TPCJ: Yeah

ResK: Alright

TPCJ: And also having I mean in our class a lot of, a lot of people are hard workers you know. Yeah so, their hardworking to me also is a motivation because I'm like 'Oh my friends are working hard, what about me?' Yeah so, that's that.

ResK: Okay. Uhm how would you describe the language situation outside the LCOS classroom?

TPCJ: Outside the LCOS classroom?

ResK: And how it has either promoted or constrained your independent learning of LCOS.

TPCJ: You mean even in our halls of residence?

ResK: Everywhere as long as it's outside the LCOS classroom

TPCJ: Uhm okay.

ResK: Yeah. Whether it's in another module that you are studying

TPCJ: Okay. Uhm outside the, the I mean the LCOS class to be frank mostly we do speak English. Why speaking English? We are people from various communities, whereby we have got different mother tongues. Others are Tumbuka, the Lhomwe there, the Chewas you see. Yeah so for us to come up, I mean to come into understanding each other easily so we do prioritize English speaking.

ResK: That's what you, you I mean?

TPCJ: That's what I do.

ResK: Okay

TPCJ: And I like that.

ResK: Okay

TPCJ: Yeah

ResK: Uhuh. Uhm in terms of the other, in the other modules that you are studying uhm how much uhm of language or how much of focus is put on language issues, for example maybe when you are writing an essay in biology or in another subject? Uhm do issues of language also come up?

TPCJ: Some, some issues. Uhm they mostly ignore the spellings if maybe you have miss-spelled a word but it still gives sense, yeah, so that one is marked right, yeah, right. But sometimes when you make a mistake maybe in spelling, it mean [sic] another thing, right, so yeah that one is marked as wrong. So emphasis on spelling it's not there. Yeah, but still more, we need to write something that is clear. Yeah so at least an element of LCOS is there. It's uhm it's there

ResK: Okay

TPCJ: Yeah

ResK: Alright.

TPCJ: And in LCOS we are taught how to write some, the essays, right? How to introduce, uhm the main body, how to conclude. All those are applicable in all the essays that we write in different uhm in different modules. Yeah it's still applicable.

ResK: Alright.

TPCJ: Yeah

ResK: Uhm uhm in that LCOS module that you have been studying this semester uhm what sort of activities for learning uhm were available?

TPCJ: Activities.

ResK: Uh. Either given to you by the lecturer or or maybe you did on your own.

TPCJ: Uhm talking about individual work, it's only once that we were given individual work and that was when we were going for mid-semester break. We were given an assignment to work each one of us individually. Yeah so the activity to be done individually it was only once. Uhm but as a group we been doing within a lot of lecture lessons. Sometimes we could be given uhm like an activity maybe to do with the previous lesson, before going into a new lesson. So we've been given a lot of activities but based on the group work not individually

ResK: Okay

TPCJ: Yeah

ResK: Uhm would you be able to describe how other learners uhm in that classroom uhm maybe position you or view you as a learner of Language and Communication Studies? Uhm with this awareness that you are a student from a community day secondary school.

TPCJ: Yeah uh. Actually I can say uhm my fellow students are aware that uhm I'm from a community day secondary school just because I told them. But performance wise I think there's not much difference with them.

ResK: Alright

TPCJ: You know some, even some of them turn to, yeah to oppose what I tell them that I'm from community day secondary school. They say, 'Aaah no, you are from a high school. Maybe you are just lying to us.' You see.

[ResK laughs]

TPCJ: So to be frank they do rate me as maybe one of the best students there. Yeah, for the part of my fellow students.

ResK: Okay

TPCJ: Yeah

ResK: Alright. Uhm your interaction with fellow students in the EAP classroom and how maybe you think it has promoted your learning of Language and Communication Studies?

TPCJ: I'm trying to be honest uhm the interaction is good uhm except for a day that I don't forget. Yeah, we were gi- I mean we were in a group of, I mean we were in a group of, we are in

groups of four or five. That time we were doing, I think we were trying to, yeah we were coming the, it was about the time management.

ResK: Okay

TPCJ: Yeah that was before you came in class that time yeah. So we were trying to discuss what were given and then there was like a clash of ideas. Someone produced an idea and I also produced another idea and that was a girl. So according to the analysis of the group, they, they took my idea and they left out hers and that made her to be personally emotional to me.

ResK: *[laughs]* okay

TPCJ: And after the group work, our work was recommended. Yeah, it was recommended because it wasn't that everything that I spoke uhm was the one that was taken, no. I just took, I mean I just brought the main issue and then the group was adding here and there.

ResK: Uh

TPCJ: Yeah so after the group, after the group work, [the lecturer] told that 'I don't want to be in the same group with you.'

*[**TPCJ** laughs, ResK laughs]*

TPCJ: You see uhm so that spoilt my day that time. Yeah so I can say up to now I do try to prevent wherever [the lecturer] is, I don't get there. Yeah, but for the entire class it's okay.

ResK: Alright.

TPCJ: It's just okay

ResK: Okay

TPCJ: Yeah *[laughs]*

ResK: Alright

TPCJ: Yeah

ResK: Uhm can we move to 4 assessment issues.

TPCJ: Yeah

ResK: Uhm partly I think we've talked about them.

TPCJ: Yeah

ResK: But, but here I want to specifically focus on issues to with your, with your assessment.

TPCJ: Yeah

ResK: Uhm would you describe the types of assessment that were available uhm to you uhm in the Language and Communications module and how they promoted your learning of uhm your
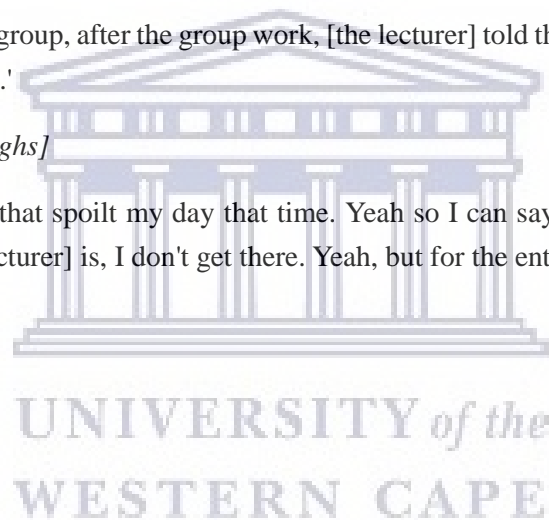
learning and practice of the concepts uhm in the module.

TPCJ: Okay uhm if I may ask are you based on the gradable assessments or general, I mean those we were graded after or just general?

ResK: Uhm those that were graded because there are they are types of assessment, *eti* [right]? There's what is called summative assessment and formative assessment. Formative assessment is the one that lecturer gives uhm in order to get an idea if people are understanding the, the content or not. Summative assessment is the one where the lecturer uhm wants to maybe get a grade out of it for grading uhm purposes

TPCJ: Okay

ResK: And so I think I'm talking about both.

TPCJ: Both

ResK: Uh

TPCJ: Okay

ResK: So what kind of uhm assessment, what types of assessment were available and how did they promote uhm your learning and practice of the issues and concepts in LCOS?

TPCJ: Alright uhm on the part as I say, as I've said about the formative and then summative, yeah on part of formative uhm in most cases after every topic of the lecture, we are given a group work, you see, to to practice that. Yeah, so that's I mean the the common form that is being done is that one, whereby-

ResK: How did that help?

TPCJ: Yeah it's helping because during the course of lecturing, it's not everything that you understand, alright? Uhm uhm and it's not everything that you got it right. Sometimes you do misquote some things. So when you are discussing as a group you do correct your understanding saying, 'Oh so this one understood this in this way? 'What about that one in that way?' And then after you like you bring your thoughts there and then you do record your work and then getting your work marked it's when you say that, 'Oh I had a wrong idea on this. I got it wrong here. But this one has made me know.' So it's like we do like pe- I mean we do get ideas from others.

ResK: Okay

TPCJ: Yeah, so in my case I do get the uhm ideas from the other group members, hence enriching the knowledge that I had.

ResK: Okay

TPCJ: Yeah, that's that.

ResK: Uh

TPCJ: Uhm we've been given some assignments to do. Uhm as I said we were given an assignment as we were going for mid-semester break. Yeah we did that over the holiday, yeah as part of ass- assessment. Yeah that's it.

ResK: Uh. You also had this?

TPCJ: Yeah this one yeah, that was the end of semester, I mean

ResK: Mid-semester

TPCJ: Mid-semester exams, yeah so that's it.

ResK: Alright

TPCJ: Yes

ResK: So uhm all these when you look at all these types of assessment that you've had, uhm how would you uhm maybe comment on how they have uhm promoted or helped with your, with your language learning and practice?

TPCJ: Yeah I said already saying that it's the desire for everybody to be the best. So you can't know whether you are the worst or the best if you don't know your position. So after I mean uhm in the process of writing the assessments or after being assessed, it's when you know you know your position saying, 'Alright, I'm below average. I'm an average, I'm above average.' 'I'm the best, I'm the worst.' You do categorize yourself. Right? So in my case after every assessment I do evaluate myself. 'Where I'm I?' 'Why at this, not there?' Yeah, so I do put extra effort wherever it's necessary.

ResK: Alright

TPCJ: So that's it.

ResK: Alright. Uhm after every kind of assessment uhm there's feedback that is uhm provided to you. Uhm what form of assessment feedback was made available to you and if it promoted your language learning?

TPCJ: Okay, uhm the only feedback that I got it's when I was, I mean I went to collect the mid-semester exam, yeah exam result. Yeah. Not actually on the day but it was after some days. Alright uhm when I went there to collect it was just, I mean [the lecturer] just gave me my paper. But when I was talking about me being from the CDSS, it's when [the lecturer] said, 'You know but the way you performed is not showing that you are from a CDSS.' So that means it was a positive comment for me.

ResK: Yeah

TPCJ: Yeah

ResK: Okay

TPCJ: Yeah

ResK: Alright

TPCJ: Sure

ResK: So how, how did that make you feel as a learner uhm in the LCOS module?

TPCJ: I felt good because I was like, 'If [the lecturer] has recommended me uhm with this grade, what if I can do more than that? That means I can get uhm an, I mean a very good comment from her' which is my desire after all. So yeah it has prompted me to work extra hard uhm in LCOS. So that I can yeah be *[giggles]* a good student.

ResK: Yes

TPCJ: Yeah, yeah

ResK: Okay. Uhm I'm sure in the course of learning the Language and Communications module *[clears throat],* the talk about assessment must have dominated your thoughts about learning uhm the module. Uhm in other words the reality that after everything, after all the learning, uhm there'll have to be some kind of way to to assess your proficiency or maybe your learning of the module. So this this reality about the possibility of assessment

TPCJ: Uh

ResK: How did it uhm have an impact on your approach to learning?

TPCJ: Uhuh, to be frank *[giggles]* assessment is always stressful, always…Whenever I think about exam you think about being betrayed maybe, some sort of that you know *[laughs].* Because you are like okay we do laugh here as the lecturer is lecturing. But how does [the lecturer] feel when marking? *[Laughs]* Does [the lecturer] laugh when marking or does [the lecturer] smile when marking? So it's so stressful to hear about the exams or assessment. Yeah so being afraid of that means we try to prepare, I try to prepare much so that I should not be embarrassed on that time.

ResK: Okay

TPCJ: Yeah so hearing more about the assessments, about examinations, I think that gives me much, I mean much like much mentality that I should work extra hard, that I'm not here to play maybe but yeah to do much work *[giggles].*

ResK: Alright

TPCJ: Yeah, that's it sir *[giggles]*

ResK: Alright

TPCJ: Yeah

ResK: Uhm I'm not sure if by now you are able maybe to note uhm any relationship between what you uhm have been studying in the Language and Communications module and what you learned in your secondary school English. Uhm would you be to describe uhm any relationship that you have noticed between uhm the content in the EAP or LCOS module and your secondary school English language learning experience?

TPCJ: Yes, the relationship is there but not specifically with the English language as we used to call it uhm at secondary school but we had some other subjects like life skills uhm so, on part of time, like in time management, I think we covered part of that uhm on life skills.

ResK: Uhuh

TPCJ: How to manage your time. Yeah, it was how to manage your resources. So we all know that uhm time is part of the resource

ResK: Okay

TPCJ: Yeah, so that's much of the relationship. Uhm on the part of the real English that we used to study there, I think it's much about maybe on the relations we are trying to, I mean to do with the writing of essays. Yeah, there we were required to write like the composition, yeah being able to compose something and then write, in my case I used to write story. Yeah, so yeah the formats, the format is almost the same, yeah, on the issue of writing. Oh you introduce it or you write the main idea. You conclude, it's almost the same. So we are able to relate.

ResK: Okay

TPCJ: Only that the difference is the scope, the depth itself. Here we are supposed to do much more than we were used to do at secondary school.

ResK: Okay

TPCJ: Yeah

ResK: What relationship have you noted between uhm what you are studying in the LCOS module and what you are doing in the other modules, your content modules?

TPCJ: Uhm yeah, uhm we are doing much in science. So in science we go for some research. For example, uhm there was a time in biology when we were given an assignment to, to have a research on different organisms yeah. So after doing the research within the campus we had to write something about our research. So when writing those reports, we use the same skills that we obtain from language in LCOS. So yeah so there was that relationship because we are supposed to introduce it, yeah. We are supposed to write the main issue, right? And then we are supposed to conclude it. And apart from that uhm we were also told to make a presentation on our, on our research that, that was in in Biology. Yeah, so I applied what I learnt uhm in LCOS.

ResK: Okay

TPCJ: Yeah

ResK: Alright

TPCJ: Sure.

ResK: Uhm in terms of uhm you as a student, uhm who is in transition from a secondary school English language experience into a university uhm uhm uhm context where you learning Language and Communication Studies, uhm how would you describe your, your transition or the way you are copying with, with that period of transition?

TPCJ: Uhm *[clears throat]*

ResK: I think partly you already explained it

TPCJ: Yeah, it was hard in the first place. I can call it maybe the entire 2018, you know we came here only in October, right? So the rest of that time, I think I was like in tough time, yeah. In tough time, because sometimes you do think, 'Oh I have to cope up with the life here,' alright? But at the same time exams come in. So it's like you have got double pressure.

ResK: Okay

TPCJ: Yeah, 'How can I yeah get used to what I'm stu- I mean what I'm learning, what I'm studying here?' Yeah, so the transition was very hard

ResK: Uh

TPCJ: But now it's okay because I said already that I'm now used to and uhm

ResK: Okay, what has changed now to to-

TPCJ: ResK: Okay, the first is confidence, Yeah. Now I have confidence. Why confident? When yeah when a lecturer gives you a positive comment, definitely that builds the confidence. And when your fellow students are looking up to you, yeah, that also turn [sic] to build your confi- because you are like, 'How, why do they look up to me? Maybe there's something, there's a certain potential in me.'

ResK: Okay

TPCJ: Alright, so uhm I mean my like transition has been partly eased because of the environment, the way I've talked about the lecturer and fellow classmates

ResK: Okay, uhm.

TPCJ: Now it's easy.

ResK: Alright.

TPCJ: Yeah

ResK: Okay. Uhm if you wanted to suggest to the Language and Communication Studies Department uhm that it needs to do certain things in order to make the learning of uhm EAP a better experience uhm what would be your suggestions?

TPCJ: Oh that's a good question of course. Uhm firstly I would ask for much of the exercises within the lecture. Yeah, if time is not enough, at least a make-up.

ResK: Uh

TPCJ: Yeah

ResK: Okay

TPCJ: We are students of different standards based on the secondary school we are coming from and the level of our knowledge is different, a huge difference. You see? So for example, in my case to understand something it needs hard work. What I'm hearing from others, to them it's just easy to understand things because maybe they had part of it done at their secondary school. So whenever we are given like an exercise within the lecture, I think that can help us to practice more.

ResK: Okay

TPCJ: It can help me to practice more

ResK: Uh

TPCJ: Hence, it's gonna [sic] be easy for me to catch up with those from high schools.

ResK: Okay

TPCJ: Yeah. So that's the first thing.

ResK: Yeah

TPCJ: Yeah, the second thing should be uhm like from, for example, maybe at the end of the lecture, right? Uhm it's I think it would be better if the lecturer could ask us maybe to do like, like peer, peer teaching. Yeah so, so as to emphasize. Uhm and hence with emphasis, I think we can easily put that to I mean put the co- uhm the points of emphasis uhm into our long memory, it's like much of the practice as well.

ResK: Yeah

TPCJ: Yeah

ResK: Alright.

TPCJ: Uh

ResK: Do you have any questions or further comments?

TPCJ: Uhm I don't have question, but maybe on, on the issue of uhm the comments. Uhm on the issue of comments uhm on the previous question that you've just asked. Yeah, uhm there most of the work that, yeah most of the stuff that is being taught in in LCOS. It's much of theoretic, it's much of theory. Yeah, it's rare that we do practical

ResK: Okay?

TPCJ: Alright

ResK: Uh

TPCJ: Yeah so I think there must be like some sort of innovations to make them more practical because practical issues are the ones that easily stick in our minds unlike the theoretical ones

ResK: Okay.

TPCJ: Yeah so, for instance we talk about time management. Yeah maybe we should be try, I mean it's better for the lecturer to assess us, not theoretically, even practically, how we do manage our time. Maybe try to like to observe some of us, the way maybe we do our things, how long uhm does it take for us to prepare for class and the likes you know.

ResK: Uh

TPCJ: Yeah, so when that is happening you are like 'Oh, that means I'm being assessed on this.' So when you think about that you will never forget.

ResK: Okay

TPCJ: *[giggles]* Yeah

ResK: In terms of maybe reading for example, how practical would, would-

TPCJ: Uhm in terms of reading?

ResK: Uh

TPCJ: Uhm I think it's gonna [sic] be easy, I mean it's easy to assess that because you can give like, I mean I can be given like a material to study, a material to study in any uhm in any module. Because it's about studying alright?

ResK: Uh

TPCJ: Yeah, so in any module. Maybe 'Oh you study this as a class. You are going to write that.' Not that we are going to be graded on that. You know I've said that always it's stressful to hear about examinations. Yeah just for the sake of maybe formative assessment.

ResK: Okay

TPCJ: Yeah, so we can be given an article maybe to to read that and then each one of us should produce something based on that we have read. Yeah, so that means we can easily be assessing whether uhm my my study uhm was or is good or not, my study skills are they applicable? Are they uhm like sufficient, yeah, for the studies here?

ResK: In terms of writing?

TPCJ: In terms of writing?

ResK: I know the focus for this semester was uhm uhm essay writing and also referencing.

TPCJ: Yeah

ResK: Uh

TPCJ: Yeah we have just done uhm on the part of referencing we've just done, we've done that theoretically but not practically. But on the on the other part, for example, on the issue of writing we talked about note-taking and making and summary writing

ResK: Uh

TPCJ: We were assessed on note-taking uhm on mid-semester exams, yeah. On summary writing I think just last week we were given a task to do on that particular part and as well as note-making, yeah. So I think that part it's been done-

ResK: Uh. So how practical should it be? In your view.

TPCJ: It's already practical there.

ResK: Okay

*[**TPCJ** laughs]*

ResK: Alright

TPCJ: Yeah

ResK: Alright. No, *[participant's name]* I want thank you very much again uhm for this interview.

TPCJ: Thank you

ResK: Uhm as you've see I think it's just general. Uhm uhm because really what I'm trying to find out from you is how you as an individual student from that kind of secondary school, the kind of effort that you are putting into uhm your learning but also how the environment here is enabling or constraining in terms of your uhm learning of Language and Communication Studies.

TPCJ: Yeah

ResK: So I should uhm thank you very much for your coming. It's, I don't want to take it for granted.

TPCJ: Thank you

ResK: Yeah. Otherwise uhm this should mark the end of our interview. Uhm if uhm maybe for some reason I want you to come and maybe clarify on a certain point, would you be willing to come?

TPCJ: Of course I will. I've enjoyed this *[giggles]*.

ResK: Thank you very much. I'm not saying I will do it

*[**TPCJ** laughs]*

ResK: But, but for some other reason

TPCJ: Yeah

ResK: I can either call you or maybe I can just write what I want you to tell me. Please if I happen to do that, feel free to to come or either to respond to me in writing.

TPCJ: Alright

ResK: Thank you very much

TPCJ: Thank you.

_____

INTERVIEW TRANSCRIPT

TPDA

29.01.2019

ResK: For a start uhm what do you believe uhm is the purpose of Language and Communication Studies as a course in your academic life?

TPDA: Okay. Uhm I'm believing [sic] that LCOS helps a student like me to be familiar in terms of maybe uhm heading a meeting like this one because there must be an introduction for every maybe a course or a work we are going to do, there is some question concerning about how we can stand firmly on ground and trying [sic] to give information or introduction yourself, introducing yourself. So LCOS play [sic] major role on that particular part.

ResK: Okay

TPDA: Yeah, helps someone to be reasoning enough so that he can understand or withstand every discussion or or activity taking place.

ResK: Alright. Now when you look at the course that you have done as Language and Communication

TPDA: Yes

ResK: Uhm you will see that you apart from, apart from, apart from time management, you did uhm listening, you did uhm reading and I think you are still doing writing if I'm not mistaken and in writing I think you've done essay writing and also I don't know if you've done referencing.

TPDA: Yes uhm yes

ResK: Yeah. Uhm what's the importance of studying this?

TPDA: Okay.

ResK: Why, why should you study listening, reading, writing?

TPDA: Okay. Uhm it is important for a student to be more active when a lecturer is lecturing because it helps one to be on line [sic] with whatever a lecturer is trying to say by being active listening in the class.

ResK: Okay

TPDA: Yeah. In terms of reading, helps to, helps to to be more accurate, *eti* [right], in terms of the spelling.

ResK: Okay?

TPDA: Yeah

ResK: Alright.

TPDA: Yeah, while essay and

ResK: Referencing

TPDA: Reference

ResK: Uh

TPDA: This is just trying to give an emphasis on how one can trying [sic] to write uhm maybe I can say a certain documents [sic] in referring to what someone else is already trying to uhm wrote [sic]

ResK: Okay

TPDA: Yeah

ResK: Alright. Uhm so what you are telling me is that you believe that Language and Communication is important?

TPDA: Yeah, much important.

ResK: Okay

TPDA: Yeah

ResK: So uhm can you explain to me how this belief that Language and Communication is important uhm influenced the way you participated in the classes for Language and Communication.

TPDA: Okay. Uhm Language I can say LCOS uhm need uhm much effort as every subjects needs [sic] since it also has got some concepts which also need study, not just maybe listening
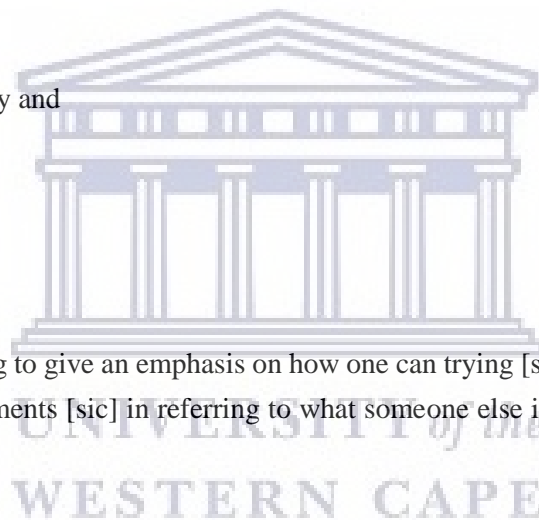
in class and say I'm enough [sic], no. It needs uhm time for one to performing it good [sic]…Yeah. Otherwise if you can just saying *basi* [it's alright] just because he said we learn listening and just putting them off [sic] you can easily uhm may be forgotten [sic], which is not quite good for a student…So in short, LCOS needs more time to be, to be influenced in a way a lecture need us maybe to perform it.

ResK: Okay

TPDA: Yeah

ResK: So uhm I just want to, to get clear, to get it clearly from you.

TPDA: Okay

ResK: Uhm you are saying that LCOS as a module is very important.

TPDA: Yes

ResK: And because it is very important uhm you put a lot of effort and time in studying it.

TPDA: Yeah

ResK: Is that what you are saying?

TPDA: That's what I'm trying to say.

ResK: Okay

TPDA: Yeah

ResK: Uhm uhm would you be able to describe for me any sort of preparation that you took uhm as you were learning Language and Communication?

TPDA: Okay

ResK: During, during the various lessons.

TPDA: Yes, the sort I can try to explain is on take a, have a sh- an a paper [sic] then trying to rec- to take a note from whatever a lecturer is trying to say.

ResK: Okay

TPDA: Yeah

ResK: Alright

TPDA: Yeah. That's a type of preparation that I'm using

ResK: Okay.

TPDA: Yeah

ResK: And before, before the lesson?
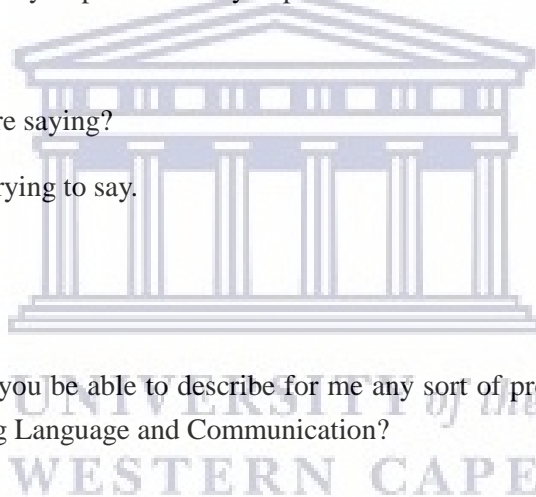
TPDA: Before the lesson uhm it's the matter of trying maybe to review what teacher maybe on, I can say on uhm may be on last meeting what he or she trying to tell us. She was told us to say maybe we are stopping from here [sic]. So we trying to recall those particular things so that when teacher is ready, you know that he's going to proceed from here and there.

ResK: Okay

TPDA: Yeah

ResK: Uhm if, when you take your time and think back about the, the classes that you have attended for Language and Communication,

TPDA: Yeah

ResK: Uhm *[clears throat]* how would you describe your participation during learning of Language and Communication?

TPDA: Okay uhm the show I'm trying to use [sic] the is maybe trying to ask some important question

ResK: Okay

TPDA: Yeah

ResK: Did you ask questions? Is that what you are saying?

TPDA: Yes

ResK: As a form of participation?

TPDA: Yeah, ask question wherever maybe I'm not understanding or maybe I heard something somewhere. So maybe I want to know more about. It's when time [sic] am trying to ask so that to be on the line [sic] and be uhm on good side.

ResK: Okay.

TPDA: Yeah

ResK: Can you give a specific example maybe, maybe was it during listening, reading or writing or from any topic?

TPDA: More especially from uhm essay writing and references. It's where my attention much [sic] because I don't know *kuti* [that] I don't know how this, how more especially on referencing. This is a new for me because in secondary we don't do it. So I will take [sic] much effort on that and try to ask how this

ResK: Who, who did you ask? Your lecturer or your friends?

TPDA: No, a lecturer.

ResK: Okay
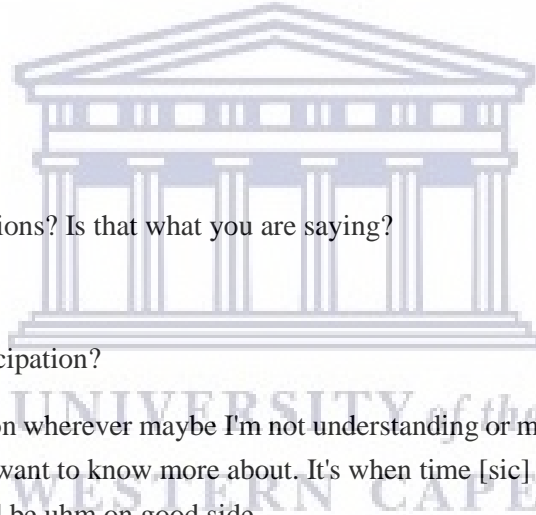
TPDA: Yeah yeah yeah

ResK: Alright. Uhm uhm if you can remember, during your learning of, of Language and Communication uhm what sort of resources were available to you, to help you, to help you learn?

TPDA: Sort of resources that are available?

ResK: Yes

TPDA: Uhm I can say one I can talk about time. Time is a resource.

ResK: Okay?

TPDA: Yeah.

ResK: So you had time?

TPDA: Yeah, I had time, enough time for it welcoming that subject [sic]. I have an exercise book which I'm using [sic] to record or take a note, perhaps a pen. And have a well seated [sic] place so that I can understand whatever he's trying to tell us.

ResK: Okay?

TPDA: Yeah.

ResK: Any books or, or other types of resources?

TPDA: In terms of the books I've not, I'm uhm I'm not using the books. Because the books are not there. Even when I go to library, when I ask about LCOS what the type of book they are trying to give us is not relating to the course outline which is at [sic]

ResK: Okay?

TPDA: Yeah

ResK: Uhm what about the resources that the teacher brought with him?

TPDA: The resources?

ResK: Uh

TPDA: Yeah, in terms of the resources it's just trying [sic] to uhm take that uhm notes which he's trying [sic] to show us on a projector. That's what we really depending much on

ResK: Uhuh

TPDA: Yeah

ResK: Okay. So do did that, the resources brought by the lecturer to the class, did they help you learn?

TPDA: Yeah, they help me to proceed and learn much [sic]

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ResK: Okay

TPDA: Yeah

ResK: Alright. Can you describe the environment in the classroom for Language and Communication in terms of how it uhm provided you with opportunities for learning but also how it prov- it acted as an obstacle?

TPDA: Okay. The environment on Language and Communication is a little bit good in the sense that the teacher is much interactive. So it trying to give some refreshment [sic] to almost all the students and we really miss that subject when maybe he say [sic] 'I'm not coming your class' because of the respondence [sic] that the teacher is trying to give us.

ResK: Okay

TPDA: Yeah. In terms of the obstacle I can say because of the few resources we have in terms of the book [sic] and maybe I can uhm slides uhm pamphlets whatsoever.   Yeah, we lack those particular things so that we can be online [sic] with a teacher

ResK: Okay

TPDA: Yeah

ResK: Uhm wou- can you describe your interaction with fellow learners in your class both within when you are learning Language and Communication and when you are outside the Language and Communication classroom.

TPDA: Okay. Uhm with my fellow students I can say the interaction is almost all good because we are trying to have one discussion [sic]. Even the teacher is not there we are trying to ask a, b, c, d on how maybe someone understand [sic] in terms of essay writing. He or she is explains [sic] more to me and I be, I I also add something if there's maybe some additional points.

ResK: Okay

TPDA: So in such a way I feel that with my fellow students there's a good interaction uhm in terms of the LCOS subject

ResK: Okay

TPDA: Yeah and we take it to be good always.

ResK: Okay. How do your fellow learners see you as an English language learner?

TPDA: Okay, they see me, they see me in a good side I can say by means of may be trying to uhm trying to solve some questions related to the LCOS subject. May be if they co- came to, came to me concerning about [sic] maybe a past paper, show me a, b, c, d, how we can try to have this, I'm trying to, I'm always be happy [sic] and we do things together much of our time.

ResK: Okay

TPDA: Yeah

ResK: Uhm during listening, reading, writing uhm I believe that there were some activities that were provided, that, that there were some activities during the lessons for these topics uhm that provided you with an opportunity to learn independently. Uhm can you describe for me or can you explain uhm how the lesson activities uhm in the Language and Communication classroom uhm helped you or provided you with opportunities for independent learning?

TPDA: You said when we are maybe trying to look on [sic] listening, readings and writing

ResK: Yeah, in relation to any of these

TPDA: Any, any, okay fine.

ResK: What, the lesson, the, the activities that you were doing in the classroom or that you were asked to do outside uhm the classroom

TPDA: Okay

ResK: Uhm what kind of activities provided you the opportunity for independent uhm language practice?

TPDA: Helps us, we have got some activities outside, more especially outside when-

ResK: *Kapena ndinene kuti* [Maybe I should say that] For listening,

TPDA: Yeah

ResK: Are there any activities that you did, apart from the lecturer uhm standing in front to teach? In terms of the lecturer coming to tell you define reading or all those all those topics

TPDA: Yeah, yeah, yeah

ResK: Were there any other activities that you that you had?

TPDA: No

ResK: In terms of writing, apart from the lecturer telling you that an essay should have these, should have an introduction, the introduction should have the hook, the hook should be this, the introduction should have a thesis statement

TPDA: Yeah, yeah, yeah

ResK: Apart from that, were there any other activities that were given to you and if there were these activities, uhm how did those activities help you, uhm provide you with opportunities for, for you to learn language on your own?

TPDA: Okay uhm on listening, reading we don't have any activities…On writing one day they give, he, he was given us a, a book [sic] and he needs [sic] us to write something on from that book as part of an assignment. So he only focuses on, on introduction [sic]. He give us [sic] say you can go there at library nd trying to uhm to see some different books on how preambles are

presented. So on writing we had that particular an exercise.

ResK: Okay

TPDA: Yeah

ResK: So did that uhm exercise provide you with an opportunity for you to learn

TPDA: Yeah, yeah, yeah. Much because he also give [sic] us an opportunity to go there at a front [sic] and write something what you understand [sic] on that and there's some matter of correction in terms of what one is trying to write in front. There is some question [sic] asked to your fellow friends, 'Is it this a, a good introduction?' So some friends trying [sic] to say this is not supposed to be like that. Should be like this and this. So that helped me much because I'm more aware now to say how an [sic] good introduction is be- being presented.

ResK: Alright

TPDA: Yeah

ResK: Uhm can you remember if you were given any, apart from the mid-semester exam that you wrote, can you remember if you were given any assessment tasks

TPDA: Uhm no, we don't have one [sic].

ResK: You were not given like any assignment apart from the mid-semester?

TPDA: Mid-semester. No we don't have [sic]

ResK: You, you didn't write any assessment

TPDA: Yeah

ResK: Uhuh

TPDA: And he just said this week we going to have

ResK: Okay

TPDA: Yeah

ResK: Alright, because my next question was uhm how did those uhm assessment tasks, whether assignments or group activities or whatever uhm how did they provide you with an opportunity for independent learning? Uhm when you look at what you have covered so far in terms of listening, reading, writing, uhm uhm do you see any relationship between uhm what you have covered here in LCOS, and what you are learning in the other modules?

TPDA: Yes, there's a relationship because when you talk about listening, reading and writing is almost what is all practiced in those subjects because the strategy which most of the lecturer [sic] use it's in terms of listening. You just go there and listen. When you listen they are trying to give us something and we writing [sic] using the principle of what, LCOS.

ResK: Okay

TPDA: Yeah, so there is much relationship in terms of LCOS and other subjects which exist here.

ResK: Uh

TPDA: Yeah

ResK: Reading?

TPDA: Reading, the same, we use reading much of our time, we go there at library trying to read some maybe a concept which the lecturer is trying to give us uhm before that, before he, he or she comes and teach sic] that particular what, concept uhm he tell [sic] in advance to say we are supposed to read this in advance.

ResK: Uh

TPDA: Yeah

ResK: Okay.

TPDA: Yeah

ResK: So uhm uhm when you noted, when you note this relationship between what you are doing in Language and Communication and what you are learning in the other modules, uhm uhm did this help you in, in your learning of Language and Communication?

TPDA: Yes, they help [sic] me in a way that they, I'm now putting much effort on LCOS to say it is important because you giving me a much wide range on how I can apply this type of what, course.

ResK: Uh

TPDA: Yeah there is different thing which is accompany with LCOS [sic] because when you go to physics, mathematics whatsoever, it needs writing, listening and what, reading. So I think it help me much.

ResK: Okay

TPDA: Yeah

ResK: Alright. Uhm, uhm is there any time in your learning of Language and Communication uhm or should I say, can you describe for me uhm any moment in your learning of Language and Communication uhm when your approach to learning was influenced uhm by the fact that after learning Language and Communication, at the end of it you'll be assessed.

TPDA: Factors?

ResK: In other words, uhm the fact that you will be assessed, at the end of Language and Communication, how did it influence your learning of Language and Communication?

TPDA: Okay. When a lecturer trying to give us assess [sic], there, when he was going to assess us uhm we always, we always take much time to study the LCOS, to prepare…Yeah, so I can say that it consuming [sic] a lot of time to prepare so that we can trying [sic] to perform it good.

ResK: Uh

TPDA: Yeah

ResK: Uhm could you describe for me in general terms uhm *ndufuna undifotokozere mongo-* in general *eti*

TPDA: Yeah

ResK: *Ungondifotokozera za uhm mwayi wophunzira chingerezi umene wakhala nawo mkati mwa kalasi ya* Language and Communication *kapena kunja* [Just explain to me the opportunities for English learning that you have had both inside and outside the Language and Communication class].

TPDA: Okay. Uhm an advantage that I have on LCOS subject is much in class even outside class. Yeah in class I can say I'm following [sic] with much attention for whatever the topic is a teacher is trying to presenting to us in such way I'm, he trying, he was trying to give us some examples in life which existing [sic] as one is trying to be much good in terms of LCOS subject and even outside…Yeah, some students more especially continuing student trying to encourage [sic] us say don't take this subject as simple as it is. It is hard. So we are trying to understand that this subject also needs a lot of effort for one to success.

ResK: *Chabwino* [Alright]

TPDA: Yeah, so in so doing, this subject is part and parcel of me as I'm talking now. It help [sic] me a lot because it covers also I think.

ResK: *Chabwino* [Alright]

TPDA: Yeah.

ResK: Uhm *panali zopinga zimene wakumana nazo zokhudzana kaphunziridwe?* [Were there any obstacles pertaining to your learning?]

TPDA: LCOS?

ResK: Uh

TPDA: Uh no.

ResK: Both within and outside the classroom?

TPDA: Yeah, yeah, yeah. Only continuing students trying to, to, to make us fear to say. Most of the people came to supplementio- supp examinations because of taking this subject as simple

ResK: Alright

TPDA: Yeah

ResK: Uhm now that you have studied Language and Communication for almost a semester.

TPDA: Yeah

ResK: Uhm can you describe for me uhm how the content for the module of Language and Communication is connected to what you were learning in secondary school English?

TPDA: Okay uhm there is much connection I can say so. In terms of writing, on the secondary school we use, we was, we also we also used the same concept of writing essays. Only that here at uhm here at university it's where now we go deeper in terms of trying to fix some references on what he or she [sic] is writing.

ResK: Okay

TPDA: Yeah, so in such a way I can say that here at university we also trying to learn new things in terms of listening, just trying to listen and get information from that particular what, concept.

ResK: Okay

TPDA: So I think it is good uhm in ter- also in terms of the readings, how someone can study things.

ResK: Okay

TPDA: Yeah, yeah, yeah

ResK: So uhm as someone transitioning from secondary school to university how did you find the transition uhm as an English language learner?

TPDA: Okay, the transition is that there's some changes in terms of how you handle English course. There's some improvement, much improvement because I feel now I can stand that secondary [sic] and try to tell someone say this goes like this which means that in university it is indeed that the language is now being implemented on me [sic].

ResK: Alright

TPDA: Yeah

ResK: Uhm at this juncture I would like to give you an opportunity to either ask a question or comment on anything about this interview or about a thi- anything relating to Language and Communication.

TPDA: Okay

ResK: If you have anything.

TPDA: Yeah, the I had uhm I have got only one thing that I wanted to ask. They call us there at library, they said go at library. We go there.

ResK: Like last week?

TPDA: Yes, last week. So they just trying [sic] to teach us something in terms of library, library, accessing of information like that. So I wasn't surprising [sic] to say is it a part of LCOS *[laughs]* or it's just within library or is it examinable part as well? So maybe you actually know more. So can you help me

ResK: I don't know more. But I think it's it's uhm it's there on the course outline for Language and Communication that during one week uhm on the calendar for Language and Communication you are supposed to go to the library and learn library information search skills, how you can search for information either on the Internet or in the physical library. So uhm I'm not sure if it's examinable. But the purpose really is to equip you with skills on how you can search for information in the library as well as online.

TPDA: Okay

ResK: So that was the, that's, that's the purpose. But it's part of Language and Communication.

TPDA: Is it not examinable?

ResK: What did the ones training you in library skills say?

TPDA: Just saying there, there was two people. One just saying uhm 'You are welcome here, you are welcome here. I want to give you a library information search' [sic], *eti* [right]?

ResK: Uhuh

TPDA: Go and there's a someone who will conclude everything in terms of-

ResK: So what did you exactly do?

TPDA: We are just trying to, we ask questions. But what I was lefted [sic] that time is just know that is it a part where also examinations on LCOS [sic] they ask us or it's just trying to give us information on how we can try to find something in library or outside online?

ResK: Uhuh

TPDA: Yeah. It's where I-

ResK: But I think the purpose really is to, to, to equip you with skills for searching for information on the library catalogue or uhm whether you want to search for information online.

TPDA: Yeah

ResK: So uhm I think that's the main skill but maybe you could ask your lecturer to, to, to see uhm I think he can know better whether it's examinable or not.

TPDA: Okay fine.

ResK: Uh

TPDA: Okay

ResK: Sure

TPDA: Aaah that's all.

ResK: Alright. So I want to thank you for agreeing to participate in this interview

TPDA: Okay fine

ResK: Uhm I'll see uhm if it's necessary that I should invite you again for a second interview.

TPDA: Okay

ResK: But as you can see, I think it's just a general interview. It's you and me talking about your language learning experiences

TPDA: Yes

ResK: It's nothing like an exam or me trying to say *iyayi pajapo umaphunzira sumachita bwino* [no, there you didn't do well when you were learning]

[TPDA laughs]

ResK: No it's not like that

TAPD: Yeah yeah

ResK: But I'm just trying to, to see how much effort you are putting into your uhm language learning in terms of Language and Communication Studies.

TPDA: Uh

ResK: So I want to say thank you very much for agreeing to this interview

TPDA: Okay

ResK: If I think it's necessary I will let you know that can you please come again so that we can still talk about it.

TPDA: Okay

ResK: Alright thanks

TPDA: Okay fine

ResK: Sure. Thank you

TPDA: Bye

ResK: Have a nice weekend

TPDA: Okay fine
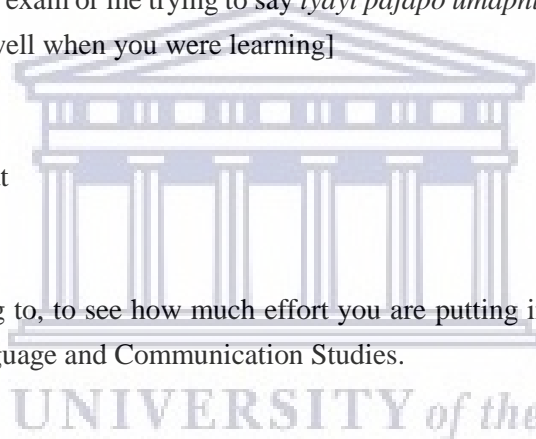
ResK: Uh

TPDA: You too.

_____

INTERVIEW TRANSCRIPT

TPGE

28.01.2019

ResK: But [*clears throat*] I would like to welcome you to uhm this interview. It's a, it's a general interview

TPGE: Yeah

ResK: Uhm trying to find out more about how you are uhm learning Language and Communication Studies. And so most of the questions that I'll be asking you will be about your learning of Language and Communication Studies as a module.

TPGE: Okay

ResK: And so as is the procedure, uhm I first of all would like to assure you that the information that you are going to give me uhm in this interview will be treated with uhm confidentiality

TPGE: Okay

ResK: Uhm I will not for example say that [name of participant] told me this this.

TPGE: Yeah yeah

ResK: Uhm no one will actually know. Uhm if I decide to use the information that you are going to give in this interview uhm when I'm writing my paper, I'll not say that information came from [name of participant].

TPGE: Okay

ResK: No one will know that you are the one who said uhm whatever I decide to report.

TPGE: Okay

ResK: So your identity will be protected. Even the information you give me will not be traced uhm uhm back to you.

TPGE: Okay

ResK: But I'd like to first of- again thank you for accepting to come and do this interview. I know you are a very busy person as a student.

TPGE: Yeah

ResK: But the fact that you have found time uhm to me I don't want to take that for granted…And so uhm maybe we can start now.

TPGE: Yeah

ResK: Uhm uhm what do you, according to you what do you believe is the purpose of the Language and Communications module that you are uhm studying uhm in your academic life?

TPGE: Yeah. Uhm to my thinking the main, main purpose of Language and Communication is to to improve the good language to improve the grammar of the students at the university.

ResK: Okay

TPGE: And also this language helps to, helps students to prioritize thing, to prioritize activities so so that they should have the time to study, they have time to relax

ResK: Okay

TPGE: Sure

ResK: Alright. When you look at the, the, apart from the time management that you are mentioning, uhm if you can remember very well, I think you have done uhm reading, you have done listening, you've done uhm academic writing.

TPGE: Yeah, yeah

ResK: Uhm would you be able to extend the issue of purpose in in relation to, to these?

TPGE: Yeah, yeah. Because uhm we can see that in terms of reading and listening, this uhm these skills were also improved because uhm now we are able to listening for what someone is uhm is representing [sic] compared to, to previous days.

ResK: Alright

TPGE: Sure

ResK: So uhm when did you realize that uhm uhm Language and Communication is important? And when you realized it, how did it influence the way you uhm participated in in the lessons?

TPGE: Uhm to me it's uhm once my arrival at this campus uhm during the first time of, of this course, huh?

ResK: Yes

TPGE: Yeah I, I realized that this course is very important because I, I also got some information which is very important on my, on my studies. And we can see that uhm in listening our lecturer told us that when someone is representing [sic] or when a lecturer is lecturing there's need to take notes. So this notes is [sic] very, is very important since when you go at room [sic] you, you go through and it is easily [sic] for students to remember for what our

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lecturer was what, represented [sic].

ResK: Okay

TPGE: Yeah

ResK: Alright. So uhm uhm how do you take part in lessons after realizing that Language and Communication is important?

TPGE: Okay. After realizing I started to take notes when a lecturer is lecturing

ResK: Uh

TPGE: Yeah

ResK: Alright. Uhm what kind of preparation do you do uhm *[clears throat]* uhm when you go to attend a Language and Communication Studies lesson? How do you prepare?

TPGE: Preparation of this lesson of Language and Communication?

ResK: Yeah

TPGE: Lesson?

ResK: Yeah, what do you do in preparation for a Language and Communication Studies lesson?

TPGE: Okay

ResK: Let's say maybe you have a Language and Communication Studies lesson uhm tomorrow

TPGE: Yeah

ResK: How do you prepare?

TPGE: Okay. Uhm according to the information that I got from our lecturer he also told us that before lecturing, it is very important for the student to read the chapter which would be represented [sic] in uhm in coming lesson. So I take note that information [sic] whereby before the lecturing in, in LCOS lesson I read first the chapter then uhm then I will go in class.

ResK: Okay?

TPGE: Yeah.

ResK: How does that help your learning?

TPGE: Okay it helps to understand where I fail to understand on my own. And I and I see that it is very important.

ResK: Alright

TPGE: Yeah
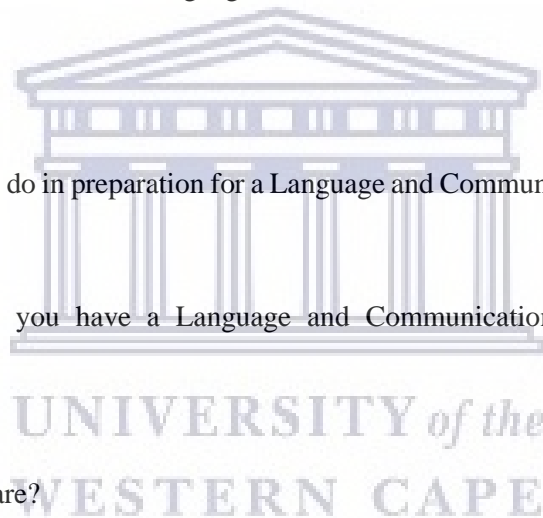
ResK: Okay. Uhm looking back at the, the various lessons in Language and Communication that you have done, that you have had with your lecturer, uhm what kind of uhm learning resources or materials for learning uhm were made available to you during the learning of Language and Communication?

TPGE: May you say again?

ResK: Uhm you know when we talk about teaching and learning materials?

TPGE: Yeah, yeah

ResK: Or resources

TPGE: Yeah

ResK: So uhm in, in the various lessons for Language and Communication that you have had with your lecturer, what kind of teaching and learning materials or resources uhm were made available to you or were available to you uhm during Language and Communication Studies lessons?

TPGE: Okay. Uhm I think like I can tell about the uhm the projector. Projector, PowerPoint yeah. So even the slides, so the slides are available

ResK: Okay

TPGE: Slides, PowerPoint. So I think when, when a lecturer is uhm is lecturing, so maybe he's using a projec- projectile [sic]. So where the students are not understand [sic], since you know the proje- the the lecturer is just read and explain [sic]. So there's some point uhm which uhm I can say it needs more clarification. So in terms of that condition uhm the lecturer is using the what, PowerPoint so that that point will be fully explained.

ResK: Ok

TPGE: Yeah

ResK: So does the use of the projector, how does it uhm help you with your learning?

TPGE: Okay. Uhm projectile [sic] I can say helps uhm in terms of, you can read and understand. So maybe uhm in some in some cases you fail to understand. So you just read on the projectile [sic] and get the information rather than maybe just just speaking without projectile [sic]. You, you can miss a point very important point

ResK: Okay

TPGE: Yeah

ResK: So in case you don't understand what is uhm being said on the on the PowerPoint

TPGE: Yeah

ResK: Uh what do you do?

TPGE: To me I'm always asking the questions.

ResK: Do you ask yourself?

*[**TPGE** laughs]*

TPGE: I'm asking the questions [sic].

ResK: Yeah yeah I just want you to tell me. Do you ask questions yourself?

TPGE: *[still laughing]* Yes I ask

ResK: Okay

TPGE: Yeah

ResK: Alright. It's okay, yeah.

TPGE: And if I'm failing [sic] to ask in the class, I, I find some means, maybe asking my friends

ResK: Okay

TPGE: Yeah yeah

ResK: Uhuh. No, it's still asking if you ask, whether you ask a friend or you ask a lecturer or you go and read on your own. Uhm it's still uhm asking. Alright. Uhm so it's only PowerPoint and projector, the, the only teaching material that you can remember?

TPGE: Yeah, that's the only one.

ResK: Okay. Alright. Uhm when you look at the classroom environment, uhm in the, during the learning of Language and Communication Studies, uhm can you describe how uhm it helped you uhm learn better or if it did, how it uhm prevented you from learning better?

TPGE: Okay. Uhm to me the environment is conducive, it's conducive because more especially LCOS there there's minimum number of students compared to other classes, because for example, I can say physics uhm during the physics period there's combination of four programs whereby the classroom is full and there's also noise whereby environment is not conducive.

ResK: Okay

TPGE: But LCO-, but LCOS lesson has a less number of students whereby the environment is conducive. There's less noise,

ResK: Uh

TPGE: Yeah

ResK: Okay. Is that all, how, in terms how conducive environment is?Okay. Do you want to add maybe?

*[**TPGE** says something unclear]*

ResK: That, that's all?

*[**TPGE** nods in agreement]*

ResK: Alright. Uhm in terms of your relationship with your friends, uhm your classmates in the Language and Communication Studies classroom how do you think do they see you as a learner of Language and Communication?

TPGE: Okay. I think, not I think but truly they see me as a friendly boy. I'm so friendly because almost the three quarter of the class knows me and we are chatting [sic]   well.

ResK: Okay

TPGE: Yeah

ResK: In terms of your, in terms of you as a learner of the English language, how do they see you?

TPGE: In terms of?

ResK: In terms of you being someone who is learning the English language.

TPGE: Uh

ResK: Uh

TPGE: Okay. Uhm in terms of even performance?

ResK: Yeah, whether it's performance, whether it's participation in groups or activities.

TPGE: Okay in terms of group discussion, I'm very participant [sic].

ResK: Okay

TPGE: Yeah

ResK: Alright. Uhm how do you interact with your fellow learners during Language and Communication Studies lessons or outside?

TPGE: There's good interaction. There's good interaction because uhm uhm I can say as, as I already said, I am always asking the questions because I don't want to miss a point. So I'm, I'm always interacting with my fellow students so that where I had missed a point I can know that point immediately.

ResK: Yeah

TPGE: Yeah yeah

ResK: Alright. Uhm *[clears throat]* again when you look back at these lessons, *[clears throat]* can you remember exactly some of the classroom activities that you did uhm to practice uhm

listening, listening, reading, academic writing.

TPGE: Okay. Uhm okay, you mean the content?

ResK: The activities that, apart from the lecturer teaching, standing in front to teach you uhm what other activities did he give you to do and how did these help you to learn or to master uhm what what was being taught? So if you can remember under listening, or under academic writing which is essay writing and referencing for example.

TPGE: Yeah. So I think it's only two activities which were done. Uhm the first one is group discussion. So we discussed, we discussed essay writing and uhm this uhm that discussion helped me more because I, I knew the, some things which I, which I did, which I don't know [sic]. And the second activity was presentation. We had a presentation on reference [sic] whereby it uhm it helped us to have know [sic], to have more information on, on our representation and…we present on uhm how to write or how, yes how to write a reference of for two authors. Yeah, so two author [sic], something like that. So moved around searching the information on Internet, library, in in a lecture notes [sic]. In so doing we had a lot of knowledge.

ResK: Okay

TPGE: Yeah

ResK: Alright. Uhm during that group, during that group presentation for referencing uhm what role did you take as, as a member of the group?

TPGE: Okay. Uhm we sat down and con- and contribute the information first whereby uhm everyone shared the information to the group, then type. So I took part of typing the information so that it will show on the slides.

ResK: Uhm. Are you good at typing?

TPGE: Yes

ResK: Okay

TPGE: Yeah *[giggles]*

ResK: Okay uhm, uhm the next question I want to focus on issues to do with assessment. You know what assessment is, huh?

TPGE: Yeah

ResK: Uhm what type of assessment activities were, were there in in the Language and Communications module? And how did they help you in your language learning?

TPGE: Okay, uhm as of now we had only 3 assessment [sic] whereby the first one is I can say, he gave us an assignment on SMART goal. So we wrote a SMART goal. And the second one I can say was a mid-semester exams [sic] and the third one is representation with reference.

ResK: On referencing.

TPGE: Yeah, yeah

ResK: Uhuh

TPGE: Sure so-

ResK: Okay. How did these help your, your language learning?

TPGE: Okay some-

ResK: I think you can focus on these two, the mid-semester exam and the one on referencing

TPGE: Yeah. Uhm the first uhm first one, uhm mid-semester exam, this one to me mid-semester, I think uhm was, stimulated me so that I should forget the secondary level and knew [sic] that I'm at university according to the performance, yeah, according to the performance because uhm during the first time I think it's not only me but many students have an idea that uhm 'I have a knowledge.' [sic] 'If I manage [sic] to come here it means I'm I'm'- 'I'm intelligent' and there's poor study. But after, after seeing the results of mid-sem now many students were working hard. So that maybe this one changed us.

ResK: Okay

TPGE: Yeah

ResK: So you are, you are in that group of students who started working hard?

TPGE: Yeah, I'm in that

ResK: Okay

TPGE: Yeah, yeah, yeah.

ResK: Alright

TPGE: Sure.

ResK: Uhm can I, did, have you come with your mid-semester uhm

TPGE: Yeah, yeah

ResK: Uhm can, can I see it?

*[**TPGE** presents his script]*

ResK: No, I'm not interested in this.

TPGE: Yeah, yeah, yeah

[ResK goes through the marked script]

ResK: Okay so, alright, okay.

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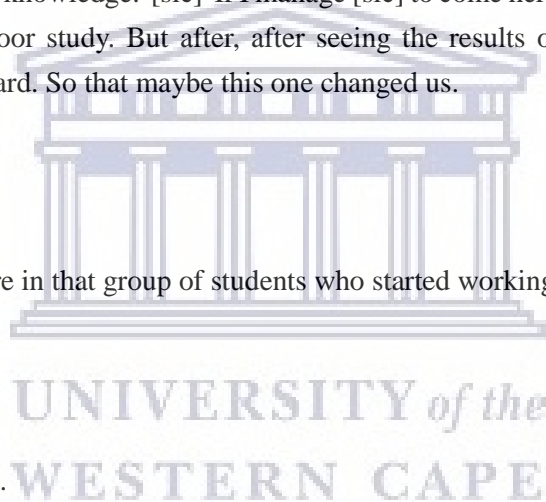
TPGE: Uh

ResK: Uhm when you when you received your feedback, this is feedback, huh? When you received your feedback, uhm how did you feel with the feedback that you received?

TPGE: Uhm I feel sorry. I feel sorry at that time and I thought that maybe probability of living here is very low *[laughs]*.

ResK: I'm talking about Language and Communication Studies.

TPGE: Yes, I'm talking, yeah, yeah

ResK: Okay

TPGE: Because uhm I was not satisfied with the result so uhm upon consulting some guys, conti *[local slang for continuing students]* and lecturers, they encouraged me that never give up, just work hard because life goes on like that. So upon received that advices [sic] uhm I started to work hard and now I'm feeling comfortable. I'm feeling comfortable even if maybe something we can ask [sic] to write tomorrow, I'm comfortable that I can pass.

ResK: Okay. How clear was the feedback from your lecturer to you?

TPGE: Clear was fine?

ResK: Was it clear?

TPGE: Uh. It was clear because I, I knew that I was not, I was not good.

ResK: Okay. When you read comments like these, because these are part of feedback,

TPGE: Yeah

ResK: This uhm are you saying they are clear, are you saying they are clear to you? Because-

TPGE: Yeah, yeah, the feedback I think was true I can say

ResK: Okay

TPGE: Yeah, was true and only the solution is to take an action so that I will, it will never be

ResK: Alright. Uhm if you were given an opportunity to choose uhm which type of assessment should be given to you in that module, which one would you choose and why?

TPGE*: [laughs, clears throat]* I can choose group discussion *[laughs]* just because, in group discussion there's a lot of information which were contributed [sic] since everyone take [sic] part. So upon contribution *[clears throat]* combine [sic] that information there is better, better points and better uhm grades we work together.

ResK: Okay. Apart from the grades in terms of your learning.

TPGE: Yeah, so in terms of learning, group discussion you have to associate with your students uhm whereby uhm it, it will be easy even in future time to speak, to speak up in the large

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number of people since the shy is removing [sic].

ResK: Uhuh. Okay. Are you shy?

TPGE: No but there are some guys *[laughs]*

ResK: Uh

TPGE: There are some guys *[laughs]*. Okay, so in general I can, because shy [sic] depend on the number of people [sic]. So in our class we are, we are few. So uhm I can't feel shy. But there's some cases whereby maybe in auditorium the whole campus is there. So I can feel shy to speak upon them [sic]. *[laughs]*

ResK: Okay

TPGE: So it depend [sic] on the number of people. But group discussion helps to remove the shy [sic].

ResK: Okay

TPGE: Yeah

ResK: Uhm at, at this level, having stayed here for almost a semester now, uhm can you describe any connection or relationship that you have noticed between uhm the things that you are doing in Language and Communication Studies and what you are doing in the other modules, in your content modules?

TPGE: Uh. The differences?

ResK: The, the relationship

TPGE: Relationship

ResK: The connection

TPGE: Okay

ResK: Uh

TPGE: Uhm connection is there because uhm we can see that in this language most mistakes were spelling. So spelling is needed everywhere, even in biology, physics, chemistry. So it means if I can be familiar with spellings it can be easy for me to pass even chemistry because I will write the same, same uhm spelling because change in spelling also change [sic] the meaning. So I think this one can helps [sic] to uhm it can helps [sic] to improve a grammar. It can helps [sic] to improve a grammar whereby you can write a good uhm good information in chemistry or physics and whatsoever yeah.

ResK: Okay. So in a way you are agreeing that there is a relationship between what you are doing in Language and Communication Studies and what you are doing in the other modules? Are you are you saying, you are saying there's a relationship?

TPGE: Yes, there's relationship

ResK: Okay

TPGE: Uh

ResK: Uhm so when you, when you know or you notice that there is this relationship, between Language and Communication and maybe let's say biology for example,uhm uhm how does that influence your, your actions when you are learning Language and Communication?

TPGE: It or I can say uhm there, there can be a change in terms of maybe uhm attendance of classes.

ResK: Okay

TPGE: Yeah, so I, I can-

ResK: There can be or there is?

TPGE: Yes, there is. There is a change in attendance of classes because, because I'm always attending the LCOS lessons so that my mistakes will be maintained [sic]. So that that knowledge I can also apply in biology.

ResK: Okay. Now you've talked about spellings.

TPGE: Yeah

ResK: But I think when you look at the lessons that you are doing in Language and Communication, there is nothing, you don't learn anything about spellings.

TPGE: Uhm yeah but since its-

ResK: You were doing listening, reading, writing, referencing and that.

TPGE: Okay, so there are several relationships. So that one was a one

ResK: Okay

TPGE: Yeah so as already there are several. Some are uhm listening we can see that listening our lecturer told us listening must be a purpose [sic]. So when maybe lecture of biology is lecturing

ResK: Uh

TPGE: So there are [sic] some information or there are some points which are not very importance [sic], *eti* [right]? The lecture is just joking. So you can also apply that knowledge, to select the importance [sic] points in biology. So it can, it can also work to

ResK: Okay

TPGE: To improve the what, the performance.

ResK: Uhuh

TPGE: Yeah

ResK: Alright. Uhm in terms of the language that was used or language or languages that are used in the learning of Language and Communication uhm what languages or language resources were available uhm in the Language and Communication Studies classroom and how did they contribute to your learning?

TPGE: Uhm language resources in our class?

ResK: Yes

TPGE: Okay

ResK: What languages are used in the class?

TPGE: Of course, it's English, it's English

ResK: Uhm

TPGE: So you said how that language

ResK: Helps you in your uhm learning of Language and Communication Studies.

TPGE: Okay. Uhm I think this one helps to come up with good sentences to construct a good sentences either in, either when you are speaking or when you are writing because there is a connection in terms of verb subject-verb agreements and grammars. So in so doing, uhm you you can come up with a good sentence when you are speaking or when you are writing.

ResK: Okay

TPGE: Yeah

ResK: Alright. Uhm in your learning of Language and Communication Studies uhm can you describe any other times uhm when you used a different language other than English?

TPGE: Yeah. *[Giggles]* Time, yeah there's time because mostly, most students including me once, once in [sic] knocking off the classes uhm uhm everyone is speaking his own language

ResK: Okay. But, but here I'm talking about in the-

TPGE: In the campus?

ResK: In the, du- during Language and Communication Studies lessons.

TPGE: Oh lesson?

ResK: Or whether you have been given activity or whatever

TPGE: Okay uhm we speak English.

ResK: Okay. Even in groups? When you are given group work?

[TPGE laughs]

TPGE: Yeah we speak English because-

ResK: Just be honest, these are just questions trying to find out

TPGE: *[laughs]* Okay uhm because what happen is maybe we have given uhm a group discussion on how we can come up with introduction of persuasive essay. So I think you can't explain in Chichewa on how you can come up with persuasive essay in a group discussion. So there's need to explain in English

ResK: Uhuh

TPGE: Yeah, so that uhm-

ResK: This explanation, are you explaining it to your lecturer or to?

TPGE: To group

ResK: Members?

TPGE: To group member.

ResK: Okay

TPGE: Yeah to group member. So there's uhm English is used uhm in explanation to group members

ResK: Okay

TPGE: Yeah

ResK: Alright. Uhm would you be able to describe in in general terms uhm the opportunities for English language learning that are available here at MUST within and outside the Language and Communication Studies classroom?

TPGE: Uhuh, you said?

ResK: Can you be in a position to describe the opportunities uhm for learning English that are available uhm outside the Language and Communication Studies classroom?

TPGE: Yeah I can explain because uhm since uhm here at the campus there's people of different tribals [sic], so this English helps us to communicating [sic] each other easily.

ResK: Okay?

TPGE: Yeah

ResK: When you are outside the classroom for Language and Communication Studies?

TPGE: Yeah yeah, because uhm-

ResK: Do you communicate in English? Is that what you are saying?

TPGE: Yeah

ResK: When you go outside?

*[**TPGE** laughs]*

TPGE: Sometimes we communicate in English because maybe the one who you want to communicate with is Mtumbuka. So you are Mchewa. So I think without using English, you cannot communicate.

ResK: Okay

TPGE: Yeah

ResK: Okay. So in other words you are saying uhm you use English when communicating to people that do not share a common language with you?

TPGE: Yeah

ResK: Okay. Alright. Any obstacles to uhm English language learning within the Language and Communication Studies classroom or outside?

TPGE: Okay

ResK: You know obstacles, huh?

TPGE: Yeah, yeah.

ResK: Uh

TPGE: Uhm I think there's no any obstacle.

ResK: Okay

TPGE: Yeah

ResK: Alright. I'll, I'll, the next question I will ask you about assessment again. Uhm would you be able to describe for me any moment or time in your learning of Language and Communication Studies when uhm the, the, the fact that you would be assessed, assessment again, when the fact that you would be assessed influenced your approach to language learning.

TPGE: Okay

ResK: Uh

TPGE: The time uhm this [sic] mid-semester exams we had uhm we had an assignment. So the results always differ and the results showed that there is improvement. There's improvement, there's improvement in performance.

ResK: Okay

TPGE: Yeah, whereby-
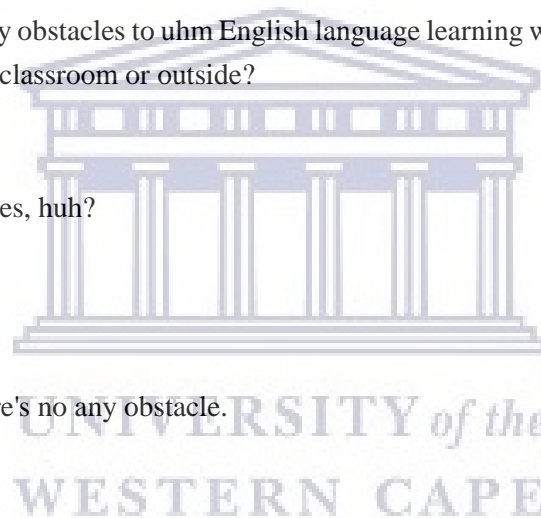
ResK: *Mwina sunamve funso langali* [Maybe you didn't understand my question]

TPGE: Uh

ResK: *Ndikunena kuti*, uhm *mmene umaphunzira* Language and Communication Studies, [I am saying, when you were learning Language and Communication Studies],

TPGE: Uh

ResK: Uhm *inalipo nthawi imene ukaganizira zoti uzalemba mayeso, kungoganizira kokhako kuna kunapanga kunapanga* influence *maphunziridwe ako* [Was there a time when the thought that you would be assessed, just thinking about it influenced your learning]

TPGE: Uh

ResK: *Munjira inayake?* [In a certain way?]

TPGE: Uh

ResK: Uh

TPGE: Yeah, because in terms of studies, the studies I did before is differ [sic] to nowadays because I'm working very hard, I'm studying hard and hard *[giggles]* to pass the exams, the coming exams.

ResK: Uhuh

TPGE: Yeah

ResK: Alright. Uhm we are almost through. Uhm I think you, you, we can say that you have now studied uhm Language and Communication Studies for almost a semester.

TPGE: Yeah

ResK: This is now the last week of teaching and learning

TPGE: Yeah, yeah

ResK: Uhm can you describe how the content of the Language and Communications module that you are studying uhm connects with or relates with what you learnt uhm in secondary school English?

TPGE: Uhm there's difference. There's difference because at secondary school we learned literature, we learnt grammar, parts of speech, preposition.

ResK: Okay

TPGE: Yeah, but here there there's no literature, there's no question tag, speech, clauses. So here it's only just informing the, the student, inform the students to, to *[giggles]* thinking capacity [sic].

ResK: Okay.
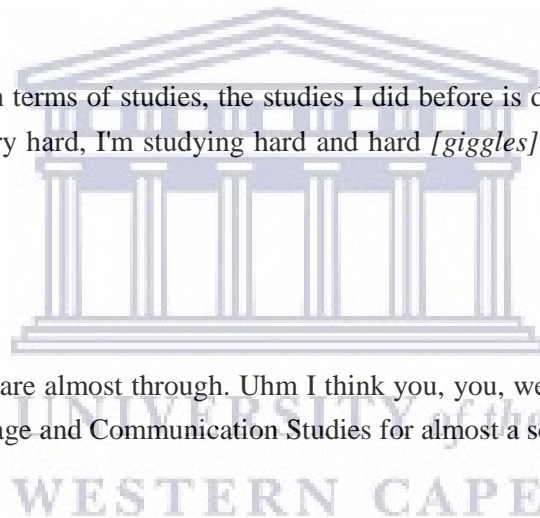
TPGE: Yeah

ResK: Alright. Uhm so you are saying it's, it's different?

TPGE: Yeah, it's totally difference [sic].

ResK: Uhm how does this difference affect your, your learning of Language and Communication Studies?

TPGE: Positive or negative?

ResK: Whichever way. How does it affect, it can be, it can affect you positively or it can affect you negatively. So according to you how does it affect you?

TPGE: Ohm okay. Positively uhm this LCOS improves my thinking capacity

ResK: Okay

TPGE: Yeah

ResK: Alright. Now uhm you, you I can, we we, can we describe you as someone who is uhm moving from being an a lang- an English language learner in secondary school to a university learner of English? Can we describe you that way?

TPGE: Yeah

ResK: Uhuh so how are you managing this movement from being a secondary school uhm English language learner to a university learner of English for Academic Purposes or Language and Communication Studies? How are you finding it?

TPGE: How?

ResK: How are you finding it? Is it easy? Is it difficult? Is it?

TPGE: Okay

ResK: Uh. How are you finding it, this transition?

TPGE: Okay. Uhm it is difficult, it is difficult because here at university I think to pass LCOS it needs more studies than secondary level because uhm at secondary level once we learnt [sic] it ends there and you have still information. But here just, just learnt in a class without go [sic] through again you can fail. So it means it is very difficult, it needs more study.

ResK: Okay

TPGE: Yeah, more study

ResK: Alright.

TPGE: Yeah

ResK: Uhm if there was anything you wanted the Language and Communication Studies

Department uhm to do concerning your learning of Language and Communication, what would you suggest?

TPGE: Okay. Uhm I can suggest that for anyone, for any students to access the lessons, because the there's sometime maybe the students can be suffer [sic]. So in that, in that case he or she cannot manage to go in class. So I can suggest that maybe there should be an improvement of Internet so that when a student suffer and he's at, he or she is at room [sic] he presentation of lecture should, he he should also receive that.

ResK: Okay

TPGE: Yeah, yeah.

ResK: Two things that I can pick. I want you to, to clarify them. One you are saying uhm, are you saying that lecturers should make available the content of the lessons to students?

TPGE: Yeah to students

ResK: What should they do exactly? They should give you the notes? Or what should they do?

TPGE: Yes, they should give the notes.

ResK: Uhuh. In what form? Because when they are teaching in front you listen and taken down notes. So those are notes.

*[**TPGE** giggles]*

ResK: Or how should they exactly give you the notes?

TPGE: *[giggles]* I can say through software

ResK: Okay. They should give you the soft copy?

TPGE: Yeah, soft copy.

ResK: Uhuh

TPGE: Yeah

ResK: Okay

TPGE: Soft copy and-

ResK: And then you are also saying the the Wi-Fi?

TPGE: Yes, the Wi-Fi should be improved so that uhm there can be an accessibility of searching information on the Internet.

ResK: Uhuh

TPGE: Yeah

ResK: Alright. No, uhm *[participant's name]* I'm very thankful because you agreed to come

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and do this interview.

TPGE: Okay

ResK: Uhm I have finished the questions, the interview questions that I had for you. I don't know if you have any questions or comments?

TPGE: Uhm uhuh, because uhm I didn't have a full information on this interview. So I can say I don't know really purpose [sic] *[giggles]*. So I think that one you can explain-

ResK: Do you know the purpose of the classroom observations that I was doing?

TPGE: Of course was just a rumour that uhm is a research whereby

ResK: Alright. How much time do we have? Or we don't have time?

TPGE: Uhm this is 3:40 [pm].

ResK: You are supposed to be in class now.

TPGE: Yeah

ResK: Uhm can you come later?

TPGE: Yes, I can come.

ResK: Yeah, you will come and then I will explain to you.

TPGE: Okay fine

ResK: Sure

TPGE: Thank you, sir.

ResK: Thank you very much. So when you come, you also, I will keep this so that you should come.

TPGE: *[laughs]* Okay fine

ResK: Yes

TPGE: Uhm it's okay *[laughs, ResK laughs]*. It's okay.

ResK: Alright, see you.

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INTERVIEW TRANSCRIPT

TPKC

27.01.2019

ResK: But I would like to firstly inform you that the purpose of my interview uhm is similar to

the purpose of the classroom observations that I've been having with you. That is I'm trying to understand how uhm uhm you as a learner Language and Communication Studies

TPKC: Uh

ResK: Uhm understand language and what you do in order to learn uhm what in other circles is called learner agency. Uhm specifically I'm looking to, I'm looking for information that will help me to see how learners of Language and Communication Studies uhm showed agency uhm in the Language and Communication class during the various topics that you have covered.

TPKC: Uh

ResK: And as I already assured you, all the information that you give me during this interview uhm will be kept strictly confidential and will only be used for purposes of this research. If you do not understand any question please feel free to ask or to interrupt me.

TPKC: Uh

ResK: Say '*Apo sinnamve*. [I didn't understand you there], can you please come again?'

TPKC: Uh

ResK: And so so that you can understand better and perhaps give me a good uhm response.

ResK: Uhm I want you first of all to tell me what you believe uhm is the purpose of Language and Communication Studies in your life here at at the university.

TPKC: Okay. The purpose of Language and Communication

ResK: Yes, from your, from your perspective.

TPKC: Okay, I think uhm

ResK: Ukhoza kukwezako mauwo kuti *[You can raise the voice so that]*

TPKC: Okay.

ResK: Uh

TPKC: I can use or any language or?

ResK: Yeah, you are free.

TPKC: Okay *[clears throat]*. Okay, *nduganiza kuti* [I think that] uhm Language and Communication it will help us uhm basically on how we can understand uhm about something which is new for us or uhm something which is, *chomwe* I, it's like *chomwe ifeyo sitinachi-sitinachioneko or kuchi- kuchipangapo* [something that we have never seen or done before]

ResK: Uh

TPKC: *Ndiye* I hope *kuti* [So I hope that] it will going [sic] to be assist [sic] us on understanding *chinthu chimenechocho* [that thing].

ResK: Okay.

TPKC: Yeah

ResK: *Chabwino* [Alright]. Uhm when you, when, I think you've been here for some time *eti* [right]? And you've probably seen *kuti* [that] uhm the course Language and Communication Studies has various topics. I think so far, excluding time management you've covered uhm academic listening you've covered uhm academic reading, you've covered writing which also includes uhm essay writing and referencing.

TPKC: Uh

ResK: Uhm can you briefly explain why you think it is important for you to study these topics? Listening, academic listening, academic writing, uhm reading.

TPKC: Okay, uhm on academic writing, uhm I think it will help us on like take [sic] notes of what we, we are what, we are doing. Let's take I'm engineer, *eti* [right]. And *mwina* [maybe] we are in the workshop. *Chinthucho* it's new for us *kuchipanga* practice *pamene paja* [We are practicing with new equipment].

ResK: Uh

TPKC: So *ndikuona ngati kuti* [so I see that] this writing *yi* it will help us *kuti chinthucho tizikakhala kuti tikachipanga* run [that when we are trying to run the thing] then we could practice maybe at somewhere when we are, we will be free.

ResK: Okay

TPKC: Yeah

ResK: Reading?

TPKC: Okay. Reading *ndiye* [is], mostly *ndiye* it's understanding it *kuti chinthucho uchipange* understand *bwinobwino* [so that you can understand something better]

ResK: Okay

TPKC: Yeah

ResK: Listening? Why should you, why is listening important? Why should you study listening?

TPKC: Listening *ndiye* there's a lot of importances [sic] in there.

ResK: Okay

TPKC: Yeah

ResK: Alright. Uhm this is just an interview. It's not an exam *eti* [right]?

TPKC: Uh

ResK: So I want you to relax and *[TPKC laughs]* feel free.

TPKC: Okay

ResK: Yeah. Uhm

TPKC: Okay listening *yo eti* [About listening], it will help for concentrating what you are doing there.

ResK: Okay

TPKC: Yeah

ResK: Alright. Now realizing that Language and Communication uhm Studies is important as you have explained, how did this realization that this is an important course influence your participation in class when you are learning Language and Communication?

TPKC: Like, like what?

ResK: Uhm when you are learning, *eti* [right]?

TPKC: Uh

ResK: *Nanga si* [Since] you are saying you are agreeing

TPKC: Uh

ResK: In a way that Language and Communication as a module or as a course is important for you, that is.

TPKC: Yeah yeah yeah.

ResK: *Ndiyeno* [Now] because you have, because you say that it is important, uhm how did this importance of Language and Communication influence the way you participated in class during learning, during the learning of Language and Communication?

TPKC: Okay. Like *kuti mmene ndimaimverera* [Like how I understand it]?

ResK: Participation, you understand what I mean by participation?

TPKC: *Eee* [Yes]

ResK: Taking part in the activities that are happening in class during the learning of Language and Communication.

TPKC: Uhuh. *Choyambirira* uhm Language and Communication *ija* [Firstly, Language and Communication] *ngati kuti imafuna kuti ifeyo ititsuke* brain *eti* [it's like it's there to cleanse our brain]. *Ndiye tinganene kuti kupanga* participate *ma ma* classes a Language and

Communication [I can say that participating in Language and Communication classes] it's more helpful to us. It's more helpful to us coz I mean for I [sic].

ResK: Okay. So because it is helpful how did it influence the way you were participating during the learning of Language and Communication? Participation comes in various ways, *eti* [right]?

TPKC: Uh

ResK: You can, you can participate in a classroom by maybe answering a question, or asking a question in order to understand a point and, and several other ways.

TPKC: Uhuh

ResK: Yeah, so uhm I'm really trying to say because you are saying that Language and Communication is important

TPKC: Is important yeah

ResK: Now when you realize that Language and Communication is important uhm as a course, how did that realization uhm influence your participation? *Ya mkalasimo* [In the classroom] if it, if it influenced you in any way.

TPKC: Okay, like maybe the part that I didn't understand. I asked a question if, if the lecturer didn't answer me like what I want, *eti* [right]? I go for my friends and ask them.

ResK: Okay

TPKC: Yeah

ResK: Uhuh. That's, that's still participation. Uhm what sort of preparation uhm were you doing before going to class to learn Language and Communication?

TPKC: Firstly, I read [sic] topic to come, *eti* [right]?

ResK: Uhuh. You mean you read the topic before, before you actually learnt it?

TPKC: Uhuh!

ResK: Okay.

TPKC: Then I write [sic] short notes on that topic. Then when I go in class, I refer what I was wrote [sic] and what a lecture teaches.

ResK: Okay. Alright.

TPKC: Uh

ResK: Uhm uhm during the learning of Language and Communication, the various topics, uhm what learning resources were available to you?

TPKC: Uhuh

ResK: During the learning. Either during the learning of reading, listening, writing. What, what resources were available to you?

TPKC: Oh I use books, from library. I use Internet.

ResK: Okay?

TPKC: Uh

ResK: How were they useful to you?

TPKC: Because on Internet I ask a question uhm, I search for something which I didn't understand. Then I go to uhm handbook, I mean a handout and refer to what I was re- I was learning and what I was search [sic]. Then I answering [sic] question about that topic.

ResK: Okay

TPKC: Yeah.

ResK: Uhuh

TPKC: So I use Internet, books from library.

ResK: Can you pick maybe a specific topic where you went to the, where you went and searched for information on the Internet?

TPKC: Listening.

ResK: Okay?

TPKC: Yeah

ResK: And did you find any information?

TPKC: Yeah

ResK: Okay

TPKC: Uh

ResK: Alright. Uhm how would you describe the classroom environment uhm for Language and Communication Studies in in the class that you are learning? Do you think the environment was good enough to help you learn?

TPKC: Yeah, it was good enough.

ResK: Okay?

TPKC: Uh

ResK: How?

TPKC: Okay, like we live [sic] in class that it is space [sic] enough, one there is no any
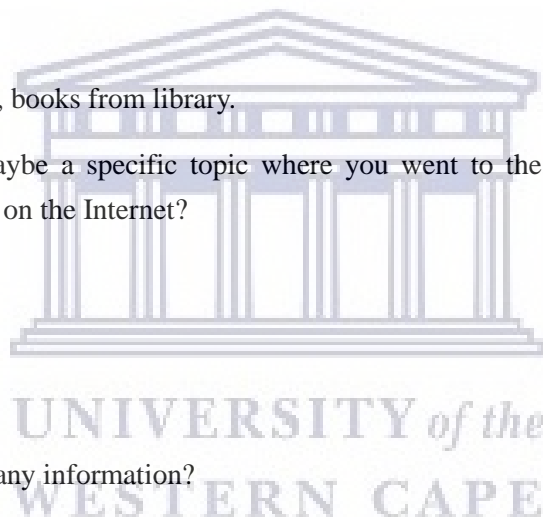
disturbance around us.

ResK: Okay

TPKC: Yeah

ResK: Uh

TPKC: Yeah, I can I can mention those *kaye* [for now]

ResK: Okay

TPKC: Uh

ResK: Uhm are there any things that you would say may be prevented you from learning better?

TPKC: Those that prevent me? Uhm as of now no.

ResK: Be honest huh.

*[**TPKC** laughs]*

ResK: As I'm saying it's just an interview. It's not an exam. You will not be reported anywhere

TPKC: Uh

ResK: That this is a response that *[mentions participant's name]* gave.

TPKC: Yeah

ResK: Uhm alright, uhm can you describe how you interact with your fellow learners?

TPKC: Yeah, like for making discussions, *eti* [right]? So we discuss on about the, the topic, a certain topic. Then *timagwirizana zoti* [We agree that] each and every one should make essay [sic] on what he has what, heard there.

ResK: Okay. So how would you describe that interaction, is it a positive interaction, does it help you?

TPKC: *Eee* [Yes], it help [sic] me. It is positive interaction.

ResK: Okay. Uhm during, during the various topics that you have learnt in classes there were various activities that were given to you by uhm the lecturer. Uhm I don't know if you can remember any activities, apart from the lecturer coming uhm in front to teach you

TPKC: Uhuh

ResK: Uhm coming in front to teach you, there were other activities that the lecturer gave you maybe for your own practice and for your own learning. Uhm can you explain to me how these activities provided you with an opportunity for learning on your own?

TPKC: Okay. Uhm we was [sic] given an exercise one exercise and-

ResK: Can you remember what it was about?

TPKC: Yeah, it was about uhm essay writing and the topic was accessing, I think accessing, okay, improving of access to higher education.

ResK: Yeah

TPKC: Yeah. So when he was he was given for [sic] us, we trained them and we have know [sic] that oh this part we need to improve like, like making good essays, making good grammars.

ResK: Okay. Uhm in terms of, there are various topics anyway. What about-, because the one you have given me is about essay writing. What about listening, did you do any listening activities that you think helped you uhm provided you with an opportunity to learn how to listen?

TPKC: Yeah, was just making discussion with our friends *eti* [right]? But not with our, with our lecturer.

ResK: Okay. Uhm what about reading?

TPKC: *Eee* [Yes], reading *ndiye* [indeed] is mostly part that we did, that I do.

ResK: Okay

TPKC: Like for better info- for better uhm I mean for gaining a wide, wide information *eti* [right]. I go in library and search, taking book and read for that particular topic

ResK: But in terms of the classroom learning, were there any activities that you were given by the lecturer that you think helped to make you a better, a better reader?

TPKC: *Eee* [Yes], exercise, yeah, we were given

ResK: Okay. Uhm the other topic that you discu- that you've learnt, have you have you already done referencing with him?

TPKC: Yeah

ResK: Okay, how do you find referencing?

TPKC: Oh referencing we go for books and and search the writer

ResK: Alright

TPKC: Uhuh

ResK: What's your view about listening as a topic of study?

TPKC: Listening?

ResK: Uh. Uh uh no, referencing as a topic

TPKC: Referencing

ResK: Yes

TPKC: Okay, oh referencing?

ResK: Uh

TPKC: I think it will, to me it help [sic] me to acknowledging [sic] someone about what I have wrote [sic] on my like on the essay or maybe like report. So I think it helps me to acknowledging [sic] someone.

ResK: So how, how are you finding referencing itself? Is it?

TPKC: Okay. Like I take references from books that I have read one for any information that I have taken somewhere I take the referencing about the writer, the title, year, volume, if it is a journal

ResK: Alright

TPKC: If it m- if I was take [sic] from website, I write the website for that particular.

ResK: Okay. Uhm now uhm one of the things that we have to realize is the fact that there must be a relationship between uhm any topic that you are studying uhm in Language and Communication or any other course and your academic life. So here in Language and Communication you are doing uhm you've done listening, reading, writing. I'm leaving deliberately time management because it's not what I'm focusing on. I'm focusing on the three because they are the ones that relate uhm very much to language learning.

TPKC: Uh

ResK: Now uhm when you look at what you've studied in listening, in reading and in academic writing uhm can you see any relationship between what you've learned in, in Language and Communication on these three topics and what you are studying in the other modules in general?

TPKC: *Eee* [Yes], there's relationship like on listening and communication, we learn about like writing, writing. So on other modules when we learn *eti* [right]? We write short notes on that particular topic. Then I think uhm the idea that we have learned here on listening and I hope we use on writing a short notes for another what?

ResK: Okay

TPKC: Yeah

ResK: Uhuh. In terms of writing?

TPKC: Uhm *ndiye* [so] it's like the same. We write what we have learned and we use, we use knowledge that we have told uhm during uhm listening and communication.

ResK: Okay

TPKC: Uh

ResK: Uhm reading? In terms of reading, it's, it's also the same?

TPKC: Yeah, it's the same.

ResK: Okay. Uhm what kind of assessment tasks were given, were you given in Language and Communication? Whether it's tests or whatever or exercises.

TPKC: Uhm we had wrote [sic] a test and essay as exercise.

ResK: So uhm these exercises whether it's a test, whether it's an exercise, uhm that you did, did they provide you with an opportunity to learn Language and Communication?

TPKC: Yeah. Like when we wrote, let's take test, *eti* [right]? We realized that uh this particular part I'm not doing good and we work hard in order to what, to, in order to like *kuti tichimvetsetse chinthu chija eti* [so that we understand the concept better], to understand that particular concept yeah.

ResK: Alright. Uhm uhm can you if you can remember any way, can you describe to me any time during the learning of Language and Communication in which you in which you think that the possibility that you would be assessed uhm influenced your approach to language learning?

TPKC: Like time? Can you explain on that?

ResK: You know what to be assessed is?

TPKC: *Eee* [Yes]

ResK: Uh uhm *inalipo nthawi imene mmene umaphunzira* Language and Communication *maphunziridwe ako uhm anachitidwa influence poganizira kuti pamapeto pakuphunzira pakopo ulemba mayeso* [Was there a time when you were learning Language and Communication when your learning was influenced by the knowledge that at the end you write examinations]?

TPKC: Uhm. *Eee* [Yes]

ResK: Uhuh. Can you can you remember any particular time maybe, any particular incident?

TPKC: Okay. Uhm at the beginning, *eti* [right] of our learning here at MUST, first we told [sic] that you need to do this in order to what, to success [sic] and in time when we we was learning [sic] eti [right], he told [sic] that we need to work extra hard and we also to practice, we need to practice.

ResK: Okay.

TPKC: Yeah

ResK: Uhm anyway, I will leave it at that because that's what you are saying. I don't want to be seen *kuti* [that] the way you, the way I want you to answer me, no. Uhm so uhm in general terms

could you say, could you describe for me any opportunities for English language learning that were available to you both within the Language and Communication classroom and outside.

TPKC: Okay. Like uhm listening and communication as a language subject it helps us, it help [sic] us to maybe to, to communicate with other citizens, other, other peoples that they are not maybe uhm they are not maybe uhm speaking languages I mean uhm languages that that we cannot understand them in. So this subject will help us to link with them.

ResK: Okay. Uhm so were there opportunities uhm for learning uhm English language, did, did you have such opportunities for, for learning English within and outside the Language and Communication classroom?

TPKC: Yeah, we have those opportunities

ResK: Okay. Can you give me an example?

TPKC: Okay, like from other classes, maybe we ask them to explain to us what they have learnt [sic].

ResK: Yes

TPKC: Yeah, it's part of an opportunity

ResK: Okay. Alright. Uhm do you think there were any, any things that prevented you from learning English language? From learning English outside the Language and Communication classroom or inside?

TPKC: That prevent?

ResK: Yes. That maybe, maybe we should say that acted as obstacles to your learning of English language

TPKC: From outside?

ResK: Within and outside.

TPKC: Okay. Mostly from outside. I can say other pro, other course *eti* [right]? Are, I mean other subjects, we have a lot of time to work with them and I think we didn't say, we didn't take any part for maybe learning somewhere about listening and communication.

ResK: Okay

TPKC: So I think maybe the exercises from other courses from other programs, modules and I think it start that disturbance from learning uhm listening I mean English from other what.

ResK: Alright. Uhm this is now the, the first semester is almost going to an end. Uhm can you, can you see any relationship between what you are learning in Language and Communication and what you were learning in secondary school?

TPKC: Yeah
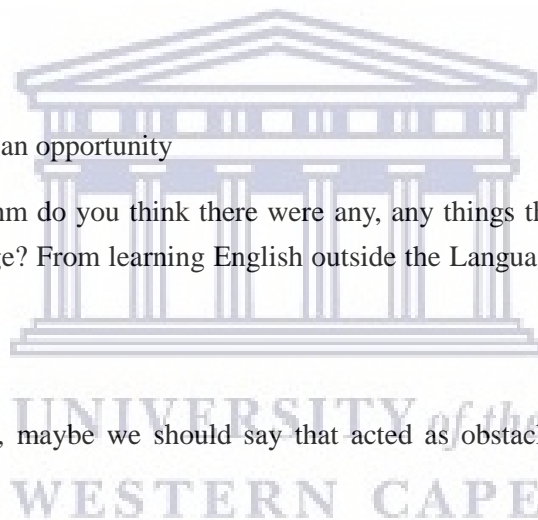
ResK: Uhm, what relationship is there for example?

TPKC: There is some, there is some similarity like in secondary school we learn about *ma* essays, we learn about uhm listening. Here also we learn about listening, essay writings

ResK: Uhm so what's the difference then?

TPKC: There is no difference, uhm what I can differentiate them, I can say here at MUST things are advanced than from our behind *chani chani* [this and that].

ResK: Alright. Uhm uhm I particularly picked you for this interview because as a learner you, this being first semester anyway you are coming from secondary school uhm into a university. So you are like somebody who is in what we call transition. You are not fully into the university system but you are moving uhm towards there. So uhm this transition from being a secondary school learner to being a university student how are you finding it uhm in terms of English language learning?

TPKC: Okay. I can say this part on of English learning it motivate [sic] us to help other modules to pass. *Komanso* [But also] it give [sic] us the links on how we can search something about other mod- other modules

ResK: Yeah

TPKC: Yeah. *Ndiye* [So] I think-

ResK: But how are you finding the transition from being a secondary school uhm English language learner to now a new status of a university English language learner? How are you finding it?

TPKC: Like how I'm I feeling about it?

ResK: Yeah uh.

TPKC: *[laughs]* Aaah, I feel happy on [sic] it.

ResK: Okay? Is it easy or difficult?

TPKC: It's not easy, it's not easy.

ResK: Alright

TPKC: Because here there is more.

ResK: There's more to do?

TPKC: Uh. There's more things to do.

ResK: Okay. Alright. Uhm now I think I should give you any opportunity to ask any questions or to say anything, any comment on anything that we've covered.

TPKC: Aaah, there's no question.

ResK: There's no question? Alright, I might invite you again for another interview. Uhm I just want you to know. But as you have seen I think this, this is just a chat between you and me. I'm just trying to find out uhm your views concerning how you are finding language learning and how much effort you are putting into your language learning. So I would like to thank you for agreeing to uhm be interviewed by me.

TPKC: Okay

ResK: Uhm I will still emphasize that the information that you have given me, although you've written your name here, no name will appear uhm if I decide to use what you've given me as an example of what I'll write in my research paper. So thank you once again for agreeing to be interviewed by me. Uhm if, if there's need I'll also ask you for a second interview.

TPKC: Okay. I think maybe on the second interview I will be prepared enough *[laughter]*

ResK: Alright. No it's not a test. There's really no need to prepare.

[Laughter]

ResK: Alright. Thank you.

TPKC: Welcome

ResK: Yeah

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INTERVIEW TRANSCRIPT

TPMC

29.01.2019

ResK: So I'm going to record this interview so that later on I can sit and listen to it and begin looking for the information that I'm looking for

TPMC: Okay

ResK: Uhm in relation to the questions that are there. Uhm I will emphasize that this is just an interview. Uhm my purpose is not to measure your your performance in Language and Communication Studies. But I just want to find out from you

TPMC: Yeah

ResK: Uhm how you are taking it on yourself uhm to learn Language and Communication Studies.

TPMC: Okay

ResK: Yeah. So let me thank you [name of the participant] for agreeing to come and do this interview with me. As I'm saying this is just a general interview. It's not meant in any way to

measure you're your performance in Language and Communication Studies.

TPMC: Yes

ResK: But uhm its purpose is really to find out from you uhm from your point of view uhm how your are uhm taking uhm uhm the effort you are putting in the learning of Language and Communication Studies.

TPMC: Yes

ResK: And also how MUST as institution is creating conditions that uhm you can recognize as being uhm intended to help you with your learning. And so the the questions that we are going to be uhm discussing or the points for our discussion will be relating very much to that.

ResK: Uhm let me begin by asking you uhm to explain in your own, uhm to explain what you uhm believe uhm is the purpose of uhm Language and Communication Studies in your academic life here at MUST.

TPMC: Okay. Uhm as a student I think uhm LCOS helps us uhm in a number of ways.

ResK: Okay

TPMC: Yeah. Uhm we learn so many skills there in LCOS which helps [sic] us to understand uhm I can say some concepts in other modules. Yeah. For example, we learn how we can manage our time. Yes. Uhm this helps us uhm to allocate uhm time in different modules and apart from that we also learn uhm reading skills uhm listening skills. All these things helps [sic] us uhm uhm to do better in different modules at this uhm university.

ResK: Okay.

TPMC: Yes

ResK: Alright. Now uhm from what you are saying,

TPMC: Yes

ResK: Uhm I seem to be getting an impression that you are you are you are saying in a way that the LCOS module that you are doing

TPMC: Yes

ResK: Uhm is an important module.

TPMC: Yes

ResK: Is that what I seem to be getting?

TPMC: Yeah

ResK: Alright, now when you, believing as you do, that the LCOS module has an important

purpose in your academic life,

TPMC: Yeah

ResK: How does this belief uhm help you in participating when you are learning Language and Communication Studies?

TPMC: Okay uhm can you come again with the question?

ResK: Alright

TPMC: Yeah

ResK: Uhm your belief that Language and Communication Studies as a module or as a course has an important purpose in your academic life,

TPMC: Yes

ResK: How does this belief that you have regarding the purpose of English for Academic Purposes or Language and Communication Studies uhm influence the way in which you take part in the various activities when you are learning Language and Communication Studies?

TPMC: Okay uhm just because uhm LCOS helps me in so many ways

ResK: Uh

TPMC: Uhm it makes me to make sure that I am attending each and every LCOS module so that uhm I gain more concepts, which I can use in different modules.

ResK: Okay

TPMC: Yes

ResK: Alright. Uhm what kind of preparation, in other words, how do you prepare for Language and Communication lessons? Assuming like today you had a class for Language and Communication,

TPMC: Yes

ResK: How did you prepare for that class for example?

TPMC: Okay uhm as a student

ResK: Uh

TPMC: I know my responsibility is to search what I am going to learn.

ResK: Okay

TPMC: So first of all uhm I search uhm what we are going to learn this week.

ResK: Uhuh

TPMC: So for example, uhm before we are we we went uhm to learn that module

ResK: Yes

TPMC: I first of all sat down and study [sic]

ResK: Uh

TPMC: What we are going to learn today

ResK: Okay

TPMC: And this helps me

ResK: Uh

TPMC: To understand uhm this module very well.

ResK: Okay

TPMC: Yeah

ResK: Where do you search if, if, for the sake of interest.

TPMC: For the sake of interest

ResK: Uh where do you search what you are saying first of all you search for information?

TPMC: Yes

ResK: Uh

TPMC: Uhm you know this module uhm is, all the students I can say

ResK: Uh

TPMC: They do this module

ResK: Yeah

TPMC: So I first of all I consult them

ResK: Okay

TPMC: So that they can share with me information concerning this module.

ResK: Okay

TPMC: Yes

ResK: Alright. Are these students in, that you are studying together in first year or or from the other years?

TPMC: Both of them
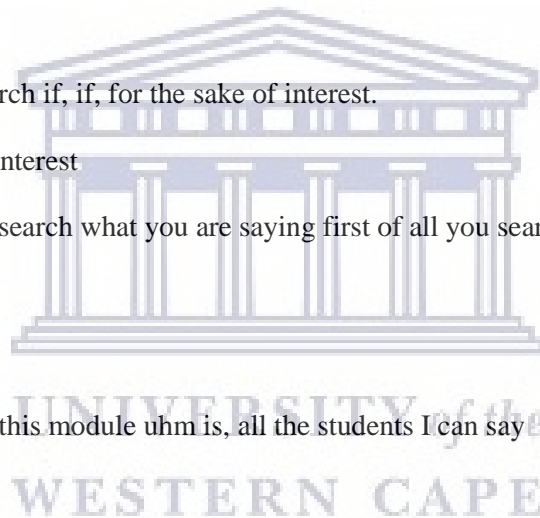
ResK: Okay

TPMC: In the same year and other years.

ResK: Okay

TPMC: Yeah

ResK: Alright. Uhm how would you describe the way you participate in Language and Communication Studies lessons in general?

TPMC: You mean the way I participate?

ResK: Yes. How you, how you take part either when the teacher is teaching or when you have classroom activities

TPMC: Okay

ResK: Yeah

TPMC: Uhm as a student, where I have not understood I ask questions and the teacher helps me to answer those questions. And uhm I also, when teacher has asked question [sic] for example I manage to answer.

ResK: Okay

TPMC: Yes

ResK: Uhm alright

TPMC: Yeah

ResK: Uhm alright. Uhm if you wou- if you sit down and look back at the lessons that you have had in Language and Communication Studies,

TPMC: Yes

ResK: Uhm can you remember or can you describe the teaching and learning materials that were available to you during lessons or during the period you have been learning Language and Communication Studies, either these materials could have been those brought by your lecturer or those that you found on your own.

TPMC: Okay uhm the materials

ResK: Uh

TPMC: We used to learn LCOS

ResK: Yes

TPMC: Uhm the only material I can tell you sir is that teacher may come with handouts and they share with us so that we discuss about [sic] that particular topic we are going to learn that
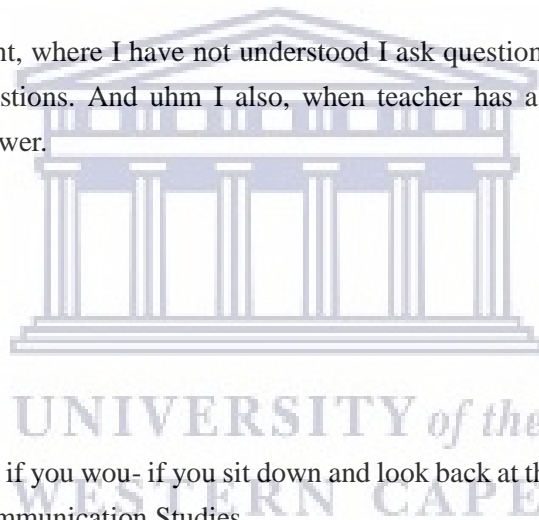
day. Then you share the information.

ResK: Okay

TPMC: Yes

ResK: Uhm how did this material, how did you find it helpful for your own learning?

TPMC: Yeah, this is very important because it helps a student to guess for a number of questions you are going to meet in the module so that at the end you verify pertaining to the way the teacher has uhm explaining to it.

ResK: Okay

TPMC : Yeah

ResK: Alright. Uhm what what what type of languages were available to you for use and practice uhm during the learning of Language and Communication Studies?

TPMC: Language

ResK: Uhm

TPMC: English Language yes and uhm Chichewa I can say.

ResK: Yeah. Those were the ones that were available?

TPMC: Yes

ResK: Okay. Can you can you be able to explain uhm how these languages were used for your own learning?

TPMC: Yes uhm uhm it might happen that maybe it very difficult to understand a certain concept. So the teacher may start uhm clarifying this concept in English. Then later on he might uhm explain it in Chichewa so that students can get it.

ResK: Okay. In terms of you as a learner, in what opportunities would use English and when would you use Chichewa?

TPMC: Okay uhm first of all uhm I was trying to know the concepts in English. So it helped me to know it more when the teacher has clarified it in Chichewa.

ResK: Okay

TPMC: Yeah

ResK: Alright. During uhm maybe for example uhm discussions, maybe could be group discussions or any other kind of discussions or any other activities

TPMC: Yes, yes

ResK: Uhm what kind of languages would you use or were you using?
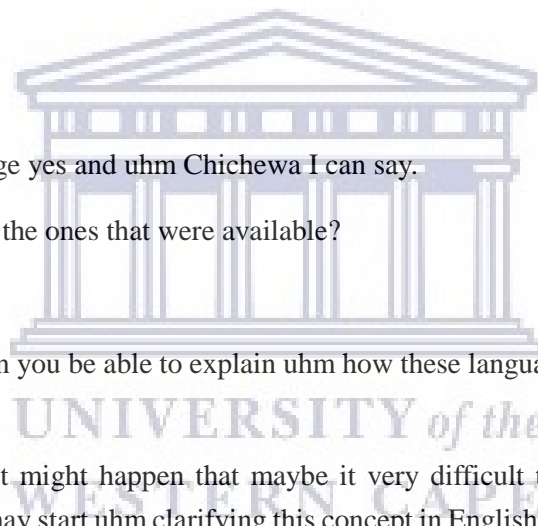
TPMC: Uhm most of the time we use English and we also set rules that at this group uhm it's compulsory to speak English so that we improve our speech and whatsoever.

ResK: Alright

TPMC: Yeah

ResK: First time I'm hearing something like that

TPMC: Yeah

ResK: Why, why did you set such a rule?

TPMC: Uhm it's because we as students uhm we have so many problems in English speaking during presentation and other things. So uhm we took it as very important thing uhm to speak English on whatsoever a piece of work we are doing so that we can become fluent in English speaking.

ResK: Okay

TPMC: Yeah

ResK: Alright. Uhm in terms of your classroom environment, the environment in which your learning was taking place

TPMC: Yes

ResK: Uhm how would you describe the environment in your classroom uhm in terms of how it made your learning easy or it made your learning of Language and Communication Studies difficult maybe?

TPMC: Uhm not necessarily difficult

ResK: Okay

TPMC: Yeah, the environment was just clear

ResK: Okay

TPMC: Yeah, I can say.

ResK: Alright

TPMC: Yeah

ResK: Okay. Uhm what is your view uhm regarding the way your fellow learners in that class uhm think of you as a learner of Language and Communication Studies?

TPMC: How do my friends, my fellow students think about me?

ResK: Yes, yes.

TPMC: Okay uhm I think they think good about me

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ResK: Uh

TPMC: Just because I, I have an evidence.

ResK: Uh

TPMC: Where they have problem, they even consult me.

ResK: Okay

TPMC: To help them.

ResK: Uhuh

TPMC: And they really appreciate that the man has helped me.

ResK: Oh!

TPMC: Yeah

ResK: That's great.

TPMC: Yes

ResK: Alright

TPMC: Yes

ResK: Uhm can you uhm uhm generally describe your interaction with your fellow learners uhm inside the Language and Communication Studies classroom or outside?

TPMC: Interaction with my friends.

ResK: Yes

TPMC: Uhm what we do with my with my friends

ResK: Uh

TPMC: Uhm you know we do discussions here at university

ResK: Yes

TPMC: Yeah, so most of the time when we do uhm discussions of LCOS

ResK: Uh

TPMC: We share information

ResK: Okay

TPMC: Yes

ResK: Alright
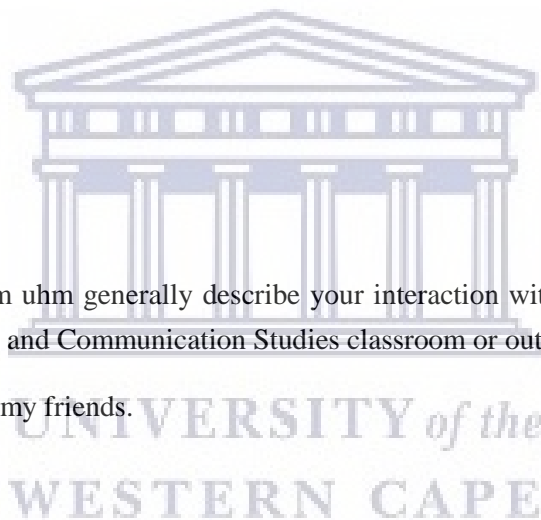
TPMC: Yeah

ResK: Okay. Uhm apart from the lecturer for Language and Communication Studies coming uhm uhm to give you a lecture, stand in front and teach you, uhm apart from that, uhm have, what sort of other activities for learning of Language and Communication Studies did you do or practice?

TPMC: Can you come again?

ResK: Alright

TPMC: Yes

ResK: I'm saying uhm apart from the lecturer

TPMC: Yes

ResK: Coming uhm and standing in front of you, teaching you Language and Communication Studies, were there any other activities for language learning and practice that you did uhm in the in the LCOS classroom?

TPMC: Yes

ResK: Uhuh

TPMC: For example, uhm listening

ResK: Uh

TPMC: I can say you know cannot just listen just because you have been taught

ResK: Uh

TPMC: Yeah, so uhm so before we have been taught

ResK: Uh

TPMC: We have to listen, listening skills

ResK: Uh

TPMC: We were using, we were used to listen whatever the teacher was teaching

ResK: Okay

TPMC: Yes

ResK: So as learner you are saying the activity that you did was to listen to the lecturer

TPMC: Yeah

ResK: Teaching

TPMC: Yes

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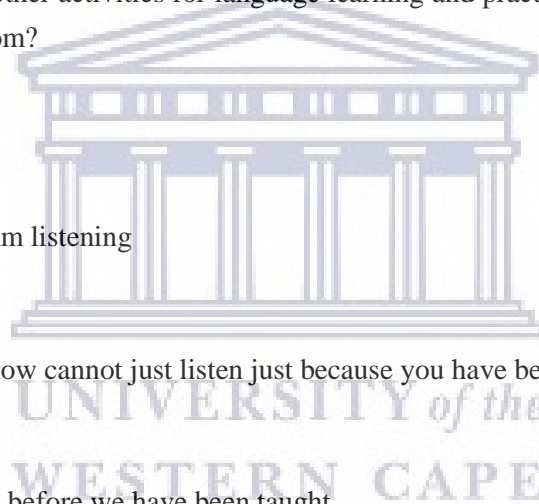
ResK: Alright. Or did the lec- so uhm didn't the lecturer bring, give you any other uhm kind of activities for you to do?

TPMC: Uhm he gave us

ResK: Uhuh. Would you care to give an example if you can remember?

TPMC: Yeah uhm he was used to come with the stories

ResK: Uhuh

TPMC: And uhm read the story

ResK: Okay

TPMC: Yeah

ResK Alright. Uhm uhm I now want to move on to the issue of assessment.

TPMC: Yes

ResK: Uhm what what kinds of assessment did you have in the Language and Communications module?

TPMC: Uhm assignments

ResK: Okay. Uhm individual or group?

TPMC: Uhm in this semester we have not been given uhm individual one but in groups and assessment exams, mid-semester.

ResK: Okay

TPMC: Yes

ResK: So when you when you look at these types of assessment, how have they helped you to uhm to practice the the language concepts or the concepts that you have been learning in the Language and Communications module?

TPMC: Uhm this indeed has helped me because you know once you have been given an assignment to do when you have uhm met problems with it you go and search abroad [sic]. So as you are search [sic] uhm you gain a lot of skills.

ResK: Okay

TPMC: Yes.

ResK: Uhuh. Are you saying that that's what has, that's what happened to you?

TPMC: Yes

ResK: Or you are speaking in general terms?
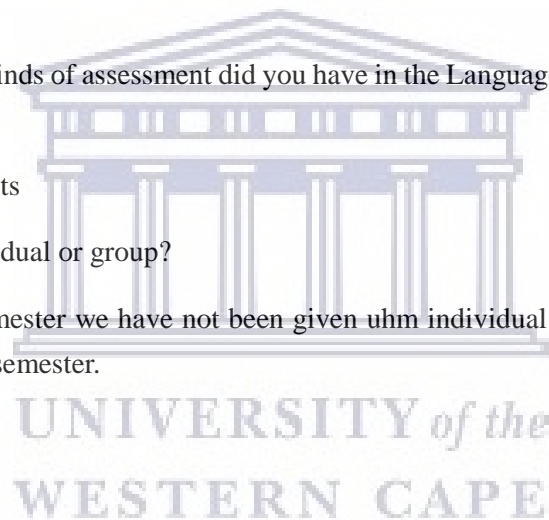
TPMC: That's what happened to me.

ResK: Okay

TPMC: Yes.

ResK: Alright

TPMC: Yeah

ResK: Now uhm I hope by now you have received feedback for, from the assessment, some of the assessments that have had.

TPMC: Yes

ResK: Yes. Can I see your script?

TPMC: Yes, you can see it.

ResK: Alright uhm *[goes through the marked script]*. Okay. Now I can see here that part of the feedback that you received from the lecturer is in the form of these, huh?

TPMC: Yes

ResK: These uhm this like here, this. How clear were these to you?

TPMC: Uhm I can say it's just because maybe I didn't understand the concept of text.

ResK: Okay. But, but when the teacher or the lecturer did this uhm how clear was this to you? Did you understand it's meaning?

TPMC: Yes, I understand the meaning of these things. That means uhm I didn't do them clearly.

ResK: Okay.

TPMC: Yeah

ResK: Alright

TPMC: Yeah

ResK: And how does, how did that make you feel?

TPMC: Uhm actually I didn't feel good because uhm it's like I failed and I sat down and prepare myself and I thought that I traced myself where uhm didn't I do better? On which areas should I improve? So uhm this maybe because uhm it was uhm note-taking. So uhm just because we didn't do it before the exam. We didn't have any time to practice it. And it was for the first time for me to do note-taking. So I had so many problems.

ResK: Alright

TPMC: Yeah

ResK: In general terms uhm how helpful did you find uhm or how helpful was the feedback comments uhm that your lecturer wrote for you either in this exam or in the other assignments that you've written? How did they help you?

TPMC: Uhm most especially of this paper

ResK: Uh

TPMC: Uhm of course that's the paper [sic] was just very simple

ResK: Uh

TPMC: And that's not what I was not expected.

ResK: Okay

TPMC: Yeah. So uhm it helped me to work extra hard

ResK: Okay

TPMC: So that next time I will not get such grade.

ResK: Okay

TPMC: Yeah

ResK: Alright. Uhm still on the same issue of assessment, uhm during the course of your learning, uhm how did the fact that, how, yeah how did the fact that you would be assessed, I don't know if you understand that? How did the, the fact that you would be assessed uhm influence your approach to, to learning of Language and Communication Studies? In other words, when you knew or when you understood

TPMC: Yes

ResK: Or when you realized that you would be assessed uhm during the learning of Language and Communication uhm Studies, how did that affect your approach to language learning?

TPMC: Uhm I can say it affects me positively yeah just because uhm it makes me uhm to prepare uhm to study before exams. So as I'm doing so, as I'm doing it, it makes me to know the stuff.

ResK: Okay

TPMC: Yeah

ResK: Alright.

TPMC: Yes

ResK: Uhm now, how many forms of assessment have you had? One it's a mid-semester

TPMC: Yes.
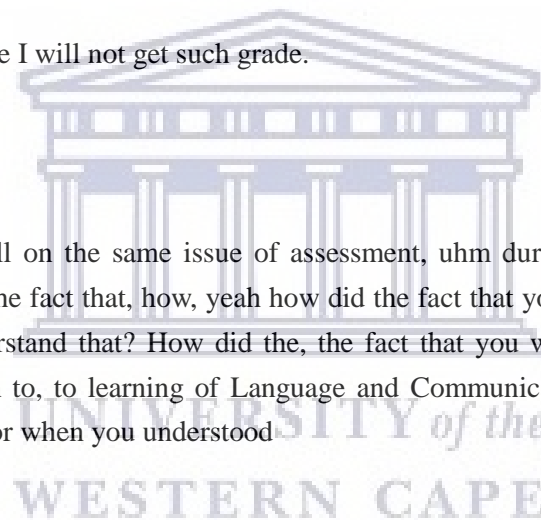
ResK: Uhuh

TPMC: Uhm we had an assignment in groups. And we have just been given one in groups again.

ResK: In groups again.

TPMC: Yes.

ResK: Alright. Uhm I'm sure, no I shouldn't say I'm sure. Can you describe if any, uhm any relationship that you have noted uhm between what you are doing in Language and Communication Studies and what you are doing in the other modules that you are studying?

TPMC: Okay uhm in general I can say as I have already said in LCOS we learn uhm so many skills. For example, uhm I can talk about referencing. On each and every assignments [sic] we have been given uhm we need to acknowledge the source of the material we have been using. So we use those concepts uhm we have learnt in LCOS in any module we have been given assignment even biology. So we apply uhm those concepts. Yeah and we can talk of uhm listening again uhm even in other modules it requires you to listen. So and just because uhm we learn the listening skills in LCOS, and we apply those listening skills in other modules. In so doing it indeed helps the students.

ResK: Alright

TPMC: Yeah

ResK: What about uhm maybe essay essay writing?

TPMC: Yeah, uhm you know we also learn how to write an essay

ResK: Uh

TPMC: Yeah and we use those skills, those concepts in uhm module when we have been given to write an essay.

ResK: Okay

TPMC: Yes

ResK: Uhm has there been any opportunity in which you have been asked to write an essay from uhm another module apart from the Language and Communication Studies module?

TPMC: Yes

ResK: Okay. Uhm you you've been asked to write an essay?

TPMC: Yeah *koma* [but] not as an individual.

ResK: Okay.

TPMC: In groups again
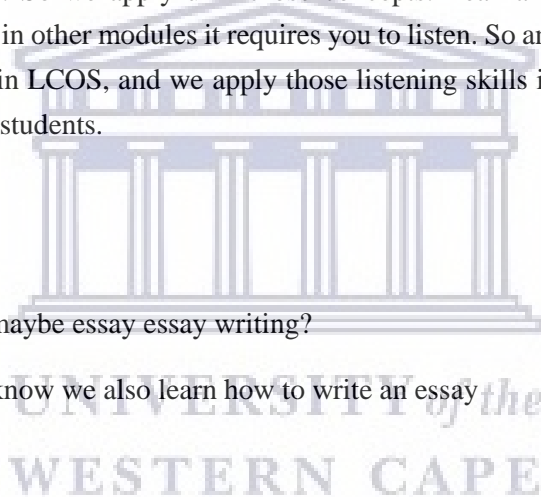
ResK: Okay. Which, which module is that?

TPMC: Uhm in computer

ResK: Okay

TPMC: We had an essay

ResK: Uhuh

TPMC: Yeah

ResK: Alright. So how did you apply the concepts that you had learned or it was before you had learned essay writing maybe?

TPMC: Yeah it was before

ResK: Okay

TPMC: Yes. And after learning it we went back to the result

ResK: Uh

TPMC: And uhm we saw where we didn't do better

ResK: Okay

TPMC: And we realized that had it been that we did before

ResK: Uh

TPMC: It could have helped.

ResK: Okay

TPMC: Yes

ResK: Alright. So uhm when you noticed this relationship or when you know of this relationship between what uhm what you are studying or what you are learning in Language and Communication Studies and what you are doing in the other modules uhm how did or how does this noticing influence your actions when you are learning Language and Communication?

TPMC: Uhm this uhm made me uhm to be very attentive in each and every LCOS class

ResK: Okay

TPMC: Because I realized that whatever

ResK: Uh

TPMC: We learn in LCOS is applicable in any module

ResK: Okay

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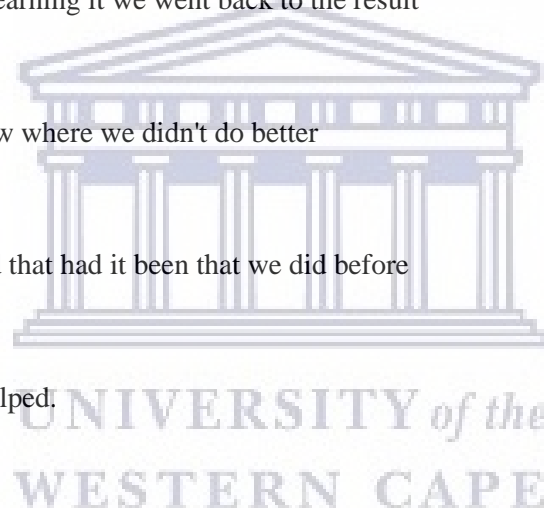
TPMC: So I take it as an advantage uhm to listen actively so that I will do better in other modules.

ResK: Alright

TPMC: Yeah

ResK: Alright. Uhm uhm would you be able to describe for me if there are any other opportunities for English language learning available to you outside the Language and Communication Studies classroom?

TPMC: Other?

ResK: Opportunities or chances.

TPMC: But I've missed the question in the beginning.

ResK: Okay. Could you describe for me uhm if there are any opportunities or chances for English language learning available to you outside the LCOS classroom?

TPMC: Yes

ResK: Uh

TPMC: Uhm of course I'm just centering on listening. You know I can also talk about note-taking. You know at this university we used to have to general assemblies whereby uhm the vice chancellor uhm addresses us. So I used to take note on whatever she is saying.

ResK: Okay

TPMC: Yes

ResK: Alright. Uhm any obstacles to the learning of English uhm outside the Language and Communication Studies classroom or even inside?

TPMC: Uhm no.

ResK: No, are you sure?

TPMC: Yeah *[giggles]*

ResK: Alright

TPMC: Yeah

ResK: Uhm could you be able to describe any other times in your learning of Language and Communication Studies when you used a language that is not the English language?

TPMC: Yes

ResK: Uh

TPMC: Yeah uhm you, you mean concerning the lesson?

ResK: Whether it's concerning the lesson or?

TPMC: But maybe uhm sometimes I used maybe to speak to my nearby friend in Chichewa. But when I speak to my teacher I always use English.

ResK: Okay

TPMC: Yeah

ResK: Alright. Uhm so you, you have been here uhm for almost a semester.

TPMC: Yeah.

ResK: And you have been learning Language and Communication during all this period.

TPMC: Yes

ResK: So uhm are you able to or can you describe uhm uhm how the content in the LCOS module uhm relates with what you learnt in your secondary school uhm English?

TPMC: Uhm the stuff

ResK: Uh

TPMC: Is almost the same.

ResK: Okay

TPMC: Yeah you know secondary English is also all about uhm some skills

ResK: Yeah

TPMC: In I can say reading

ResK: Uhuh

TPMC: In writing even listening

ResK: Yes

TPMC: Yeah so it's almost the same

ResK: Uh

TPMC: With uhm secondary English

ResK: Okay

TPMC: Yeah

ResK: Alright. Anything more than that?

TPMC: Uhm no

ResK: Alright
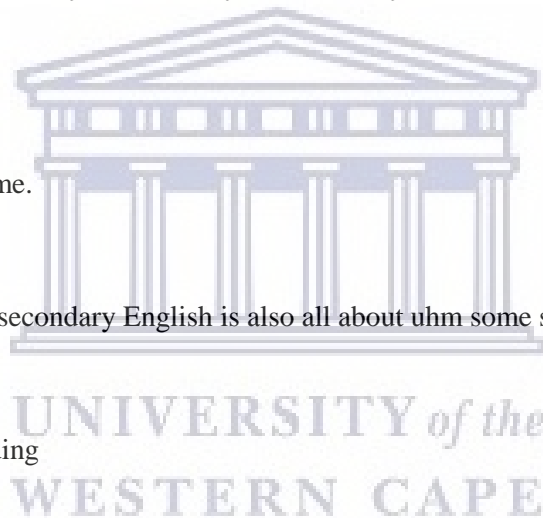
TPMC: Yes

ResK: Uhm if we were to describe to you as a student or as someone who is learning English, uhm we could say you are in transition, *eti* [right]? You are moving from a secondary school

TPMC: Yeah

ResK: Uhm uhm English language learning set up into a university uhm English for Academic Purposes set up where you are learning English uhm so that you can excel in your academic life.

TPMC: Yeah

ResK: So uhm this this transition, from being a secondary school English language learner to being a university learner of English for Academic Purposes, how is it to you?

TPMC: Uhm I can say that it has indeed helped me

ResK: Uh

TPMC: Most especially in my speeches in English

ResK: Okay

TPMC: Yeah you know uhm most of the time we the students

ResK: Uh

TPMC: From community day secondaries

ResK: Yeah

TPMC: Uhm we have problems in English speaking.

ResK: Okay. How do you know that you have problems?

TPMC: Uhm yeah, it's just because uhm you know in this uhm boarding schools

ResK: Uh

TPMC: Uhm it's compulsory to speak English.

ResK: Okay

TPMC: So the more the students speak English

ResK: Uh

TPMC: The more they become fluent

ResK: Okay

TPMC: Yeah, so when you go to-
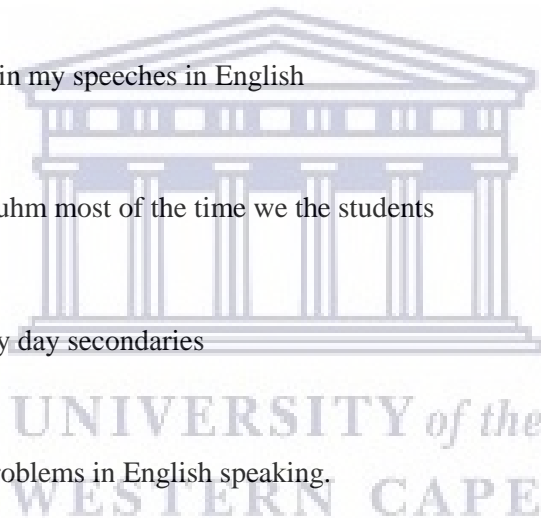
ResK: Is that what you believe?

TPMC: Yes

ResK: Okay

TPMC: Yeah. So when you go to community day secondary school

ResK: Uh

TPMC: Most of the students they use to speak in vernacular language.

ResK: Okay

TPMC: Uhm and this uhm indeed affect them negatively when they come here in university.

ResK: Okay

TPMC: And with the introduction of this uhm LCOS

ResK: Uh

TPMC: It helps those uhm students from community day secondary school.

ResK: Okay

TPMC: I can give an example of myself

ResK: Uh

TPMC: I was not, I was unable to express uhm a lot of things in English.

ResK: Okay

TPMC: But as of now with the introduction of Language and Communication Skills

ResK: Uh

TPMC: I'm at least able to express some of the things

ResK: Okay

TPMC: Yeah

ResK: Who tells you that you are not a good learner of English?

TPMC: Uhm of course no one told me

[ResK laughs]

TPMC: I was just comparing myself with friends from high school

ResK: Okay

TPMC: And I was able to
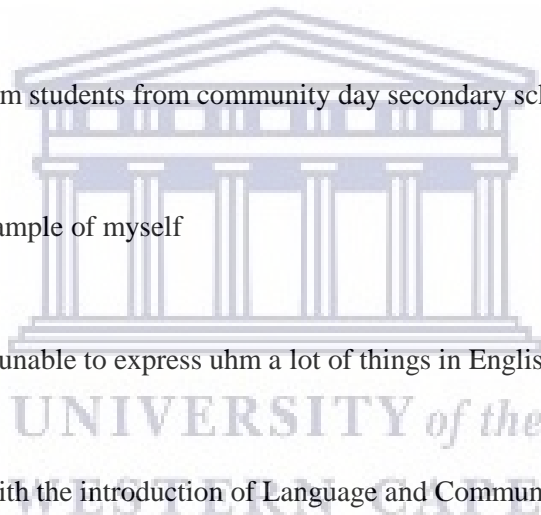
ResK: Uh

TPMC: To recognize that somewhere I'm behind.

ResK: Okay

TPMC: Yes

ResK: Alright.

TPMC: Yeah

ResK: Okay. Uhm if there was anything that you would like to uhm advise the Language and Communication Studies department that it should do uhm concerning your learning of the LCOS module, what would you suggest?

TPMC: Uhm I can say it is very important uhm to provide uhm a lot of resources

ResK: Uh

TPMC: For learning and teaching

ResK: Okay

TPMC: Yeah, for example when it comes to listening

ResK: Uh

TPMC: Uhm if it is possible it is very important uhm to take the students in the real situation

ResK: Uh

TPMC: As they did in the exams

ResK: Okay

TPMC: Yeah, yeah, yeah. We should maybe uhm do it before

ResK: Uh

TPMC: So that as I have already said that it might happen that some of the students it is their first time to do it

ResK: Okay

TPMC: So they should practice before their exam.

ResK: Uhuh. What happened in the exams uhm concerning listening?

TPMC: Yeah, a lot of students were not able to get the gist of that

ResK: Okay

TPMC: Uhm story.
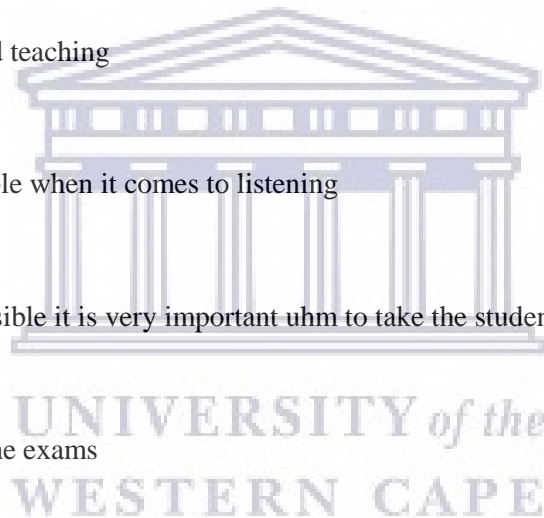
ResK: Of, of, story, which story?

TPMC: Yeah I am on note-making now

ResK: Okay

TPMC: Yeah that part of note-making where they used uhm to play on the radio

ResK: Okay

TPMC: Yeah

ResK: Oh alright.

TPMC: That's what I mean.

ResK: So you are saying that before the exam

TPMC: Yeah

ResK: They should give you more opportunities for practice.

TPMC: Yes

ResK: Okay

TPMC: Yeah

ResK: Is that all?

TPMC: Yeah

ResK: Alright. Alright *[mentions **TPMC's name]*, eti *[right]*?

TPMC: Yeah

ResK: I would like to thank you very much for uhm your agreeing that we should come and do this interview.

TPMC: Thank you.

ResK: But as you can you see it's, it's, it's a general interview.

TPMC: Yeah, yeah

ResK: Yeah. I'm not trying to find out how you performed or the kind of grade got.

TPMC: Yeah

ResK: But I just want to know uhm how you as a learner of Language and Communication Studies took issues in your own hands, took issues relating to your learning uhm in your own hands or how you think uhm the course that you did or the environment at MUST in general helped you uhm to uhm be an independent uhm uhm learner. And so because of that I would like to thank. I know you, you guys are busy.

TPMC: Yeah yeah

ResK: Uhm so to find time and say please can I come this time

TPMC: Yes

ResK: For me that's very uhm that's very good and I should appreciate it.

TPMC: Okay, thank you.

ResK: Do you have any questions or comments?

TPMC: Uhm no.

ResK: You don't have anything?

TPMC: Yes

ResK: Alright

TPMC: Yeah

ResK: Then I think I should thank you very much

TPMC: Thank you sir.

ResK: Yeah.
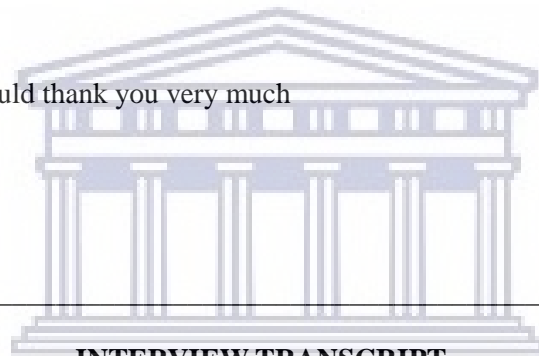
INTERVIEW TRANSCRIPT

TPNE

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ResK: First of all, what's your belief regarding the role or the purpose of Language and Communication in your academic life?

TPNE: Okay

ResK: Uhm yeah

TPNE: Uhm I think here like at the university I believe that we are learning uhm LCOS just uhm as to guide us so that we'll do better in other areas of study. For example, maybe it will assist us to write good essays uhm good reports…because you know as we coming from secondary school. It's not everyone who has got a good background maybe on languages. So they are just trying maybe to uhm bring us together so that we start on the same page…so we can at least maybe, so that at least in our academic writings we'll be maybe we'll write good work maybe.

ResK: Okay

TPNE: Yeah yeah exactly

ResK: Alright

TPNE: Uh

ResK: And so uhm when you look at that you'll see that uhm in in the course for Language and Communication, you've done uhm a number of topics. I particularly want to focus on your study of uhm listening, reading, and then academic writing uhm essay writing and then the part on referencing. Uhm uhm what's your belief regarding each of these?

TPNE: Okay uhm on the first part maybe when we are looking at listening. I think they were just trying to, as as I was saying they are trying to help, to groom us so that we can be maybe we can profi- we can perform well here at university because uhm as as far as we know it, I think uhm for someone to learn listening has to be there. It's very important.

ResK: Okay

TPNE: Yeah. And for even maybe on listening still on listening we are being uhm equipped with skills for example, to listen to a lecture, even a pub- it can even be a public lecture, not at school here.

ResK: Yes

TPNE: Yeah even in a meeting, we'll need to take down notes. So they are just they are just trying to equip, equip us with those skills

ResK: Okay

TPNE: Yeah

ResK: Alright.

TPNE: Yeah and uhm in fact we also did I think presentation. All those I think they are just trying to uhm bring in skills that will help us to communicate effectively.

ResK: Okay

TPNE: Yeah, as well as maybe to obtain feedback

ResK: Yeah

TPNE: Yeah.

ResK: Uhuh

TPNE: While on uhm on writing, as you are saying we did uhm essay writing, academic writing. There we are talking about essay writing. Uhm I think that uhm that topi- uhm that topic is just trying to help us to know how do we write a good essay and how do we make sure

that uhm our essay is not maybe deemed as uhm plagiarism maybe.

ResK: Okay

TPNE: Yeah yeah yeah. So how do we reference. All those are just trying to help us in writing good good uhm academic work I think.

ResK: Okay

TPNE: Yeah yeah

ResK: Alright

TPNE: Yeah

ResK: Uhm how familiar are you with referencing bearing in mind that you are in uhm what we call the transition you are moving from secondary school into a a university system in which in terms of uhm language issues it might signal also a a transition from a different teaching and learning setting into another different teaching and learning setting.

TPNE: Okay. Uhm I think with referencing uhm the main challenge to me is that to be able to like uhm reference uhm reference maybe writers or books uhm without using the original copies of the writers.

ResK: Uh

TPNE: Yeah. Because maybe when we come to, it comes to exams, you are in an exam room you are supposed to write an essay.

ResK: Yes

TPNE: Yeah. You can write an essay based on some ideas which you got from books but to exactly remember those uhm writers, authors it's not that easy

ResK: Okay

TPNE: Yeah. And I think that, there we'll have challenges I think.

ResK: Uh

TPNE: Yeah. Uhm but all in all, I think that I am, I'm coping up I think.

ResK: Okay

TPNE: Yeah

ResK: Alright

TPNE: Because as as on uhm at secondary school we are just used to maybe giving definitions giving examples, taking them directly from the book. We didn't know that we have to reference, we have to do so. So now we are being told that even even a definition, if you take it from a text you have to reference it

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[ResK laughs, TPNE laughs]

ResK: Okay

TPNE: That's not easy

ResK: Alright

TPNE: Yeah

ResK: Uhm I'm deliberately asking this because I'm aware that at secondary school issues of referencing are-

TPNE: Not there

ResK: Are not there.

TPNE: Yeah, yeah, yeah

ResK: So that's why we are saying you are mo- transitioning from a totally different uhm teaching and learning environment to another one which also demands uhm certain things uhm that are new from you.

TPNE: Yeah

ResK: So uhm here we've been talking about the importance of uhm your belief regarding the purpose of EAP uhm uhm in your academic life here. Uhm what about it's importance uhm uhm beyond beyond, beyond MUST?

TPNE: Okay

ResK: Beyond academic life.

TPNE: Alright. Uhm beyond, beyond school, academic life I'll say uhm I think it'll it'll the background which I will get here will assist me a lot

ResK: Okay

TPNE: Yeah, because let's take it for example my program I'll have to present reports. Yeah and sometimes I you have even to present uhm you you have to talk in a meeting maybe to give out a report in like in auditory form

ResK: Uh

TPNE: So for me to be able to have that courage to stand in front of people and talk to people I think LCOS is going to help me.

ResK: Okay

TPNE: Yeah and uhm on top of that uhm I will be expected maybe to write uhm proposals. Yeah, I can't do that without uhm without the knowledge in aca- which I'm getting here in academic writing

ResK: Uhuh

TPNE: Yeah. And I think I will also be, I will also be suppo- I'm supposed to, I will be expected to present uhm even research papers I think because let's we are doing [mentions name of program]. There's that probability that we are supposed to do some riches, some research at work.

ResK: Okay

TPNE: Yeah so I think it will help in uhm writing as professionally. Then it will also, the skills which I'm also getting here will help me to be a good presenter.

ResK: Okay

TPNE: Uhm I will be able to communicate well with my bosses. Of course I know that we have not yet done maybe like memo writing and such. But I know that I'm supposed to do those uhm we are supposed to learn those.

ResK: Okay

TPNE: And for me to communicate effectively in a in an organization I need those skills. I need to be able to write a formal letter, a good formal letter. I need to be able to write a memorandum. So I think uhm all this uhm all these that we are learning here they will definitely be needed in the work area

ResK: Alright

TPNE: Yeah

ResK: Alright.

TPNE: Yeah

ResK: Now uhm realizing this purpose and importance of uhm LCOS or Language and Communication uhm in your academic life and beyond,

TPNE: Yeah

ResK: Uhm has this influenced your participation in your teaching and learning in a in any way?

TPNE: Uhm I would say it has influenced me somehow of course but not completely because uhm for example when we were learning uhm note is it note-taking...There was one method, which I really was interested in. Yeah, the the one they say, is it the Cornell?...I was really interested in that system because of the way it presents information and the way you are able to use it for studies…But my challenge was I didn't get it, uhm I think it's not that convenient for me to be able to follow those steps, the steps were just too involving. But uhm I looked at it and said this method is good and it'll, it can really help you to understand.
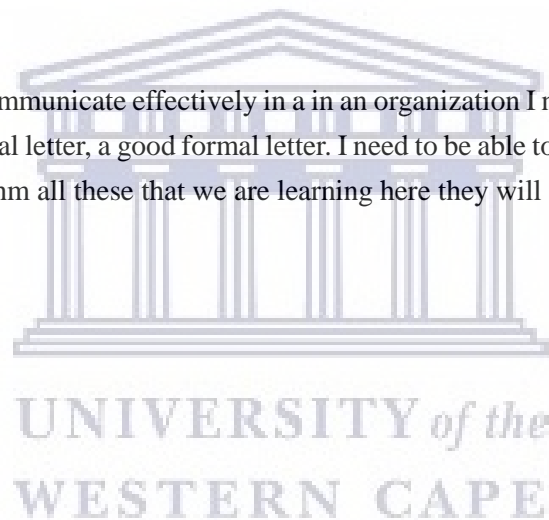
ResK: Okay

TPNE: Yeah.

ResK: Uhuh

TPNE: But the problem the challenge now is how do I follow it?

ResK: Yeah

TPNE: Because uhm looking at it aah no! This this but the steps seem to be very involving

ResK: Okay

TPNE: Yeah

ResK: Alright

TPNE: Uhm but for maybe for the other part, maybe like listening active listening, uhm the lessons have also helped me to be like, it has it has just helped me to enforce to enforce what I already believe because uhm I already believe in maybe asking questions in class. And when I came to the lesson and said that oh the uhm the teacher was saying uhm active listeners uhm they need to be able to may be ask questions, so I said 'Okay, so that means what I was doing was good. So may be let me keep up.'

ResK: Okay

TPNE: At least maybe so that uhm so that maybe I will be able to listen attentively in class.

ResK: Okay

TPNE: Yeah

ResK: Alright

TPNE: Uh

ResK: Uhm would you be able to describe for me the the sort of preparation that you did

TPNE: Yeah

ResK: Uhm as a way of preparing for the various lessons in Language and Communication

TPNE: Okay. Uhm honestly, honestly I don't uhm I've never prepared for any lesson when coming to class for LCOS. Yeah, uhm the problem I find is uhm LCOS usually don't have that, we are not provided with notes.

ResK: Okay

TPNE: Yeah so for me to be able maybe to prepare. At least I believe in may be reading before before the class. The challenge is we don't have those notes and even if you go to the library,

ResK: Uh
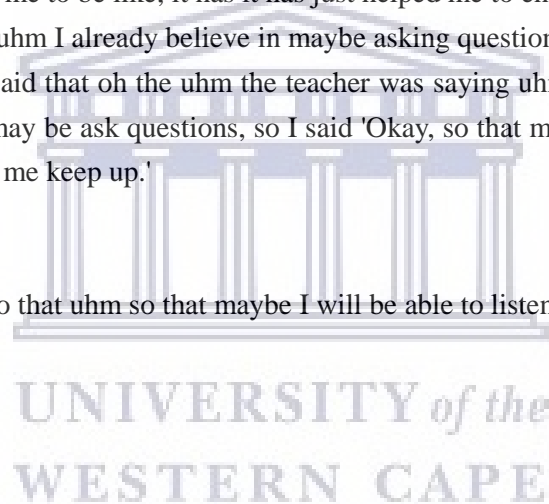
TPNE: Uhm you do we do find some notes. On referencing at least it's there. But when it comes to other topics, for example if you look at time management, the notes is not there

ResK: Okay

TPNE: Yeah. Even if, when you go on the Internet, you find notes on time management

ResK: Uh

TPNE: But they'll be talking about maybe the, at work

ResK: Uhuh

TPNE: How do you manage time at work

ResK: Okay

TPNE: Yeah, not like academically.

ResK: Uhuh

TPNE: So for me to prepare before a lesson,

ResK: Uh

TPNE: It's not it's not uhm I don't think it's easy

ResK: Okay

TPNE: Yeah. And for me what I do is uhm when I learn today

ResK: Uh

TPNE: Before the next lecture

[ResK clears throat]

TPNE: I just try that when I'm going to class tomorrow what we did last time so that at least when the teacher

ResK: Uh

TPNE: The lecturer asks ask some questions, I will be able to answer.

ResK: Okay

TPNE: Yeah. But not as in new content maybe preparing for new content content, I don't think there's any information that is available.

ResK: Okay. So you are saying the uhm there are some materials for referencing in the library?

TPNE: Yeah

ResK: In term in form of
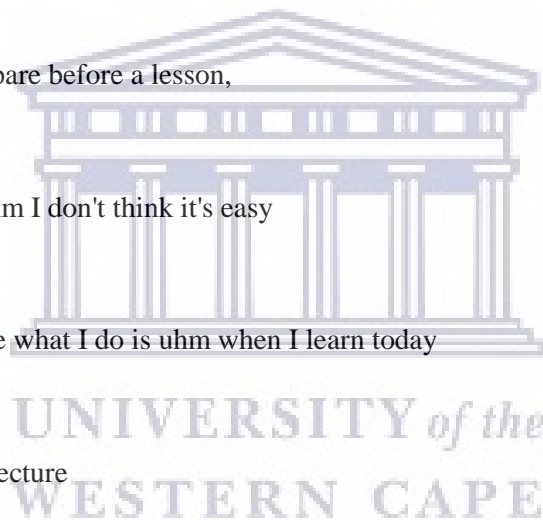
TPNE: In form of a book. A book is there

ResK: Okay

TPNE: Yeah yeah. I found a book on referencing, it's there.

ResK: Open open shelves or reserve section?

TPNE: Uhm that one was on open shelf I think

ResK: Okay

TPNE: Yeah. Uh no. It was in reserve.

ResK: Okay.

TPNE: Yeah, I found it that there's a certain book.

ResK: Alright

TPNE: Uh

ResK: Uhm in general terms could you describe for me your participation in Language and Communication uhm uhm lessons?

TPNE: Okay

ResK: You can you can talk generally or you can also refer to specific lessons that you can recall maybe.

TPNE: Okay. Uhm I think when it comes to participation

ResK: Uh

TPNE: I, I do try to participate.

ResK: Okay

TPNE: Yeah, almost maybe if there is a chance for us to ask questions,

ResK: Uh

TPNE: I do ask questions.

ResK: Uhuh

TPNE: Because I don't like uhm coming out without understanding something

ResK: Yes

TPNE: Yeah. So if the chance is there I do ask questions. And also when it comes to group work, I try my best to be to take part

ResK: Uh
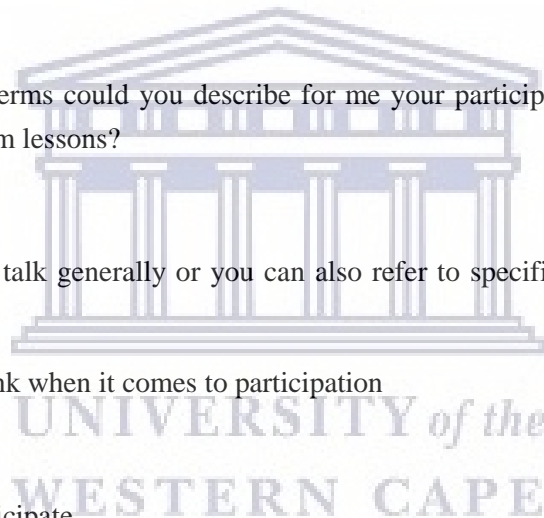
TPNE: In in the discussions

ResK: Okay

TPNE: If it was, it involves writing, I also try that at least I should write some uhm a certain part

ResK: Yeah

TPNE: Yeah, uhm maybe uhm even on presentations

ResK: Uh

TPNE: I did took uhm I took part

ResK: Okay

TPNE: I presented

ResK: Uh

TPNE: Yeah, of course but uhm I don't think it's enough to me

ResK: Uh

TPNE: Yeah, because uhm for some topics for example like essay writing

ResK: Yes

TPNE: Uhm you are supposed, for someone to be able to write a good essay you need to practice

ResK: Yes

TPNE: Yeah, and uhm personally I do just go to the library maybe and assign, assign myself a topic that I'm going to write

ResK: To write an essay on this?

TPNE: This essay, maybe on that part I'm lazy.

ResK: Okay

TPNE: But maybe if the lecturer could say

ResK: Uh

TPNE: 'Okay, here are some topics'

ResK: Yeah

TPNE: 'Write, write an essay.'

ResK: Uh
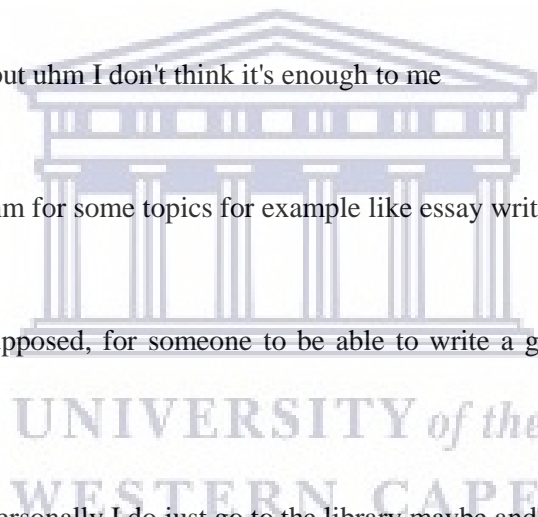
TPNE: Yeah I think that would involve us very much.

ResK: Okay

TPNE: And we would write essays, it doesn't matter if we can write the essays

ResK: Uh

TPNE: He corrects. Even if he doesn't mark, you have practiced

ResK: Okay

TPNE: Yeah, we have practiced and that would give us at least some confidence.

ResK: Yes

TPNE: But uhm look at, we learnt uhm academic writ- academic essay

ResK: Uh

TPNE: But we never practiced

ResK: Okay

TPNE: Yeah, we were only told maybe to write the introduction

ResK: Uh

TPNE: And conclusion. But uhm let's say that today

ResK: Uh

TPNE: If the teacher, the lecturer comes and says can you write an academic essay,

ResK: Yes

TPNE: Today, definitely I will have to go back to the notes

ResK: Uh

TPNE: And try to help myself remember. But if we may be practiced

ResK: Uh

TPNE: To write a few essays

ResK: Yeah

TPNE: I don't think I would need to do that.

ResK: Okay

TPNE: Yeah

ResK: Alright
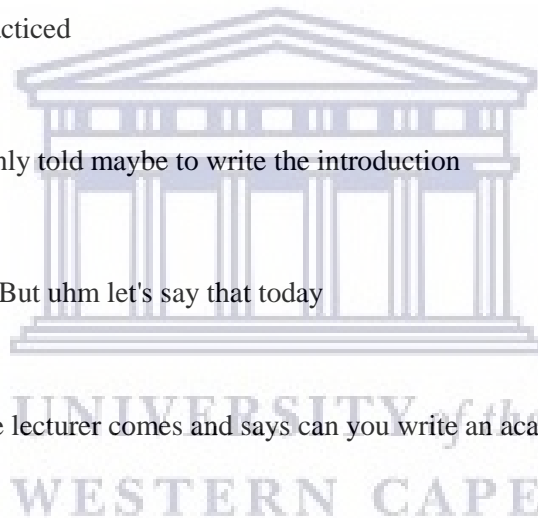
TPNE: Yeah, so maybe on the part of the lecturer

ResK: Uh

TPNE: Maybe he just needs to involve us with more work

ResK: Okay

TPNE: As we are saying that uhm some some of these topics need practice.

ResK: Uh

TPNE: Yeah.

ResK: Okay

TPNE: But it's not only the lecturer who has to uhm make sure that we practice

ResK: Yes

TPNE: Us on ourselves, uhm we also have to uhm try and maybe practice

ResK: Alright

TPNE: Yeah so I will say on my part I was lazy *[laughs]*

[ResK laughs]

TPNE: Yeah, but uhm I think all in all

ResK: Yeah

TPNE: I do I do involve myself in LCOS

ResK: Alright

TPNE: Yeah

ResK: Now still uhm on the issue of participation, I saw you presenting

TPNE: Yeah

ResK: The other day on the topic that you had been assigned

TPNE: Yes

ResK: How did you come to be the presenter of that particular group?

TPNE: Okay. Uhm what happened is uhm our lecturer told us that maybe for the sake of time

ResK: Uh

TPNE: Uhm the group should choose someone who would present.

ResK: Uh
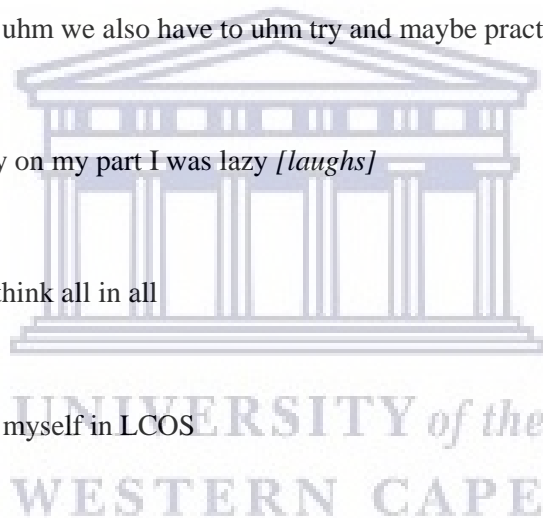
TPNE: Yeah, so it's like before uhm two days before that presentation we had another presentation.

ResK: Okay

TPNE: In biology.

ResK: Uh

TPNE: Yeah, so people just said, 'Uh no, I think you did better.'

ResK: Uh

TPNE: 'Can you represent us?'

ResK: Okay

TPNE: Yeah and uhm the thing is I was involved in typing the

ResK: The presentation?

TPNE: The presentation

ResK: Uh

TPNE: So I was more familiar with it maybe than another people. So they said, 'Uh I think you were typing. You are familiar with this. Can you try and help us?'

ResK: Okay

TPNE: Yeah.

ResK: So it's your friends who suggested that you should be the presenter for the group?

TPNE: Yeah, they suggested that I should be the presenter

ResK: Okay

TPNE: But uhm I also wanted

ResK: Uhuh

TPNE: To take part

ResK: Okay

TPNE: Yeah yeah

ResK: Alright

TPNE: So it was like uhm when they suggested it I said 'Uh that's what I wanted. So let me do this.'

ResK: Okay
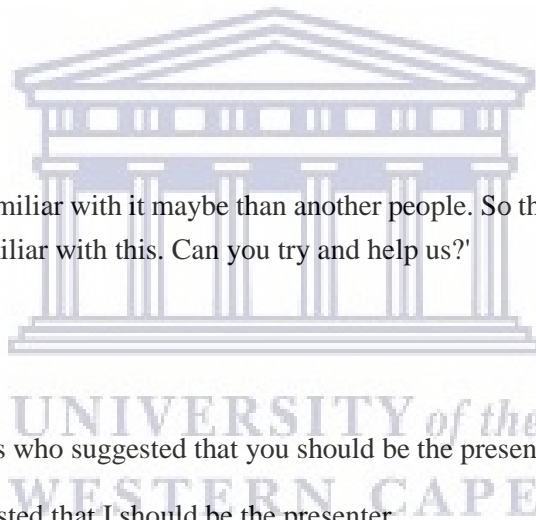
TPNE: Yeah

ResK: Alright

TPNE: Uh

ResK: Uhm I think we we've done LCOS now I think for the larger part of the semester.

TPNE: Yeah

ResK: Uhm can you be in a position to describe uhm the sort of language resources that were, the sort of learning resources that were available to you during the lesson

TPNE: Okay

ResK: The various lessons anyway and how you found them useful for your own learning.

TPNE: Okay. Uhm during the lessons mostly I think the resources that was used it's the visual. Yeah, it's the visual resource where the lecturer was using the uhm projector. And uhm I found it very useful to me.

ResK: Okay

TPNE: Yeah. Because uhm for someone just to explain let's say a topic like referencing, I don't think there's anything that I would get. Yeah, it's not that easy. So I think uhm using presentations is very good.

ResK: Uh

TPNE: Uh and uhm of course uhm as now as of out of class

ResK: Uh

TPNE: He also gave us some tutorials

ResK: Okay

TPNE: Yeah. Gave us questions, work on these. We worked on them.

ResK: Okay

TPNE: And I think they were very useful

ResK: Uh

TPNE: Yeah. Despite that uhm despite that maybe uhm some of the, some of the members didn't attend

ResK: Uh

TPNE: Yeah but they were useful because we would come together

ResK: Uh

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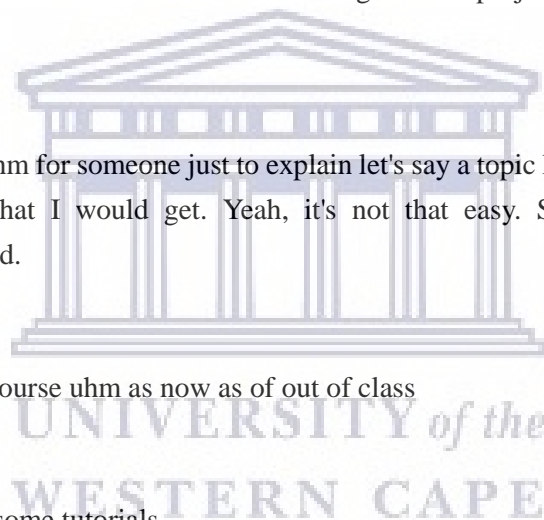
TPNE: Discuss and maybe for some areas which were not, were not clear maybe

ResK: Yeah

TPNE: As in uhm in class.

ResK: Uh

TPNE: We would be able to uhm get what was being taught from others, from other class members

ResK: Yeah

TPNE: Yeah. So I think uhm these are, these are the main resources.

ResK: Okay

TPNE: Yeah yeah.

ResK: Uhm could you also be able to describe the language resources that were available to you during the lessons and how you used them for your own learning. When I'm talking about the language resources, I'm talking about uhm uhm English as a language

TPNE: Yeah

ResK: Uhm Chichewa as a language.

TPNE: Yeah

ResK: Uhm uhm and the various language resources that were made available to you

TPNE: Yeah

ResK: And so how were these, the ones that were available to you

TPNE: Yeah

ResK: Uhm and how you made use of them.

TPNE: Yeah okay. Are talking about maybe in class or maybe also outside?

ResK: Both in inside the class or outside.

TPNE: Okay uhm somehow I think they are useful

ResK: Uh

TPNE: Let's say for example for the exercise

ResK: Uh

TPNE: Yeah. They really did help us.

ResK: Okay
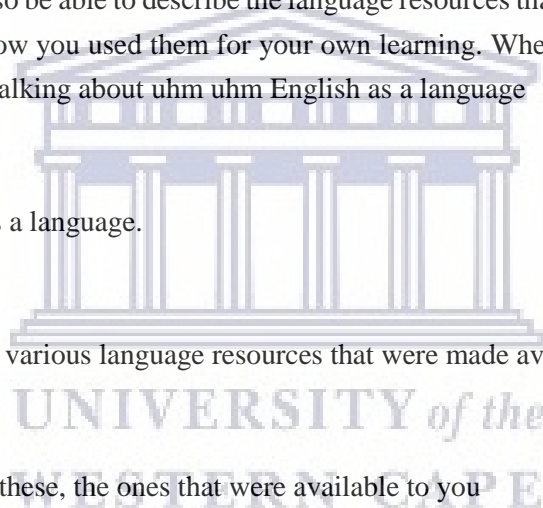
TPNE: Yeah. For example, we were told to write a SMART goal

ResK: Uh

TPNE: We did that. When it the exams we were, we are confident.

ResK: Yeah

TPNE: Because it was not the first time.

ResK: Okay

TPNE: Yeah. Uhm as I was, I was also saying uhm I had, I did find some books in the library

ResK: Uh

TPNE: They are uhm I was also assisted

ResK: Okay

TPNE: Yeah. Uhm even though I cannot say that they are, we have very much resources in there.

ResK: Uh uh

TPNE: Yeah, on resources I don't think, I think it's still a challenge. Yeah, because we don't have uhm the resources are not that much. So if maybe uhm we had more, more books. I think I would be comfortable because let's say for for now, like for now uhm if we have learnt a lesson, of course we are encouraged to take notes. We do take notes but we still need uhm like complimentary notes to support our notes from the the lecture. So it's still a challenge to get such notes in the library.

ResK: Yeah

TPNE: Yeah. But for those that were available

ResK: Uh

TPNE: I think they did help us

ResK: Okay

TPNE: Yeah

ResK: Uhm as a language resource, uhm was the use of English both outside and inside classroom

TPNE: Yeah

ResK: Adequate for you? Or the use of English as a language of

TPNE: Teaching
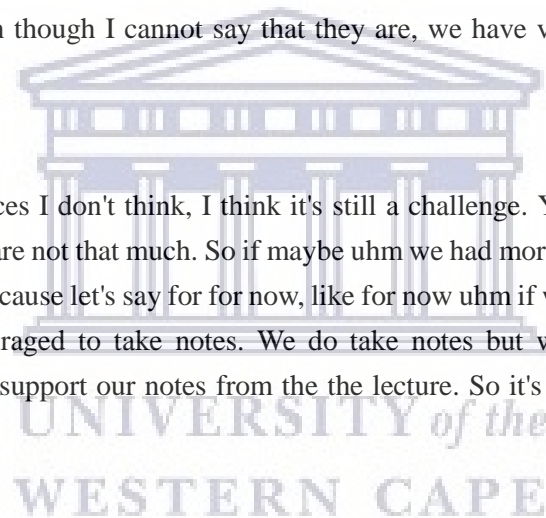
ResK: Instruction

TPNE: Okay

ResK: Uh

TPNE: I think it was adequate and I love uhm I like the lecturer.

ResK: Okay

TPNE: He uses simple English

ResK: Uhuh

TPNE: So you can't say that I didn't get you, no. Then that's not true. I think it was adequate enough.

ResK: Uhuh

TPNE: Yeah. He used simple English

ResK: Uh

TPNE: And maybe even when it came to uhm written resources

ResK: Yeah

TPNE: Maybe the questions

ResK: Uh

TPNE: They were well presented so you could know what the teacher, what he's asking.

ResK: Yes

TPNE: So I think uhm in terms of English as an instruction resource I think it was okay

ResK: Okay

TPNE: Yeah

ResK: Alright. Uhm in terms of the classroom environment,

TPNE: Uh

ResK: Uhm can you described it in terms of how it enabled or constrained your learning in the lessons.

TPNE: Uhm okay. Uhm

ResK: You know the environment huh?

TPNE: Yeah yeah yeah. Uhm I don't think I can say that it constrained my learning. Yeah, so as I was saying uhm he uses, he uses visual
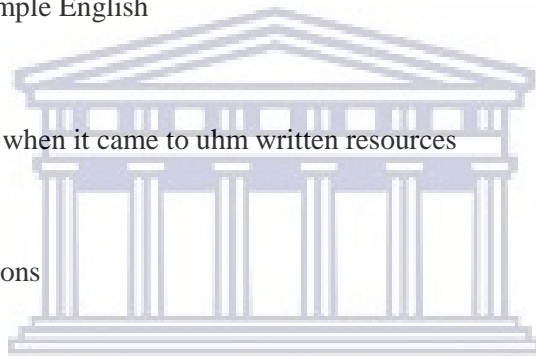
ResK: Yeah

TPNE: Visual presentations. So almost everyone can get him and uhm in terms of voice

ResK: Uhm

TPNE: He's just very good

ResK: Okay

TPNE: So you can't complain that I don't get you.

ResK: Uh

TPNE: Yeah. But maybe for other things like maybe the physical now the physical environment

ResK: Yes

TPNE: Maybe. Sometimes maybe when you are having a lesson which is maybe, especially when when it's a hot sunny day

ResK: Uh

TPNE: Yeah. Now that becomes, becomes tough. Not only in LCOS

ResK: Yeah

TPNE: But also in other

ResK: Okay

TPNE: Uhm other courses huh

ResK: Yeah

TPNE: Yeah

ResK: Okay

TPNE: But uhm the environment, it is good.

ResK: Alright

TPNE: Yeah, at least they try, at least our school tries with those fans may be you can't complain that much

ResK: Uhm.

TPNE: Yeah

ResK: In terms of your fellow learners as part of the environment?

TPNE: Uhm in terms of my fellow learners uhm by now I think I'm okay *[laughs]*
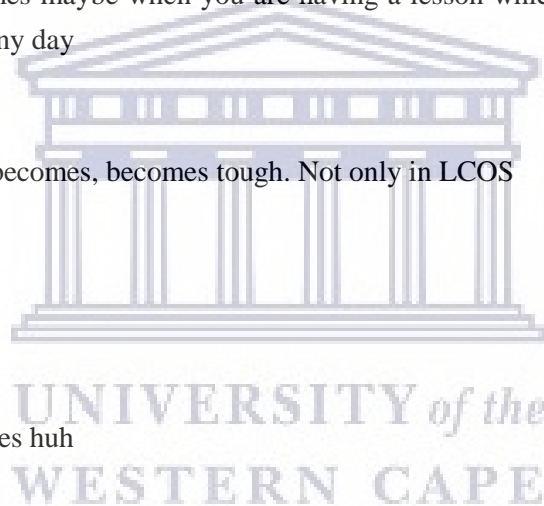
[ResK laughs]

TPNE: Yeah, but maybe in the first days

ResK: Yeah

TPNE: You know everyone, you were, it's like you were, you are afraid of someone, someone is afraid of you

ResK: Yeah

TPNE: You don't know each other

ResK: Uh

TPNE: So it becomes a problem to interact

ResK: Uhuh

TPNE: But as time goes, you know each other

ResK: Yes

TPNE: We can interact easily and uhm I'm not, there's no one that I can say that maybe I'm offended by this one or I'm shy

ResK: Yes

TPNE: To present because of this one, no.

ResK: Uh

TPNE: Yeah, so for

ResK: Okay

TPNE: I think maybe in the beginning

ResK: Yeah yeah

TPNE: It was difficult because we were new to each other

ResK: Uhuh

TPNE: Yeah. But as of now uhm I think we are familiar, we are familiar with each other.

ResK: Okay

TPNE: So I can't say that maybe uhm I'm constrained may be by my fellow students

ResK: Okay.

TPNE: Yeah

ResK: Alright. Uhm what is your view regarding the way your fellow learners view you as a as

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a student of LCOS?

TPNE: Uhm

ResK: If you have any idea.

TPNE: Yeah. Uhm the way my fellow students view me?

ResK: Uh. As as a learner of English in the LCOS classroom.

TPNE: Uhm I don't know *[laughs].* Yeah I have to be honest. I don't know, I don't know how they view me.

ResK: Uhuh

TPNE: Yeah yeah yeah

ResK: Okay

TPNE: But uhm as as I was saying I think uhm for you to, if someone is silent,

ResK: Uh

TPNE: It's rather difficult to know they are maybe pleased with you or not.

ResK: Uh uh

TPNE: Yeah

ResK: Okay

TPNE: Yeah, but uhm I think most of the times if someone has problems with you

ResK: Uh

TPNE: He'll sooner or later reflect it somehow

ResK: Okay

TPNE: Yeah, so uhm I don't I have that problem with my fellow learners, no.

ResK: Okay

TPNE: Yeah, I think we interact well.

ResK: Uhuh

TPNE: Yeah

ResK: Because one of the ways through which you can you can determine that is for example

TPNE: Yeah

ResK: When you when you answer a question
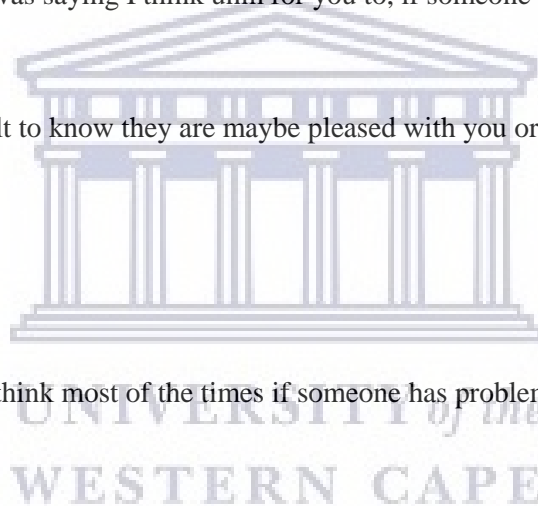
TPNE: Yeah

ResK: Uhm uhm if some learners may have feelings that you haven't answered it well

TPNE: Yeah

ResK: They'll try to correct you

TPNE: Uh

ResK: Or if you make a presentation

TPNE: Yeah

ResK: Some will show that they like your presentation, others uhm will show that they don't.

TPNE: Yeah

ResK: Uhm and other general

TPNE: Yeah

ResK: General issues.

TPNE: Yeah

ResK: And some will even say may be you are you are not good enough as a learner of

TPNE: Yes

ResK: Of English. When you answer a question they'll even try to correct what you are saying

TPNE: Yes

ResK: Your grammar or whatever

TPNE: Yes

ResK: So those are of the kind of uhm things that may show

TPNE: Yeah

ResK: How your fellow learners view you as a as a as a learner of the English language.

TPNE: Okay

ResK: Generally

TPNE: Yeah

ResK: But as you are saying you think you you can't really measure

TPNE: Yeah yeah yeah because as I'm saying as you are saying uhm when it comes to presentation
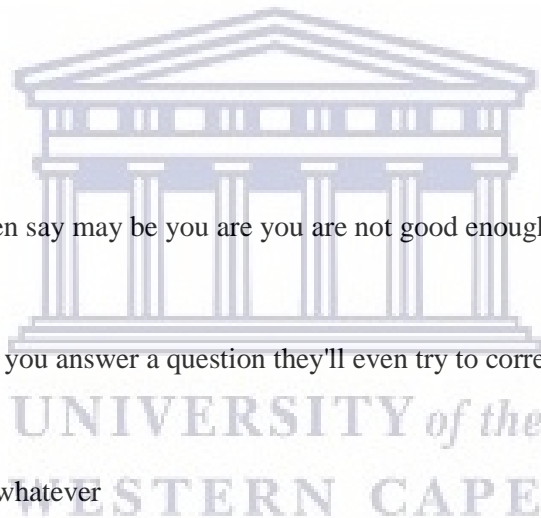
ResK: Uh

TPNE: Uhm I do my presentations maybe

ResK: Yeah

TPNE: Yeah criticisms may come but uhm I have never seen such things like may be a criticism which is coming like someone just want to argue

ResK: Uh

TPNE: No. There may be true they are like real criticisms maybe if there is a problem.

ResK: Uhuh

TPNE: Yeah. So uhm I haven't noticed any, anything of this sort

ResK: Uh

TPNE: Yeah

ResK: Uhm how would you describe your interaction with your fellow students inside the classroom and outside?

TPNE: Uhm at first I think it was still difficult for me.

ResK: Uh

TPNE: Yeah. Because uhm maybe of my age

ResK: Uhuh

TPNE: Yeah so maybe to talk to some to some people, they feel like maybe maybe they feel like threatened by me.

*[ResK and **TPNE** laugh]*

TPNE: Yeah so actually it was maybe, it was even difficult for me to talk to some

ResK: Uh uh

TPNE: To say uh maybe he'll she'll feel threatened because of my age maybe I think

ResK: Uh

TPNE: They are young so at first I think it was still, things were difficult

ResK: Yeah

TPNE: Yeah, but now as we are

ResK: With time

TPNE: With time we are used to each other

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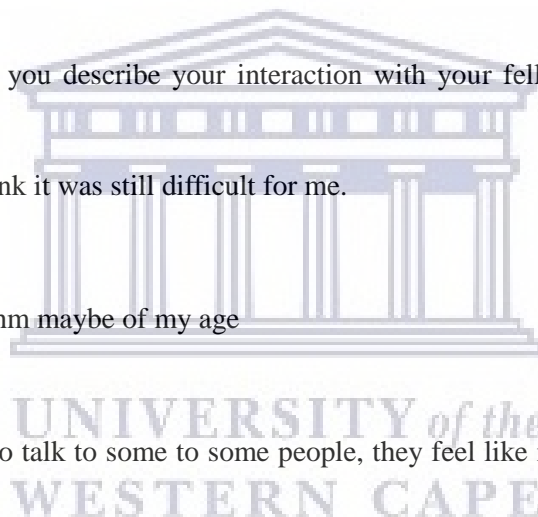
ResK: Okay

TPNE: People know that everybody is here to learn

ResK: Uh

TPNE: Yeah, so we interact well

ResK: Okay

TPNE: Of course uhm it's not all everyone who will like you

ResK: Uh

TPNE: Yeah. There are still other problems I know that other people you, will just try maybe to

ResK: Uh

TPNE: They will try to find something

ResK: Yeah

TPNE: So to make you maybe feel inferior.

ResK: Okay

TPNE: Yeah yeah

ResK: Uhuh

TPNE: So but uhm lucky enough it's not, I don't have, there are not such, there are not many people maybe who do such things yeah.

ResK: Uh

TPNE: Yeah. And uhm most of the learners

ResK: Uh

TPNE: I think we are able to interact, we are able to interact because uhm they have questions maybe always if they they feel that I understood something

ResK: Uh uh

TPNE: Yeah, I understood something or I did better in a certain subject

ResK: Yeah

TPNE: Someone will come and say, not only in LCOS, they will come, 'How did you do this?'

ResK: Okay

TPNE: 'Can I see your paper?'

ResK: Uh
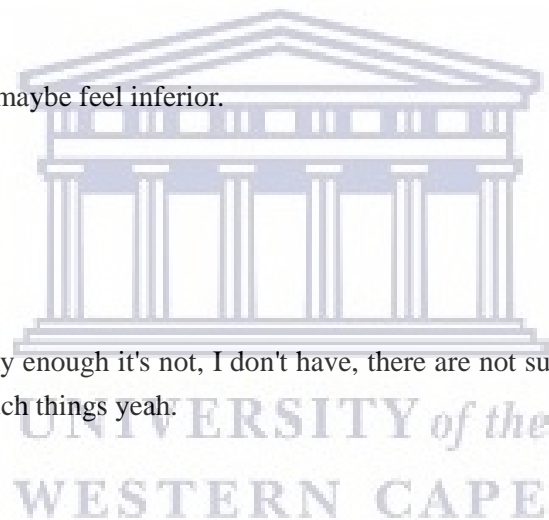
TPNE: 'I want to check this question.'

ResK: Uh

TPNE: So if someone is able to do that uhm I don't think there's a problem. I think then it means that they are willing to interact with me.

ResK: Yeah

TPNE: Yeah.

ResK: Okay

TPNE: Uh

ResK: Uhm when you sit back and look at the various topics that we, that have been covered in the LCOS module

TPNE: Yeah

ResK: Uhm *[clears throat]* and the kind of activities for practice that were given to you by your lecturer

TPNE: Yes, yeah

ResK: Uhm can you explain how the various activities provided you with an opportunity for independent language practice?

TPNE: Uhm so far uhm looking back at maybe the activities that we have been given, mostly it was, most of the activities were done as a group. Uhm but in terms of language practice I would, I will dwell, I would dwell much maybe on the presentations because they are, I was able to express like myself, speak in front of a class, communicate in English. I think that's good practice. Yeah. And uhm of course while in class we are asked, we are encouraged uhm to answer questions. Yeah, I think still that also helps us to, helped me to practice. Yeah but uhm and really maybe like when it came to written exercises uhm I can't say that, I can't say that, I can't say much that maybe this one has helped this assignment or activity helped me to develop like personally in terms of language. But maybe I would also just say maybe like the uhm mid-semester exams uhm I was able to practice may because it has been long maybe beca- since I wrote something maybe that's in English but I knew that this this is now an English paper. I need to present my uhm grammar well, spellings. Yeah so in that area I think it also did help me to practice my English in terms of writing yeah.

ResK: Alright

TPNE: Yeah

ResK: Uhm apart from the mid-semester examinations that you that just wrote

TPNE: Yeah

ResK: Before the Christmas break

TPNE: Yes

ResK: Uhm uhm I know maybe there might have been other forms of assessment

TPNE: Yes

ResK: Uhm that the lecturer uhm administered to you.

TPNE: Uh

ResK: So when you look back, apart from mid-semester which I think you've already referred to in your in your answer, uhm how do you look at the, the other assessment tasks and procedures that were provided to you

TPNE: Uh

ResK: How did they provide you with an opportunity for again for language practice, on independent, independent language practice?

TPNE: Okay uhm let's say for example, we were given uhm an assignment on, it was an assignment on uhm symbols used for note note-taking. That one we had to research on our own as individuals we had to research then we had to bring it together as a group.   I think that one that…

ResK: But you know the issue is

TPNE: Uh

ResK: Even if you do it as a group

TPNE: Yeah

ResK: But you are doing it independently

TPNE: Yeah yeah yeah

ResK: Of the teacher

TPNE: Yeah, yes

ResK: And so whether it's group work

TPNE: Yeah

ResK: Or or or individual assignment

TPNE: Uh

ResK: It's still independent

TPNE: Yeah
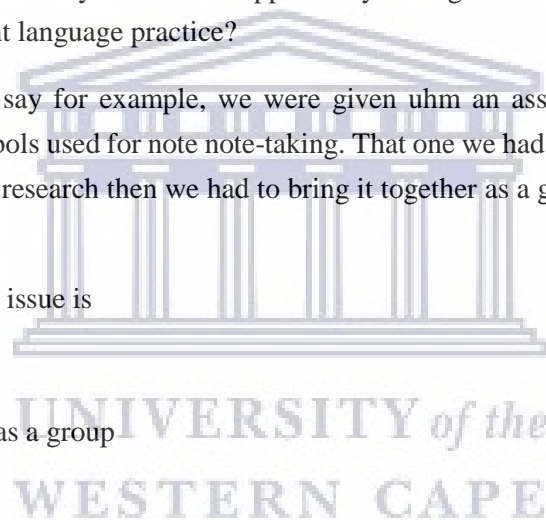
ResK: So you can refer to both individual tasks as well as group tasks.

TPNE: Okay, that's why I'm saying that uhm we were given as a group. But uhm as an individual now I was asked to research on my own. So I was able to go to the library, go through the Internet and find uhm symbols and other maybe short forms of words. Yeah that definitely helped me a lot because uhm in the secondary school we were able maybe to write to uhm to to write maybe what, note note-making. But I couldn't use symbols because I was not familiar with them. But with that task I was able to go through the Internet, search for symbols. I was even surprised to find some symbols saying, 'Aaah! Is this symbol even valid?' Yeah, because I knew the symbol but I was not sure if it's valid. So I think it helped me in terms of practice like to develop my I can say vocabulary in terms of symbols. Yeah, it helped me a lot.

ResK: Uh

TPNE: Yeah, and uhm uhm we also uhm there's also a time when we were given an to write uhm an introduction of an academic essay. All those helped me in researching because uhm I was given, we were given the guideline. Yeah but for me now to write a good introduction, I had to add information. So I had to go through uhm uhm maybe already written essays. See how they are introducing the the essay. So that also helped me to personally maybe to develop in writing skills. It helped to develop in writing skills as well as researching.

ResK: Okay

TPNE: Yeah

ResK: In terms of reading? Were there any tasks on, relating to reading?

TPNE: Uhm in terms of reading, I can say in LCOS there was not that much. Uhm I as I was saying that we were also given something like in referencing. I did, I had to find a book and read on referencing as additional uhm maybe to gain additional information.

ResK: Okay

TPNE: Yeah

ResK: Alright.

TPNE: Yeah, so I think we can also, I can also say that maybe some of these activities they also helped helped me to practice maybe reading.

ResK: Okay

TPNE: Yeah

ResK: Uhm now we you've you've you've studied LCOS I think for almost a semester because I think there's only about one or two weeks before learning

TPNE: Yeah

ResK: Uhm comes to an end.

TPNE: Yes

ResK: And again we've looked at various uhm topics uhm within the module. And so uhm at at, having come this far,

TPNE: Yeah

ResK: Uhm do you see any relationship the various topics that you've covered in Language and Communication

TPNE: Yeah

ResK: And uhm uhm your academic life here at MUST in general?

TPNE: Uhm yes, I think they are very related uhm because uhm let's say for example when we learnt about, we learnt about reading and everyone knows that at a university you are supposed to read. You are just, you don't just depend on lectures. So for someone to be able to read and maybe obtain the correct information you need those skills. So having learnt uhm reading in LCOS, I try my best to apply, yeah for example, when I read these days, I try to have maybe a paper so that I take down some notes.

ResK: Okay

TPNE: Yeah. Uhm we also learned about uhm presentation

ResK: Uh

TPNE: Yeah, how do you present information. Already, even uhm two, it was just two days before our presentation

ResK: Uh

TPNE: An another lecturer in biology gave us a presentation to say okay prepare presentation in this topic

ResK: Okay

TPNE: Yeah, so those uhm it's like we are even able to use the skills which we are taught in LCOS

ResK: Uh

TPNE: Before making the presentation of LCOS

ResK: Uhuh

TPNE: But we were able to apply in other subjects.

ResK: Uh
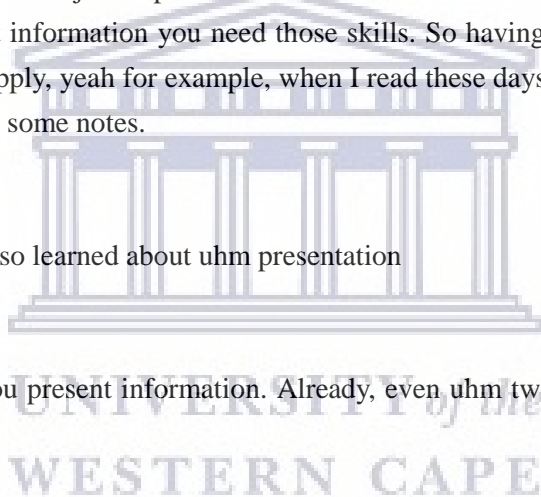
TPNE: So it was that means it was, they are very important.

ResK: Yeah

TPNE: Yeah. Because even the biology, the teacher who gave us uhm the presentation

ResK: Uh

TPNE: On in another course

ResK: Yeah

TPNE: That is, uhm he even said that I know that you have not yet maybe learned fully about visual representations

ResK: Yeah

TPNE: But still can you try and practice on this? Which means that these topics which are in LCOS

ResK: Uh

TPNE: They are there to guide us in the other courses.

ResK: Uh

TPNE: Yeah. So they are very related I think

ResK: Yes

TPNE: When you look at the uhm topics in LCOS

ResK: Okay

TPNE: And other courses

ResK: Uh

TPNE: Yeah.

ResK: Alright

TPNE: On top of that we have uhm referencing

ResK: Uh

TPNE: Referencing is very important

ResK: Uh

TPNE: Because uhm starting from the first assignment, maybe from the lab,

ResK: Yes

TPNE: We were told that you have to provide reference

ResK: Okay

TPNE: Yeah. It's like almost each and every assignment, we are told to to provide a reference

ResK: Okay

TPNE: So if you don't know how to present a reference,

ResK: Uh

TPNE: It'll be difficult for you

ResK: Yes

TPNE: But with this knowledge from LCOS,

ResK: Uh

TPNE: Uhm I think life will not be that hard for us.

ResK: Okay

TPNE: Yeah

ResK: Uhm again uhm can you describe for me any moment in the various lessons for Language and Communication in which the possibility of assessment influenced your approach to to Language learning?

TPNE: Can you come again there?

ResK: Uhm I'm saying can you recall if there's any moment during a Language and Communication class or lesson in which the fact that you would be assessed influenced your your learning.

TPNE: Uhm uhm I think that would be uhm on uhm uhm in general

ResK: I've seen your lecturer for example, uhm talk about 'Aaa izizi zimabwera pamayeso izi [This stuff is asked during examinations], this is examinable. This is what we expect you to do in..'

TPNE: Yes

ResK: So uhm that constant- is a constant reminder. After all the learning uhm

TPNE: We'll be assessed

ResK: There'll be an assessment.

TPNE: Yeah

ResK: So I don't know if this uhm uhm strike, stroke uhm struck your mind and maybe in a way or not whether it influenced the way you you approached the learning of Language and Communication or not.
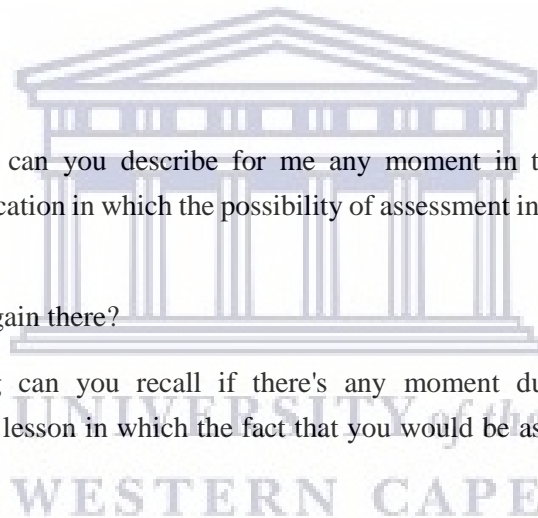
TPNE: Yeah

ResK: So my question, that's what my question is actually uhm uhm asking you to that if there's any moment uhm during the various lessons in which you think uhm the possibility that you would be assessed uhm influenced your approach to to learning.

TPNE: Yeah, it's the- yeah uhm I think there's that moment. For example, when we were learning about uhm that is time thieves, yeah, it was on time management. So so if the, when the lecturer came, he was talking about the matrix uhm the time matrix. He taught, of course it was listening. Yeah. But when he said, 'This is examinable, we may even ask you to draw a quadrant' and then it came to my mind that, 'Oh I have to draw this.' So I even, I was very attentive then I had to draw, even uhm label it and uhm it even uhm made me to uhm research more on the topic. Yeah, because I did understand. But uhm in terms of maybe the examples, I had to find more examples. So I went to the library, even on the Internet I tried to search it uhm and fortunately it was there.

ResK: Okay

TPNE: Yeah, the time matrix was there. So I uhm when we were, so I can say uhm being told that we'll be assessed uhm really encouraged me to also do more research. Yeah, so because sometimes we go to class, I do learn. Yeah, of course I listen, I do learn but I just take it as anything as in general that uhm it's a lesson. I will read when the time comes. Maybe like when my timetable indicates that I should study this. But that time uhm I was forced to study in the same day *[laughs]*. Yeah, I was forced, I was forced to research because I said 'Uh this coming on exam but I don't have more exams. So let me maybe try to find examples.'

ResK: Okay

TPNE: Yeah

ResK: Alright. Uhm this may sound repetitive

TPNE: Yeah

ResK: But I sometimes it's good to repeat

TPNE: Yeah

ResK: Questions

TPNE: Yes

ResK: So that you you get clear information

TPNE: Okay

ResK: Uhm in general terms,

TPNE: Yeah
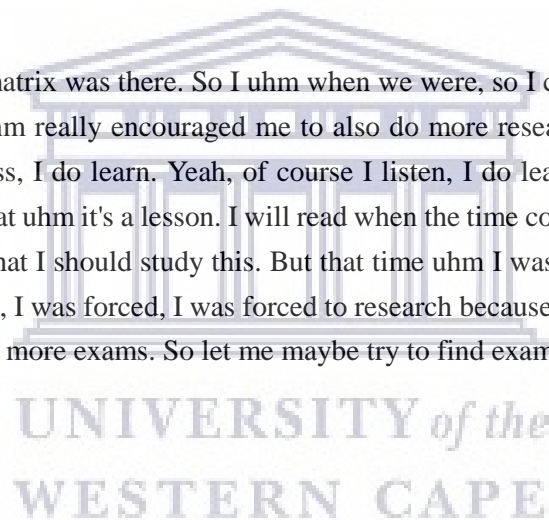
ResK: Can you describe uhm any opportunities for language learning available to you within and outside the Language and Communication classroom?

TPNE: Okay

ResK: And similarly can you describe any constraints to English language learning that you encountered within and outside the Language classroom. So it's two parts

TPNE: Yeah

ResK: Firstly

TPNE: Uh

ResK: the opportunities for English language learning

TPNE: Yeah

ResK: Within and outside the LCOS classroom

TPNE: Yeah

ResK: And then the constraints.

TPNE: Okay. Uhm I think within the lessons uhm there's, we are given uhm a time to ask questions. Yeah. That's I think that is a very good opportunity for me to learn. Yeah, because anything I find uhm I find that I have not understood, I ask on the same, uhm on that uhm during that time. The lecturer will respond. And I'll have maybe clear ideas. Yeah and by giving us uhm the group task. It helps to get more involved. Because uhm within a class just a group, maybe sometimes maybe it happens sometimes that I have a question but I'll think Uhm I've already asked a question

ResK: Uh

TPNE: Uhm people will just be looking at me now asking questions.

ResK: Yeah

TPNE: Maybe I should just be quiet

ResK: Uhuh

TPNE: Yeah, but when it comes to group work, I think there's more interaction between us as learners and it provides more opportunity for learning. Yeah, because if I don't understand something, I will ask. If someone did, if someone cannot uhm give me a clear answer, I will ask another one within the group. Until I get a clear answer.

ResK: Yes

TPNE: Yeah, so uhm when I look at that I think they, all these provide uhm me with uhm an opportunity for learning

ResK: Okay

TPNE: Yeah

ResK: Uhuh

TPNE: And also let's say maybe we are given a a research

ResK: Uh

TPNE: A research task

ResK: Uh

TPNE: Because most of the times the lecturer gives us something to research on

ResK: Uhuh

TPNE: Yeah, so things like those

ResK: Uh

TPNE: Uhm there's no way that you have been given a task to research

ResK: Uh

TPNE: You can just sit down to say that someone is going to give the

ResK: Yeah yeah

TPNE: Maybe going to provide the answers, because I know that sometimes we may be asked as individual as an individual research

ResK: Yes

TPNE: But when it comes to class he will just point anyone

ResK: Uhm

TPNE: To pre provide the, to provide like the information

ResK: Yeah

TPNE: So uhm when he says research on this

ResK: Uh

TPNE: We are forced or I am forced

ResK: Uh

TPNE: To go uhm to go to the library

ResK: Uhuh
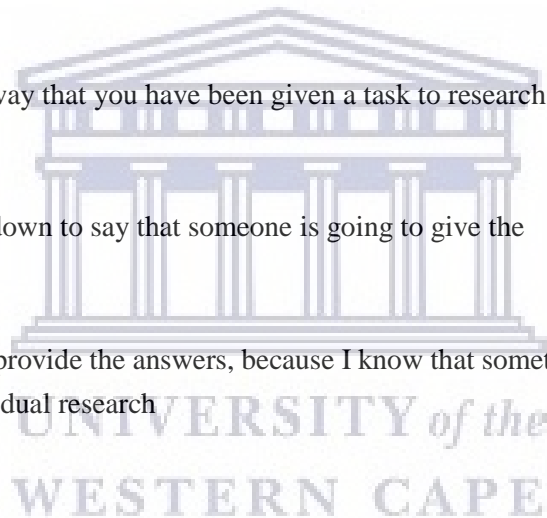
TPNE: Do my own research, go through the Internet

ResK: Yeah

TPNE: Yeah so all such tasks I think they provide me uhm with uhm like uhm a platform for learning

ResK: Okay

TPNE: Yeah

ResK: Alright

TPNE: But when it comes to

ResK: Constraints

TPNE: Constraints

ResK: Uh

TPNE: Uhm I can say uhm it's just it's mainly it's one.

ResK: Uh

TPNE: As I was saying that there's the books uhm the books are not that much. I don't know if if it is that uhm LCOS as an area of learning does not many books, I don't know. Or it's just that our library does not have many books because sometimes even if you go to the on the Internet, to browse books about LCOS, it's not that easy to find just a a book as, which contai- covering all the topics in LCOS. You'll find a book on time management. Uhm you'll find a book on essay writing. So it's not that easy and I think I can say that it's very wide, I think this course is very wide.

ResK: Uh

TPNE: Yeah, because you find that one topic, has its own book. The other topic has its own book. So somehow there I think it's a little bit of a challenge.

ResK: Okay

TPNE: Yeah.

ResK: Alright. Uhm having studied this uhm module for almost an entire semester now,

TPNE: Uh

ResK: Uhm would you be able to describe how its content

TPNE: Yeah

ResK: Is related to uhm your secondary school language learning experience?

TPNE: Okay. Uhm uhm when it comes to some topics

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ResK: Uh

TPNE: I think they are related

ResK: Okay

TPNE: Yeah, for example, when we are talking about uhm writing an essay, yeah. In secondary school we are also supposed to write an essay.

ResK: Okay

TPNE: Yeah, we are writing essays in secondary school

ResK: Uh

TPNE: And uhm here we are also, we also learnt about how to write an acad- academic essay.

ResK: Uh

TPNE: Yeah. In secondary school, we did learn also about note-making

ResK: Uh

TPNE: Yeah, uhm which and one of uhm which is almost exactly the same method here in secondary school uhm here at university.

ResK: Okay

TPNE: Yeah, it's just that maybe we are being encouraged to use symbols

ResK: Uh

TPNE: And the like

ResK: Okay

TPNE: Yeah so I will say that some topics are, I think are really related.

ResK: Uh

TPNE: Yeah. I'm not sure about summary, but I think we are also going to learn here.

ResK: Okay

TPNE: Summary writing

ResK: Uh

TPNE: Yeah, which is also in secondary school. So it's like when I compare the uhm English

ResK: Yes

TPNE: As from secondary school and here at university, it's just like uhm here at university

ResK: Uh
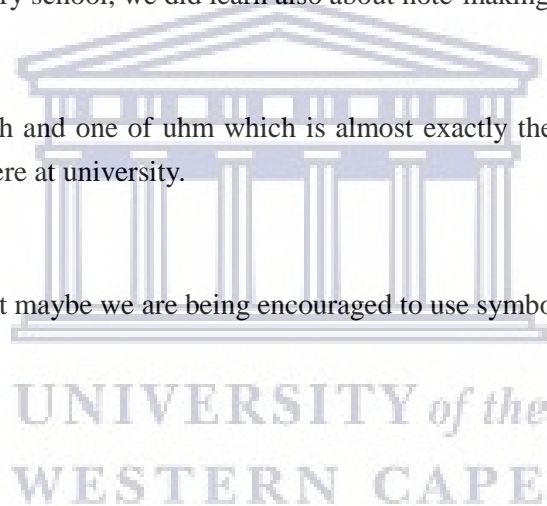
TPNE: They are just incorporated a few topics

ResK: Okay

TPNE: Which were not there at uhm

ResK: Yeah

TPNE: secondary school, for example like management

ResK: Uh

TPNE: Maybe was not there. But here it's there.

ResK: Yeah

TPNE: Ref uhm referencing was not there

ResK: Uh

TPNE: But here we have to learn it

ResK: Okay

TPNE: Yeah, but some of the topics we already did them at secondary school.

ResK: Uh

TPNE: So here it's just like a reminder maybe

ResK: Uh

TPNE: And uhm may be an enhancement

ResK: Yeah

TPNE: Yeah so that so that maybe we do them better

ResK: Yeah

TPNE: Yeah

ResK: So uhm how are you managing the transition from secondary school

TPNE: Uh

ResK: Into a university which in some ways is a totally new uhm uhm environment for for language learning?

TPNE: Yeah yeah I think it's not easy *[laughs]*.

[ResK laughs]

TPNE: It's not easy.
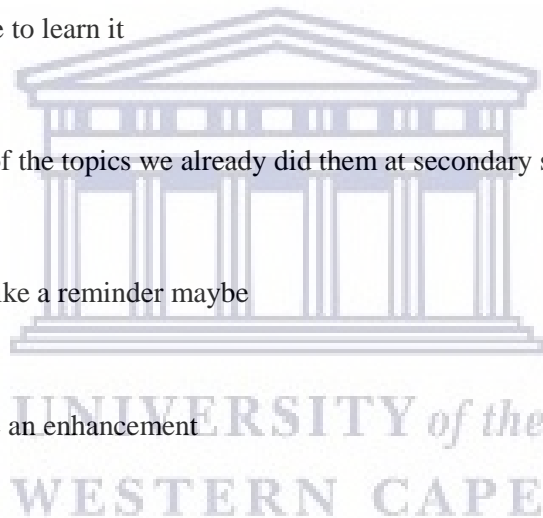
ResK: Yes

TPNE: Because at secondary school, at secondary school we were used to be given being given notes

ResK: Uh

TPNE: Yeah

ResK: Uh

TPNE: We had books

ResK: Yeah

TPNE: Maybe on grammar

ResK: Uh

TPNE: Uhm the teacher would even uhm make his own notes

ResK: Uh

TPNE: So we just copied down the notes

ResK: Yeah

TPNE: Then we'll read. Yeah, but as as I was saying here

ResK: Uh

TPNE: You are supposed to make your own notes

ResK: Yeah

TPNE: Yeah and uhm you are supposed to ma- sometimes we have to learn uhm a lot of content maybe

ResK: Uh uh

TPNE: Within uhm continuously.

ResK: Uh

TPNE: Which is not easy for maybe someone to just grasp

ResK: Yeah

TPNE: Yeah. But I think bu- at least by now

ResK: Uh

TPNE: I am getting used

ResK: Okay
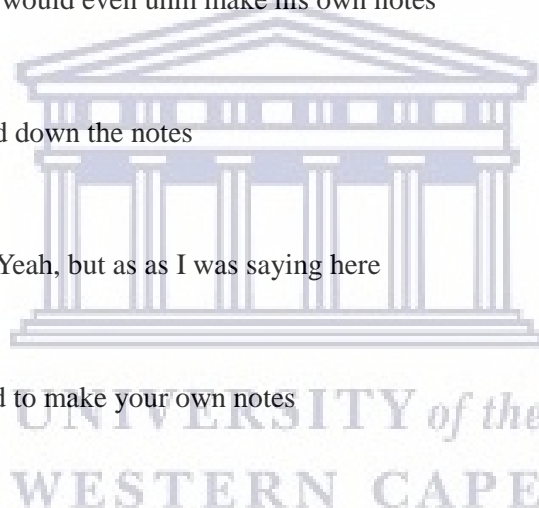
TPNE: Yeah but at first it was difficult because at secondary it was just, it was just to, maybe we could just do

ResK: Uh

TPNE: Two periods

ResK: Uh

TPNE: Which are I think is it 40 minutes.

ResK: Yeah

TPNE: Yeah yeah 40 minutes periods

ResK: Uh

TPNE: So here learning a lot of content at the same ti- uhm within a maybe learning uhm for longer hours

ResK: Uh uh

TPNE: Was just, was a big challenge to me.

ResK: Okay

TPNE: Yeah. And it was also not easy just to be learning through prese- to be to be taking notes from a presentation

ResK: Yeah

TPNE: A PowerPoint presentation

ResK: Uh

TPNE: It was not easy. Because you know when uhm someone is writing on the chalkboard

ResK: Yeah

TPNE: The moment he writing you are also

ResK: Yeah you are also writing

TPNE: Writing. So it was simple

ResK: Uh

TPNE: You fi- the moment he's finishing, you are also finishing.

ResK: Yeah

TPNE: But something that is already there, somebody just explains

ResK: Yeah
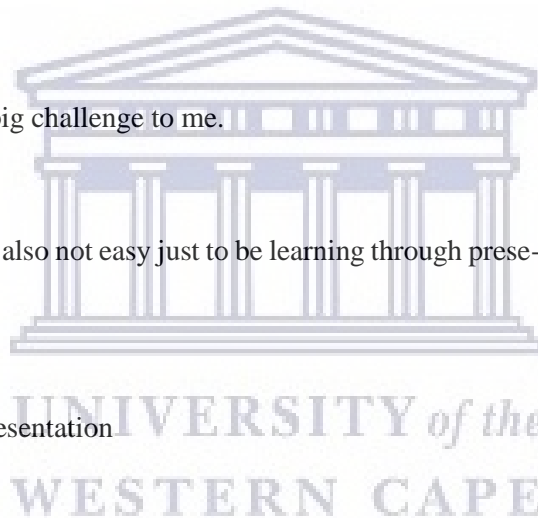
TPNE: You are supposed to take down notes and you are supposed to listen

ResK: Uh

TPNE: And that is a challenge. And as for uhm myself

ResK: Uh

TPNE: Uhm it's quite, it has been a problem even from secondary school

Resk: Okay

TPNE: For me to be writing and listening

ResK: Uh

TPNE: Yeah. So I'm used to maybe just listen

ResK: Uh

TPNE: Uhm the lecturer says I'm finished, now can you write, then I would, I will write.

ResK: Uhuh

TPNE: While here I'm being told you have to take down notes

ResK: Uh

TPNE: While you are listening

ResK: Listening

TPNE: Yeah so *[laughs]* it's like I'm taking down notes

ResK: Yeah

TPNE: I don't I didn't get what something that he was saying

ResK: Yes

TPNE: Then I'm left behind.

ResK: Okay

TPNE: Yeah, but uhm as I was saying I'm at least now coping.

ResK: Uh

TPNE: Yeah I can write notes and I can also listen.

ResK: Yes

TPNE: Yeah but it was not easy may, especially the first two three weeks

ResK: Yes

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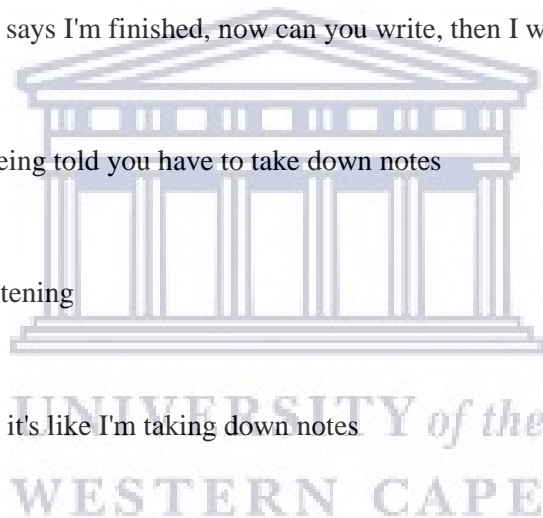
TPNE: Yeah, it wasn't easy.

ResK: Uh

TPNE: Yeah

ResK: Alright. Uhm I would like to thank you for being very honest in this interview

TPNE: Yeah

ResK: And also particularly for agreeing to to to be interviewed. As you can see I think these are just general questions

TPNE: Yeah yeah yeah

ResK: Uh. I'm not looking for particular ways of finding fault with you or with your learning or maybe trying to crucify someone

TPNE: Yes

ResK: But I'm, it's it's information that will help me write my my research paper

TPNE: Okay

ResK: And so it might it might happen that I will, I can invite you for another second interview where I think I need to get clear about certain issues.

TPNE: Okay

ResK: And so if I do that please uhm feel free to also say 'Yeah, I'm free you can interview me furthermore.'

TPNE: Okay

ResK: Yeah. Otherwise I think if you have any questions or comments you are free to make them now.

TPNE: Uhm as you as you said

ResK: Uh

TPNE: The questions are just very general

ResK: Yeah

TPNE: So I don't think there are, there is any questions that I can ask.

ResK: Okay

TPNE: Yeah

ResK: Alright

TPNE: I'm comfortable
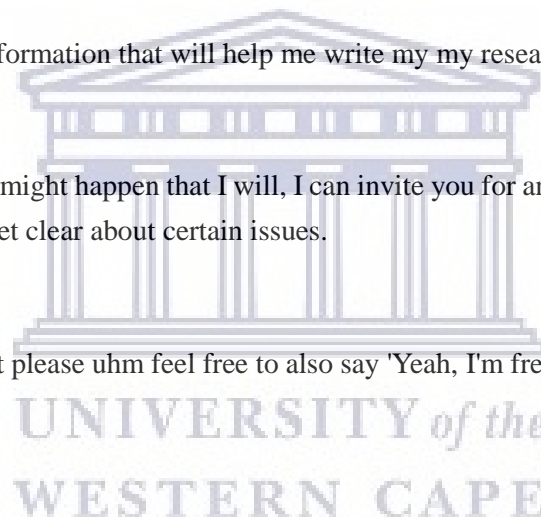
ResK: Yeah

TPNE: And you said you whenever you want maybe to meet with me you can

ResK: Uh

TPNE: Always communicate, it's okay

ResK: Okay.

TPNE: Yeah

ResK: Uhm I don't think the environment was threatening

TPNE: No no no.

*[ResK and **TPNE** laugh]*

TPNE: It's okay.

ResK: What I was running away was from from being in my room because my room is my territory

TPNE: Yeah yeah yeah that is true

ResK: So we needed to meet in a neutral place

TPNE: Okay okay

ResK: like this one. Yeah sure. Otherwise, thank you very much

TPNE: You are welcome

ResK: For your cooperation and your agreeing to to to come and do this interview.

TPNE: You are welcome

ResK: I think uhm maybe you can also encourage the others that are yet to come

TPNE: Yeah yeah yeah

ResK: And say this is what is transpiring. So it's really nothing like something difficult

TPNE: Yeah

ResK: Or scaring

TPNE: No

ResK: As you've seen it

TPNE: No

ResK: Sure.

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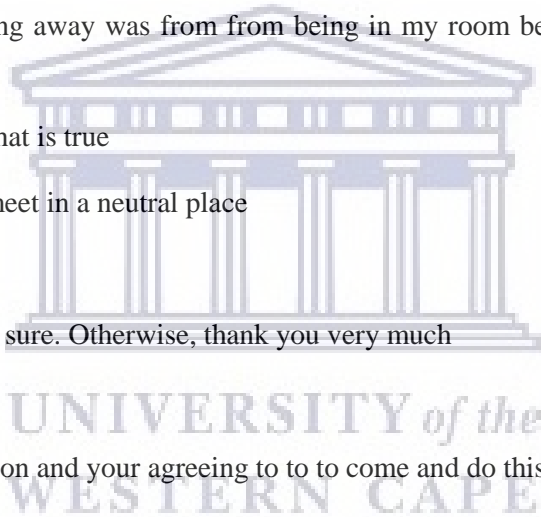
INTERVIEW TRANSCRIPT

TPPA

25.01.19

ResK: Uhm I will be asking my questions in English.

TPPA: Alright

ResK: As I said, if you don't understand clearly please feel free to to say so or to interrupt me.

TPPA: Okay

ResK: Uhm what, what do you believe is the purpose of the Language and Communication uhm or what do you believe is the purpose of Language and Communication in your life as a student?

TPPA: Okay. My believe [sic] is that it can help me to communicate with other people and maybe to have an access to take good notes as well and to present speech to other people so easily.

ResK: Okay. Uhm not apart from, that's a general question but I think if you remember, in the module for Language and Communication, the course that you are doing

TPPA: Uh

ResK: Uhm apart from time management you've also done uhm listening *eti* [right]?

TPPA: Yeah

ResK: You've done uhm reading. And you've also done uhm academic writing.

TPPA: Yeah

ResK: This academic writing was mainly in the form of essay writing

TPPA: Yeah

ResK: And uhm what you are now doing with, as in form of group presentation on referencing.

TPPA: Yeah

ResK: Uhm *[clears throat]* uhm in your view,

TPPA: Uh

ResK: What do you believe is the purpose of each of these uhm as, as parts of the module that you are doing?

TPPA: Okay, concerning on [sic] the part of listening, it can help me to be an active listener.

ResK: Okay

TPPA: In order to get more important points that can help me on the part of the academic

ResK: Okay

TPPA: And the part of reading skills

ResK: Uh

TPPA: It can also help me to read only those areas that can help me on the part of the academic. And academic writing as well

ResK: Uh

TPPA: It can help me to write a good essay.

ResK: Yeah

TPPA: So that on the academic part

ResK: Uh

TPPA: To be better than may be, I can't say, I cannot uh

ResK: Uhm you can say even in Chichewa.

TPPA: Okay. *Sitingayerekeze ndi munthu woti saphunzirepo ngati* academic writing *eti* [We cannot compare with a person who has not learnt academic writing]

ResK: Uh uh

TPPA: *Ine ndikhoza kulemba zinthu zonena kuti zomveka bwinobwino* [I can write much better]

ResK: Uh uh

TPPA: *Ngati kunena kuti, kusiyana ndi uyu woti sanaphunzirepo ngati zokhudzana ndi* academic writing [Than someone who has not done academic writing]

ResK: Okay

TPPA: Yeah

ResK: Alright. Uhm I just want to appeal to you to relax. This is not an exam.

TPPA: Yeah

ResK: It's just a general interview.

TPPA: Yes, I know.

*[ResK laughs, **TPPA** laughs]*

ResK: So please calm down and

TPPA: Yeah

ResK: Yeah, we are chatting anyway. *[Laughs]*

TPPA: But you know English is not our mother tongue.

ResK: Yeah, I, I understand that .

TPPA: Yeah

ResK: Uh. Uhm *[clears throat]*. Okay, now uhm you are saying that you believe that uhm the LCOS module is uhm important

TPPA: Yeah

ResK: For your academic life as well as each of these topics are important. Now uhm when you realize that these are important, when you realize that the LCOS module that you are studying is important

TPPA: Uh

ResK: Uhm how does this influence uhm your participation during lessons for Language and Communication?

[Silence]

TPPA: Uhm can you just come again maybe? I will get what you talk to me.

ResK: Okay uhm you you've told me that you, you know the purpose of uhm the Language and Communications module

TPPA: Uh

ResK: Uhm that the purpose of the listening, of the listening part for example, is to, to make you a good, an active listener. That's what you've told me.

TPPA: Yeah

ResK: Uhm that the purpose of academic writing is also to help you uhm uhm on how you can write a, a good essay.

TPPA: Yeah

ResK: Yeah. So these are points that you've given to me.

TPPA: Yeah

ResK: So when you know these, when you know the purpose of each of these, how does that knowledge that these are important for your academic life, how does that knowledge influence the way you take part in lessons for Language and Communication?
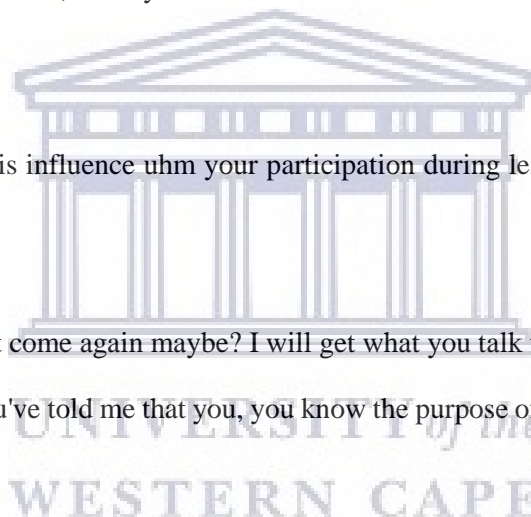
[Silence]

ResK: *Kapena ndifotokoze mu* Chichewa [Maybe I should explain in Chichewa]?

TPPA: Uhm *mwina ndingomvetsetsa* [Yes, maybe I can understand clearly]

ResK: Yeah. *Wekha wandiuza kuti* listening *yi* uhm *ndi yothandiza* [you have told me that listening is helpful]

TPPA: Uh

ResK: *Chifukwa cholinga chake ndi choti ikupange iweyo kukhala munthu amene ali womvetsera mwatcheru* [whose aim is to make you become an active listener], active listener *eti* [right]?

TPPA: Yeah

ResK: Uhm academic writing *yi wanena kuti ndi yothandiza kuti ukhale munthu woti utha kulemba* essay *bwino* [For academic writing, you have said that it is helpful in making you a better essay writer]

TPPA: Uh

ResK: *Eya* [Yes]. *Ndiye zimenezozo ndi zimene iweyo ukukhulupilira, eti* [So that is what you believe, right]?

TPPA: Yeah

ResK: *Eya* [yes]. *Ndiye podzindikira kuti kufunika kwake kwa zimenezizi mmene wafotokodzeramo* [So realizing this importance as you have explained], *zimenezizi ziii- zachita* influence *bwanji mmene iweyo umatengera nawo mbali ma* lesson *a* Language and Communication [how has this influenced the way in which you take part in Language and Communication lessons]?

TPPA: Okay. I can say that it has influenced me maybe to participate maybe in asking questions where there is need of clarification. And where I don't understand I ask my colleagues to tell me that this point should be in this way rather than just be silent.

ResK: Okay

TPPA: Sure

ResK: That's an answer. Alright, uhm uhm *[clears throat]* do you, do you prepare for Language and Communication lessons?

TPPA: Sometimes I do.

ResK: Would you mind telling me some of the things that you do to prepare?

TPPA: Yeah, when I know that it's time for Language and Communication,

ResK: Uh

TPPA: On that particular day, I usually study

ResK: Uh

TPPA: Not only the things that our teacher have [sic] already told us

ResK: Uh

TPPA: But I also do things that we are not learning

ResK: Okay

TPPA: He didn't told [sic] us

ResK: Uh

TPPA: Then I do that so that when he come [sic] to that point

ResK: Uh

TPPA: Just get some maybe clarifications again

ResK: Uh uh

TPPA: In that 'Oh on that point I need to do this.'

ResK: Okay

TPPA: Like that I can, I I was maybe thinking of

ResK: Okay

TPPA: Sure

ResK: How does that help you?

TPPA: It's like part of corrections

ResK: Okay

TPPA: On some areas.

ResK: *Chabwino* [Alright]. Uhm in terms of you as a person or an individual learner, uhm how would you describe your participation in, during, during uhm the lessons for Language and Communication?

[Silence]

ResK: Have you understood? When, when you look at your, when you look at yourself as a learner in that Language and Communication classroom,

TPPA: Uh
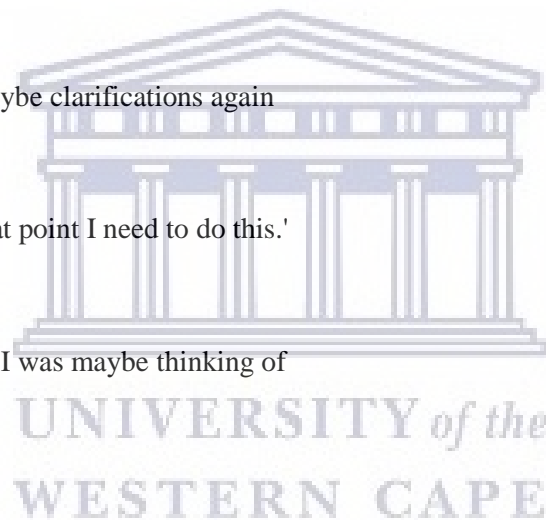
ResK: Uhm how do you look at the way you take part in the various activities that happen in the in the class? *Kapena ndinene chonchi* [Or let me put it this way]

TPPA: *Mwinadi sindikumvetsa* [Indeed maybe I'm not getting it clearly]

ResK: *Katengedwe kako, katengedwe mbali kako mma kalasi a* Language and Communication *ungakafotoze bwanji* [Your participation in Language and Communication classes, how can you describe it]?

[Silence]

TPPA: Okay, *ikakhala ngati mbali yonena kuti kaya mwina atipatsa ma* group work *aja* [When we are given group work]

ResK: Uh

TPPA: *Ndimaonetsetsa kunena kuti ndipange ndi mtima wonse* [I make sure that I do it wholeheartedly]

ResK: Okay

TPPA: Yeah, rather than *kungopanga zinthu zonena kuti zitichoke* [Rather than just doing it just to get done with the task]

ResK: Uh

TPPA: *Ndimafunitsitsa kuti chinthucho ndipange ndi mtima wonse ndicholinga chonena kuti tithe kupeza kaya ndi ma* marks *abwino* [I always want that I should do the task wholeheartedly so that maybe we can get good marks]

ResK: Uh

TPPA: Yeah, *kusiyana ndi kungoti aaa poti izi zoti tingopanga izi basi kuti zitichoke tikhale* free [Instead of just doing the task in order to get done with it so that we are free]

ResK: Okay. Uhm *chabwino* [alright]. If if somebody wanted to know whether you consider yourself a, an active lea- an active participant or a quiet participant, where would you place yourself? *[Laughs]*

*[**TPPA** also laughs]*

TPPA: I can say a quiet participant because uhm in most cases I don't ask questions to, to the teacher that is teaching us. But I always follow my friend *[mentions TPEN]* to ask him, 'What is about this?' Then he always tell me, 'Do this and do that.'

ResK: Okay

TPPA: Uh

ResK: Okay. So you prefer uhm asking your friends than than following your lecturer?

TPPA: Uhm sometimes *[laughs]*

[Resk laughs]

TPPA: In class I feel very shy.

ResK: Okay

TPPA: Yeah

ResK: Why? Is that your personality or ?

TPPA: Uhm, *mwachidule ineyo mkalasi sindimakonda zoyankhulayankhula eti* [In short I don't like speaking when I'm class]

ResK: Okay

TPPA: Yeah

ResK: Alright

TPPA: And *ndimakhala wonena kuti mwina kuyimika mkono uja kundiloza,* then *anthu tsopano akamandimvera ndimakhala onena kuti* pressure [When I raise a hand and get nominated, then the people in the class, when they listen to me, I feel some form of pressure]

ResK: Okay

TPPA: *Ndiye ndimakana zinthu ngati ziti?* Uhm *zimenezozo* [So I keep quiet to avoid such things].

ResK: *Chifukwa chiyani koma* [But why is that so]? Is it because you are afraid *kuti 'Aaa ine waku* CDSS *ine'* [I'm coming from CDSS] or it's just you?

*[**TPPA** laughs, ResK laughs]*

TPPA: *Ndiyovuta kupanga describe pachifukwa* [It's difficult to describe the reason]

ResK: Okay, *chabwino*.

TPPA: Uh

ResK: Alright. Uhm you you've done as we've said uhm various uhm topics.

TPPA: Uh

ResK: In that particular class. Uhm would you describe uhm to me the type of teaching and learning resources that were made available to you uhm during the lessons and how these uhm helped your learning?

TPPA: Can you just come again maybe?

ResK: Uhm this question is particularly about teaching and learning resources.

TPPA: Uh

ResK: *Zipangizo zophunzilira ndi kuphunzitsira*. Uhm so, during during these lessons, the lessons on these topics, *ndi zipangizo ziti* [what resources], *ungafotokoze mitundu kapena zipangizo zimene zinalipo pophunzira uhm ndiye ufotokozenso mmene zinakuthandizira kuphunzira kwako* [Can you explain the types of resources which were available during learning uhm and also explain how these assisted with you learning]?

TPPA: Okay. In terms of that part there's a projector which helps me to see the structure of the lecture that he's going this way. And I myself I always bring maybe a piece of paper or a book so that I can record the notes.

ResK: Okay.

TPPA: Uh

ResK: Apart from that, did the lecturer bring any other resources?

TPPA: Uhm

ResK: Or did you find any other resources on your own that you think were, were useful, were helpful to you? Books or any

TPPA: Uhm but this module in the library there is no any book of LCOS. So we only depend on the slides given by the lecturer and as I have already said that I always take down notes, I use those notes.

ResK: Okay

TPPA: Yeah

ResK: Alright. Uhm what about the classroom environment? Can you explain maybe to me how the classroom environment helped your learning or if it did not help, maybe it prevented you from, from learning?

TPPA: Uhm it helped

ResK: Uhuh

TPPA: Because I always make sure that when I get up early I should sit

ResK: Uh

TPPA: On, near the the front, so that I can may be able to hear what the lecturer is presenting.

ResK: Okay

TPPA: But when I'm late I always sit at the back. So

ResK: Uh

TPPA: I can say that it is helpful because

ResK: Uh

TPPA: There is no noise in the classroom

ResK: Yeah

TPPA: So although I sit back I always get what the lecturer is saying

ResK: Okay, alright.

TPPA: And on the same part

ResK: Uh

TPPA: The projector helps me to to see what is presented on the board.

ResK: Alright. So uhm normally when we are talking about the classroom environment, we are talking about uhm the way the classroom is arranged

TPPA: Uh

ResK: Uhm the seating plan, the way the groups are composed if you have group work,

TPPA: Uh

ResK: Uhm maybe even the way the the learners uhm behave towards each other, the way in which the lecturer uhm talks to you as learners, all those are part of the environment. Yeah

TPPA: Okay

ResK: And so

TPPA: Maybe in our class there is no seating plan

ResK: Uh, okay

TPPA: We just sit

ResK: Anywhere

TPPA: Yeah

ResK: Alright. Uhm what is your view uhm or what is your opinion regarding the way in which other learners in that class see you as a learner of the English language?

TPPA: Can you clarify on that?

ResK: Uhm I'm saying in your opinion

TPPA: Uh

ResK: uhm what do you think is the- or, or in your opinion how do you think do your fellow learners in that class see you as a learner of the English language? *Amakuona bwanji iweyo ngati munthu amene ukuphunzira chingerezi, ophunzira amnzako mkalasi muja?*

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TPPA: Okay. *Ndipovuta chifukwa sindingathe kudziwa mmene iwowo amamvera* [It's difficult because I can't know how they feel].

ResK: Okay, uh. You can't know?

TPPA: Sure

ResK: Uhm sometimes you can know uhm maybe uhm *uhm malingana ndi mmene iwowo amakulankhulira* [from the manner in which they speak to you], let's say *mwina ukafunsidwa kuti uyankhe funso* [maybe when you have been asked to answer a question]

TPPA: Uh

ResK: Uhm *ndiye mwina ukuyankha mwina ena ndikumaseka* [And while you are answering others laugh], *ena mwina ndikumakuombera mmanja* [others clap hands for you]...so you know uhm uhm through small things like those uhm and so but I think you are saying you are not able to know that, *eti* [right]?

TPPA: But the way you have explained to me

ResK: Uh

TPPA: I can say that I know.

ResK: Okay

TPPA: Yeah

ResK: So how?

TPPA: Uhm some people they may laugh at me

ResK: Uh

TPPA: But others they clap hands for me

ResK: Okay

TPPA: So I just leave as it is.

ResK: Okay

TPPA: Uh

ResK: Alright. Uhm how do you interact with your fellow learners in the Language and Communication classroom? Inside the classroom as well as outside.

TPPA: Okay. If there's something that I don't get it clearly,

ResK: Uh

TPPA: I may ask my friend who is sitting next to me
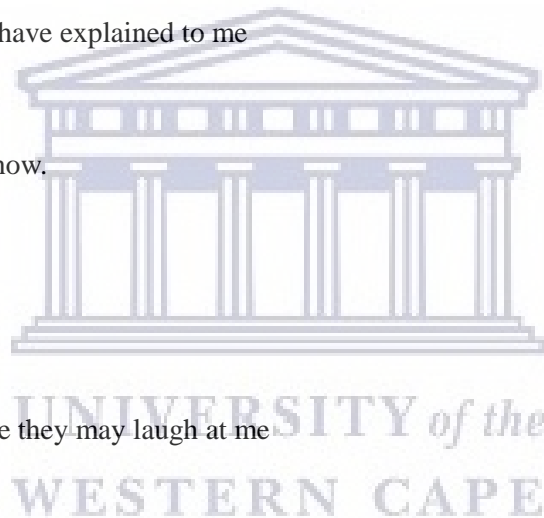
ResK: Yeah

TPPA: And if he or she get it clearly

ResK: Uh

TPPA: He, he may explain it to me.

ResK: Okay

TPPA: Yeah.

ResK: Alright. Uhm I, I don't know uhm but as we are saying, you had several, you had these topics, *eti* [right]? Listening, reading, academic writing, uhm referencing and in some of these uhm lessons you were given activities

TPPA: Uh

ResK: Uhm to do either as an individual or as a group, *eti* [right]?

TPPA: Uh

ResK: That's true, huh?

TPPA: Sure

ResK: So uhm how did some of the activities uhm that you did in the in the module uhm provide you with opportunities for independent language practice?

[Silence]

TPPA: Can you just ask it again?

ResK: Okay

TPPA: Uh

ResK: I'm saying uhm during some of the lessons uhm on these topics, the teacher gave you activities that you did

TPPA: Uh

ResK: Either as as a group or as an individual. And so what I'm trying to find out from you is to know how these activities that you were given to do by the teacher uhm uhm provided you with opportunity for your own language learning. *Tiyerekeze ku* academic writing *anakupatsani ma* activities *anji* [Let's take academic writing for example, what activities were given to you]? If you can remember.

TPPA: *Anati tipange* introduction *ndi* conclusion *ya* essay [We were told to do introduction and conclusion for an essay]

ResK: *Ku* referencing *munapatsidwako* activity *iliyonse* [Were you given any activity in

referencing]?

TPPA: Yeah. *Tinapangako* presentation [We did presentations]. How to reference

ResK: Uh uh. *Ku* reading [In reading], did you do any activities? Either in class or outside the class assigned to you by the lecturer?

TPPA: Uhm I think, okay, *kukhala ngati anatipatsa* group work [we may have been given group work].

ResK: Okay

TPPA: Uh

ResK: And and so uhm *chimene ndikufunsa apapa nchonena kuti ma* activities *amene anakupatsaniwo* [What I'm asking here is that those activities that you were given to do]

TPPA: Uh

ResK: Uhm *anakuthandiza bwanji iweyo* uhm *kuphunzira chingerezi* [How did they help in your learning of English]? It can be any aspect *ya chingeleziyo* [of English] as a language.

TPPA: Okay

ResK: Uh

TPPA: Those activities help me [sic], helped me to know exactly where I am. It's like an, we say, an aptitude test to know the position where you are. So the individual activities helped me to know that I am weak in this part, should improve this part, and on this part I'm good. I should just doing [sic] the same thing.

ResK: *Chabwino* [Alright]. *Tiyerekeze* activity *ya ujeni yoti mulembe* introduction *ndi* conclusion *ya* essay [Let's take for example, the activity where you were asked to write an introduction and conclusion for an essay]

TPPA: Uh

ResK: *Inathandiza bwanji kuphunzira kwako kwa kalembedwe ka* essay *ngati mbali imodzi ya chiyankhulo* [How did it help your learning of essay writing as a part of language]?

TPPA: Okay. It helped, it helped me to know that in the introduction of the essay we should include the things that can *zinthu ngati zonena kuti zikhoza kumuthandizira wowerenga uja kunena kuti asaboweke eti* [Elements which can make the reader of the essay not to be bored]. *Akhalebe ndi* interest *yonena kuti apitilize kuwerenga* [He or she should still have the interest to continue reading.]

ResK: *Chabwino* [alright].

TPPA: *Ndithu* [Sure]

ResK: Okay. Uhm *[clears throat]* uhm you know what assessment is?

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TPPA: Yeah

ResK: Have you had any assessment activities, activities for assessment or assessment tasks in the-

TPPA: Uh

ResK: Okay. Uhm like?

TPPA: A SMART goal. He told us to write a SMART goal. There was a group work but these, the SMART goal it was individual work.

ResK: Okay

TPPA: Uh

ResK: *Yolemba* introduction *ndi* conclusion *inali* group work [The one where you wrote introduction and conclusion was group work]?

TPPA: Sure

ResK: Was it assessed? Did you get a grade out of it?

TPPA: *Tinangokasiya ntchitoyo koma sitikudziwa mpakana panopo kuti ziri bwanji* [We just submitted the work but we don't know up to now how things are].

ResK: Okay, you still haven't received feedback?

TPPA: Yeah

ResK: Okay. And then there is the mid-semester assessment, *eti* [right]?

TPPA: Yeah

ResK: Which is also an assessment

TPPA: Yeah, yeah

ResK: Okay. So uhm when you look at the assessment activities that you have been given in the in the module or in the course, uhm do you think that the activities that you did for assessment also provided you with an opportunity uhm for language learning?

TPPA: Yeah

ResK: Uh

TPPA: Because you can't know that you have understood that thing without assessment. But with these assessments, it help [sic] me to know that this thing I've understood it, and on this thing I didn't. Then I should have time to go through it.

ResK: Okay, alright. Uhm so you've, I will still go back to these. You've done listening, reading, academic writing, uhm which was in the form of essay writing and referencing.

TPPA: Uh

ResK: Uhm apart from the issue on time management, I'm not particularly focusing on time management. I am focusing on these because these are directly related to language learning.

TPPA: Uhuh

ResK: And so you, you've done all those. Uhm have you or or can you describe uhm for me uhm any relationship that you've noticed between these topics

TPPA: Uhuh

ResK: That you've covered in Language and Communication and uhm your academic life as a student at MUST.

TPPA: Okay. On the part of reading, it will help me to be a reader who is able to, a, a selective reader that knows that thing will helpful [sic], is help [sic] to, is helpful to me and this thing is not helpful. So on that part it is more applied to any other courses…Yeah, and listening as well. It help [sic] me to just listen on the points that I know that these are more important points than uhm other points maybe that are not part of the lesson.

ResK: Okay.

TPPA: Yeah

ResK: In terms of uhm writing?

TPPA: Writing uhm it help [sic] me to be a brief writer.

ResK: Okay

TPPA: Yeah

ResK: How much writing are you doing here at MUST apart from the Language and Communication module? Is there a lot of writing that you are doing in the other courses?

TPPA: Uhm no. But the thing that was too common is that maybe you have an answer

ResK: Uh

TPPA: Then you can just write it in a brief way rather than writing things that are not maybe needed.

ResK: Okay

TPPA: Yeah

ResK: Alright. Uhm is there any module where essay writing as a topic in Language and Communication is applicable? Where you can apply the concepts you've learned in essay writing and Language and Communication and apply them to another course that you are doing also in first year?
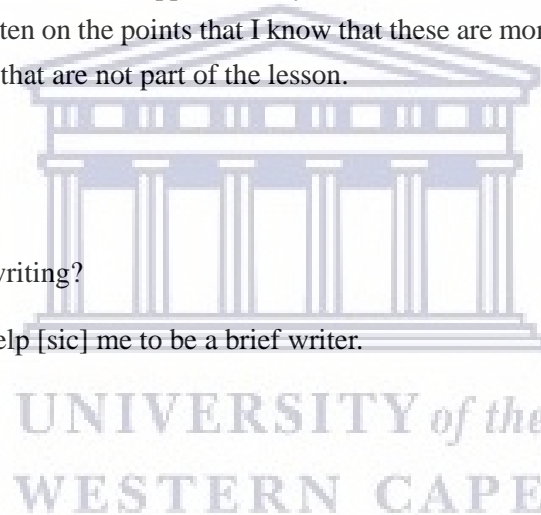
TPPA: The topic of academic writing?

ResK: I'm, I'm saying the, the, the concepts, the skill of writing of writing an essay

TPPA: Uh

ResK: As a skill or as a concept,

TPPA: Uh

ResK: Uhm do you think it is it is relevant maybe uhm to what you are doing in the other course? *Mumalembaso ma* essay *kwinako* [Do you also write essays in the other courses]?

TPPA: No

ResK: Uhuh

TPPA: *Koma* [But] maybe on the part of [the last few words are not clear]

ResK: Okay

TPPA: Yeah

ResK: Okay, alright. Uhm *[coughs]* but you are agreeing that at least for listening it's uhm there's a connection?

TPPA: Yeah

ResK: Uhm reading there's also a connection?

TPPA: Uh

ResK: Okay. Uhm and so when you notice this connection between what you are doing in Language and Communication and what you are doing in your academic life or in other modules uhm here at MUST uhm does that influence your actions when you are learning Language and Communication? *[Clears throat]* Since you know that 'I'm not learning Language and Communication just for learning or just for examinations. But what I'm learning in Language and Communication can be used in other modules.'

TPPA: *Mwina mutandifotokozera mu* Chichewa. *Sindikumvetsa.* [Maybe if you can explain to me in Chichewa. I'm not understanding clearly].

ResK: *Chabwino* [Alright]. *Ndikunena kuti wandiuza iweyo eti* [You have told me]

TPPA: Uh

ResK: *Kuti zimene mumaphunzira ku* Language and Communication under listening, reading *ndi zothandiza pa moyo wako* in general *ngati pa* university *panopa pa* MUST [That what you learn in Language and Communication under listening, reading is relevant to you life here at MUST]

TPPA: Uh

ResK: Uhm *chifukwa choti pa* listening *pa zimakuthandiza kuti ukakhala mkalasi ina, umvetsere zimene ziri zofunika, si watero iweyo* [Because here on listening you have said it helps you to listen for important points]

TPPA: Yeah

ResK: *Eee zimene ziri zosafunikazo uzitaye usazimvetsere* [And leave out those that are not important].

TPPA: Uh

ResK: *Eyaa* [Yes]. *Ndiye u- utadziwa iweyo kuti zimene ukuphunzira ku* Language and Communication uhm *ndi zothandiza pa moyo wako wamaphunziro panopa pa* MUST, *zimenezizi, kuzindikira kumenekuku, kudziwa kumenekuku kumakuthandiza bwanji iweyo pa mmene umaphunzirira* Language and Communication, *ku kunachita* influence *bwanji map- kaphunziridwe kako ka* Language and Communication? [So when you realized that what you are learning in Language and Communication is relevant in your academic life here at MUST, how did such a realization influence the way in which you learn Language and Communication?]

TPPA: *Kumandithandizano kunena kuti ndizikhala wonena kuti munthu wachidwi ndi* LCOS *chifukwa chonena kuti ikundithandizira ngati ma* courses *ena kunena kuti ndikhoza kuthandizika ngati mbali ya* listening [It helps in making me have interest in LCOS because it is helpful to me in other course so that I can be helped for example in listening]

ResK: Uh

TPPA: *Kuti ndizithano kukhala kuti ndine munthu amene ndikudziwa ngati chimene ndikuchita* [so that I can be a person who knows what he's doing]

ResK: *Chabwino* [Alright].

TPPA: Yeah

ResK: Alright. Uhm we've talked about this assessment, *eti* [right]?

TPPA: Uh

ResK: Uhm and also I know as, as a student maybe listening to your lecturer you would hear him maybe say uhm 'This part *simalephera iyayi* [it doesn't fail], we always ask about this topic.'

TPPA: Uhuh

ResK: Uhm and maybe even your fellow learners also talk about the possibility of assessment.

TPPA: Uh

ResK: Uhm, uhm if, if it is possible, uhm can you also describe for me any moment in your

learning in which the fact that the knowledge that at the end of everything you will be assessed, that knowledge, how that knowledge that you will be assessed at the end of uhm, uhm the module or at, at any other time in your learning, how did that knowledge uhm influence your, your learning?

TPPA: Okay, after realizing that maybe a certain part will be assessed, I always work on that so that I can do well.

ResK: Okay

TPPA: Yeah

ResK: Alright. Uhm, uhm can you describe for me in general terms uhm any opportunities, you know opportunities *eti* [right]?

TPPA: Yeah

ResK: *[clears throat]* Any opportunities for language learning that were available to you inside the Language and Communication classroom or outside. *Mwayi wophunzira chiyankhulo cha Chingerezi umene ukuwona kuti umapezeka mkati mwa kuphunzira kwanu kapena mukatuluka kunja.*

[Silence]

TPPA: *Mwina sindikulimvetsetsa bwinobwino funsolo* [Maybe I'm not understanding the question clearly].

ResK: Alright. I am saying, any opportunities, you know what an opportunity is?

TPPA*: Eee aaa apapa ndikumvetsetsa* [This part I understand clearly]

ResK: So I'm saying uhm can you describe for me uhm any opportunities uhm that were available to you uhm both within the Language and Communication classroom and outside the classroom uhm which helped you in your English Language learning?

TPPA: Okay, maybe on the part of assignments. The lecturer gave us the task to do and that task we were able to communicate with uhm okay, the lecturer gave us task to do in the groups. I was able to communicate with my fellow students in English, like he gave us the task on symbols on the note-taking and note- note-making. Then I was able to tell my friends those symbols.

ResK: Uh

TPPA: Yeah

ResK: Alright. Uhm were there any obstacles to your learning of English language during your learning both inside and outside the classroom?

TPPA: Uh no.

ResK: *Chabwino* [alright]. Uhm in terms of English as a medium of learning,

TPPA: Yeah

ResK: Uhuh

[Silence]

ResK: Can you shed some light?

[Silence]

ResK: How comfortable are you to learn in the English language?

[Silence]

TPPA: *Tandifotokozerani bwinobwino pamenepo* [Explain to me clearly on that part]

ResK: *Chabwino* [alright]. Uhm *[clears throat]* the language that is used for teaching and learning *mkalasi ya* [in the class for] Language and Communication is English, *eti* [right]?

TPPA: Yeah

ResK: Uhuh. Are you comfortable with the use of English as a medium of teaching and learning?

TPPA: Yeah.

ResK: Uhuh

TPPA: Because English is like I can say a universal language.

ResK: Uh

TPPA: So it is helpful to me

ResK: Uh

TPPA: To understand things more easily

ResK: Okay

TPPA: Because here in Malawi the first language we usually use as the international is English

ResK: Okay

TPPA: Yeah.

ResK: Alright. So uhm you have, you have studied, you have studied Language and Communication for now almost a semester. There are now only how many weeks remaining of teaching and learning?

TPPA: I think two

ResK: Yeah two. Only two weeks are remaining.
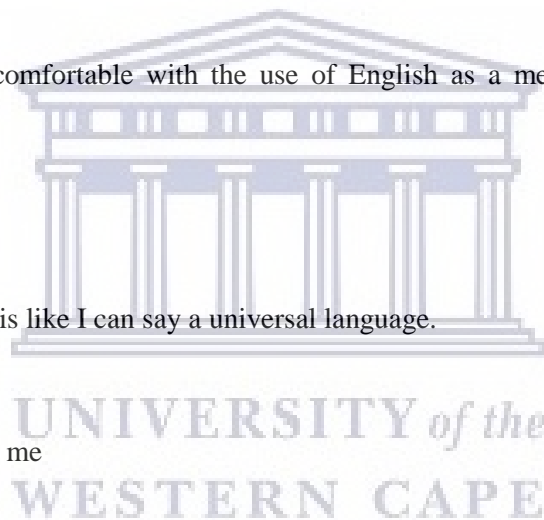
TPPA: Yeah

ResK: So we can almost say that the semester is almost over.

TPPA: Uh

ResK: And so uhm after having studied uhm the LCOS module

TPPA: Uh

ResK: For this whole semester, uhm can you or are you in a position to describe how the content that you've studied in this particular module is related to what you were learning in secondary school?

TPPA: Uhm there's some difference.

ResK: Uhuh

TPPA: Yeah because the thing that I've learnt here

ResK: Uh

TPPA: That maybe can, *chimene chikhoza kukhala ngati chofananirako ndi ku* secondary *ndi chonena kuti ngat*i note-ta, note-taking [The only thing that I can say is similar is note-taking

ResK: Okay

TPPA: Or note-making yeah

ResK: Uh

TPPA: Note-making *ndi imene ikukhala ngati ikufananirako ndi zinazo* [Note-making is the one that is somehow similar to some of the things].

ResK: Uhuh

TPPA: *Koma ngati* time management [But topics like time management]

ResK: Uh

TPPA: These are new new topics to me.

ResK: Okay

TPPA: Uh

ResK: Alright. So uhm in a way we can say that you are, you are coming from secondary school

TPPA: Uh

ResK: You are trying to be integrated into the university system

TPPA: Uh
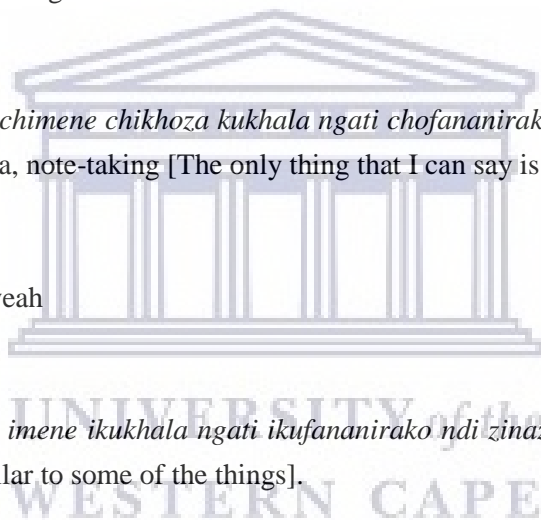
ResK: *Ndiye chizungu chake* [In English] we we say that you are a learner in transition.

TPPA: Uhuh

ResK: You are transiting; you are in transit.

TPPA: Uhuh

ResK: From a secondary school

TPPA: Uh

ResK: Language learning system which is as you are saying is a bit different into a new system which is the university

TPPA: Uh

ResK: uhm system. So uhm how did you find this transition? *Kusintha kumene kulipo* [The change that is there] from an English language learner in a secondary school setting

TPPA: Uh

ResK: Now into an English language learner into a secondary, into a university system. How did you find it?

[Silence]

TPPA: Okay as I said that the topic that is more similar with the secondary one is on the note-making

ResK: Uh

TPPA: But the other ones are new to me.

ResK: Okay

TPPA: So I can say that

ResK: Uh

TPPA: Uhm

ResK: You found it simple?

TPPA: Not really simple

ResK: Uhuh

TPPA: *Koma ndingati ndinene kuti* [But I can say that]

[Silence]

TPPA: *Kungondithandizira kumvetsetsa zinthu zina ngati pano timakamba za* time management [It just helps me to understand better some other things like here we were talking

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about time management]

ResK: Uh uh

TPPA: *Yandithandizira ine kukhala ngati munthu woti wosinthika* [It has helped me become a changed person]

ResK: Okay

TPPA: *Kunena kuti ndikhoza kudziwa zonena kuti apa ndikufunika ndipange izi, apa ndipanga izi, apa ndipanga izi* [who knows what to do at a particular moment]

ResK: Uhuh

TPPA: *Pamene ngati ku* secondary *kuja kunalibe zinthu ngati zimenezo* [While in secondary school there were no such things]

ResK: Uh

TPPA: *Mwinanso ngati time ya study mphunzitsi mwina kumachita kukakamiza* [Even during study time, teachers used to force us]

ResK: Okay

TPPA: *Kuti 'Aaa takasitadani uko. Takapangani zakuti*.' [Telling us, 'Go and study. Go and do this.']

ResK: Uh

TPPA: *Koma ngati umangodziwa zonena kuti* okay *'Pano ndikhala mwina mwake, pano*, 3 hour- 3 hours *ndupanga izi'* [But here you just know that this time I will take 3 hours doing this task]

ResK: Uh

TPPA: *Kwina ndikapanga zina* [Later I will do something else]

ResK: Okay

TPPA: Yeah

ResK: So you are managing that transition?

TPPA: Yeah

ResK: Very well? No challenges?

TPPA: I can say so.

ResK: Okay. Alright. Uhm I think towards the beginning you, you indicated like being someone uhm from a community day secondary school

TPPA: Uh

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ResK: You feel uhm that you need to study Language and Communication not just for a year.

TPPA: Okay

ResK: That's what you said.

TPPA: Yeah

ResK: Uhm why, why do you think so?

TPPA: Okay, it can help me to understand these things

ResK: Uh

TPPA: *Tingoti kudzimvetsetsa kwambiri eti chifukwa chonena kuti kungopatsidwa nthawi yochepay*i [Let's just say understand more deeply because just being given this little time]

ResK: Uh

TPPA: *Kukhala ngati kunena kuti tingopanga zinthu zonena kuti tingowerenga ndi kukhoza mayeso aja basi ndikumapitilira* [It's like we just do it to study and pass exams and then proceed]

ResK: Uh uh

TPPA: *Koma ngati* LCOS *yi sikufunika chonchi* [But this LCOS doesn't need to be studied like that]. *Ikufunika zinthuzo ukadzimvesetsa* [It requires that when you have understood the concepts very well] you need to practice them.

ResK: Okay

TPPA: Like time management

ResK: Uh

TPPA: *Uziyiwonetsetsa kunena kuti ngati apa ndapanga izi* [You must make sure that if you've done something at a particular time]

ResK: Uh

TPPA: *Nthawi iyi ndipangako* relax [I will give myself time to relax]

ResK: Uhuh

TPPA: *Basi kwinako ndipitiliza izi* [Then thereafter I will continue with this]

ResK: Okay

TPPA: On the part of academic writing *ndi zodziwa kunena kuti* okay maybe you want to to deliver a speech somewhere

ResK: Uh
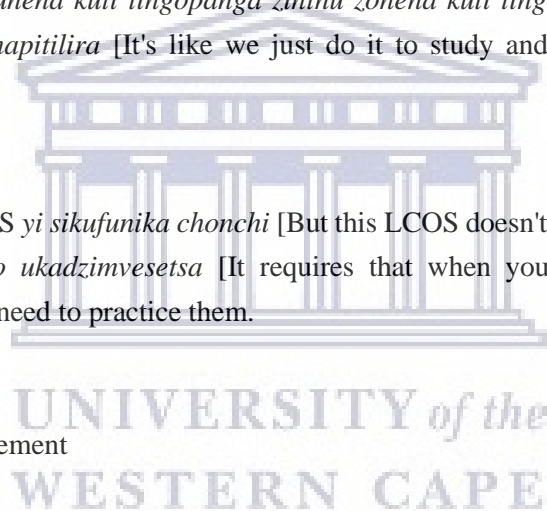
TPPA: *Ndiilembe bwanji ngati* maybe introduction *kumene* [How should I write the introduction]

ResK: Uh

TPPA: *Zinthu ngati zimenezo zikhoza kukhala zotithandiza kwambiri* [Such things can be of great help]

ResK: Alright.

TPPA: Uh

ResK: Okay. No uhm I think I am through uhm and I would like to thank you for agreeing to participate in this particular interview. As you can see this is a general uhm interview

TPPA: Yeah

ResK: I'm not trying to evaluate your your your level

TPPA: Yeah yeah

ResK: As an English learner. But I just want to know, because this will inform me in coming up with a research report which I will also share uhm with my colleagues because uhm it's important that I share with them so that they know uhm, we know because *inenso* [I too] I'm still here, I still work here anyway, so that together we know, we can see how we assist uhm certain groups of students.

TPPA: Okay

ResK: So uhm I'm I'm very grateful or thankful that you agreed to come and uhm chat with me on this interview.

TPPA: Okay

ResK: It it may not be the last time. I I may decide to invite you again

TPPA: Okay

ResK: If I think that there is need for you to clarify on certain issues

TPPA: Okay

ResK: Yeah so but I would like to really say thank you very much for agreeing to uhm uhm this interview.

TPPA: Okay

ResK: Uhm I don't know if maybe you have any questions of comments?

TPPA: *Aaa funso palibe* [I don't have any question]

ResK*: Chabwino* [Alright].
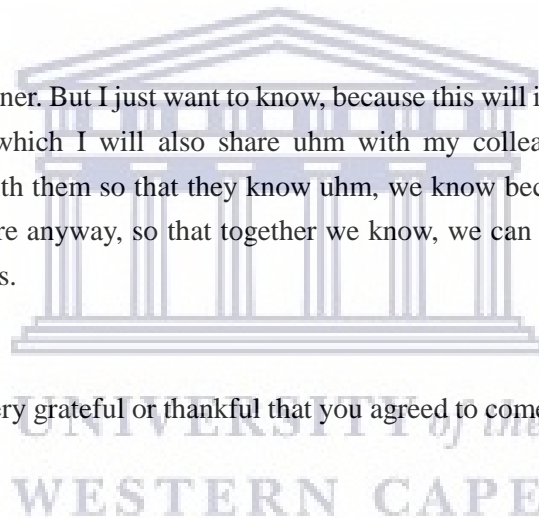
TPPA: Uh

ResK: Alright. I have a bottle of water in my office. If you want, you are free to have one.

TPPA: Okay *chabwino.*

ResK: Then let's go to my office.

TPPA: Alright.

Appendix D2: Transcripts for focus group interviews

Note: Because of the length of the transcript data the two focus groups, I have had to exclude the transcript for the second focus group since the issues raised in the two groups and I have captured most of them in the data analysis chapter (Chapter 4).

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FOCUS GROUP INTERVIEW TRANSCRIPT

FOCUS GROUP 1

05.02.2019

ResK: Uhm before I, before we start this uhm focus group, it's called a focus group uhm because it's different from an individual interview. And for purposes of transparency I think these are the major topics that we are going to focus on uhm in this focus group, yeah. Uhm but before, as you are looking at that uhm I know I asked you to come uhm to participate in this focus group and you accepted. Or you didn't? You accepted, *eti* [right]?

FG1*: [chorus]* Yeah, yes

[Laughter]

ResK: And so this one you have there is a brief, I don't know if it's brief, but it's a brief description of what I am, what I'm trying to do. It's called an information sheet. which, in which I briefly explain, I'm briefly explaining what I'm doing. And so I can quickly take you through maybe. I am saying, my name is Kondwani Kelvin Mkandawire. I am currently studying towards a PhD degree in Language uhm in Language and Literacy uhm at the University of the Western Cape. In addition, uhm I have been uhm teaching English as a second language and English for Academic Purposes at tertiary level for a number of years. And as a result I have developed interest in investigating ways of enhancing uhm learner agency in academic, in English for Academic Purposes courses among undergraduate students. Uhm and then I'm saying I kindly invite participants of the study to familiarize themselves with the contents of

this information sheet and to freely ask questions or anything that may need uhm clarification. Uhm and so I'm proceeding there uhm but the area that I want to invite you to is the next two paragraphs which is saying participation in this study is voluntary and as a participant you are free to withdraw from the study without any obligations or negative consequences. The information collected from the participants will be treated with confidentiality and anonymity. So what I'm trying there is that uhm this is research for my own uhm studies. And in this research I'm collecting information uhm but when I'm collecting this information uhm uhm you as my participants, nobody will know that uhm *[name of one participant]* uhm uhm uhm was one of the people that said this, was one of the people who participated in this study. They will not be able to trace your identity. And whatever you are also going to say here will be treated with confidentiality. It's confidential. I will not disclose it to anyone, or even your lecturers will not know uhm that this is what you said uhm about Language and Communication Studies. And so I'm saying the information will strictly be used for the completion of this study thesis. Uhm in the final report of the findings, no information will be traced back to the individual participants or to the Malawi University of Science and Technology. The study will not cause any physical harm and it will not cause any social, mental or emotional harm to participants or to any other members of the university community. And so the rest of the information uhm proceeds like that as you uhm as you are reading. Uhm on the other page I think I'm just fo- uhm explaining the, the objectives of my study. I think you can read them on your own. But I think briefly I'm explaining what my study is about and I think you can keep that sheet uhm with you. I will take back these because I will still be using them with the other focus groups when we are through here. Uhm so having said that, I think you just sign that uhm for me and give that back to me. If you have a pen I think you can use that. Uhm *pamenepopo* [there] I will just read to you again. It says: I the undersigned, that's you, huh? I the undersigned confirm that I have accurately read the information sheet uhm and understood what is expected of me as a participant. I also confirm that I have been given opportunity to ask questions about the study and that the questions have been answered accurately and to my satisfaction. Maybe we can stop there, if you have any, any questions. I should give you that opportunity.

FGP1.1: Okay

ResK: Yeah

FGP1.1. How confident are you that we will contribute about the plan of your study?

ResK: Uhuh. In in any research you are not so confident.

[ResK laughs, some participants laugh]

ResK: Because if you are confident it's like you already know the results of your research.

FGP1.1: Okay

ResK: So if you already know the results of your research then why, why do it after all. So I am not confident, I don't even know whether what you are going to tell me will help me in my study

or not.

FGP1.1: Okay

ResK: But I hope it does *[laughs]*.

FGP1.2: And like when you were selecting the participants

ResK: Huh

FGP1.2: Were there any considerations that you had to follow?

ResK: Uhm I have been trying not to reveal why uhm why I selected specific individuals. But now I don't know why I should reveal.

[A few participants laugh]

ResK: I am trying to avoid that. And that question I think was asked when I made the presentation in the, in the hall if you remember. Uhm but maybe I will reveal. I will reveal to you because you are the participants. You are here. We are together. I did not like to reveal it in the, in the hall, in the auditorium or in the classrooms where I was going because people have been asking me. Uhm but the reason I selected you was when I sat down before I even selected you, when I looked at the results for Language and Communication Studies uhm for the past, since the university started, 2014, 2015, 2016 I think. Uhm I noted that there was a trend, *eti* [right]? And that trend showed that students that were coming from community secondary schools were not performing very very well. *Akakhonza kwambiri ndiye kuti imakhala mwina credit eti komanso amakhala ochepa* [If they did very well it was only up to credit and they were very few]. The rest would just pass. And those who were unlucky would maybe repeat the module or get weeded. And so I thought that either there's something wrong with what we are teaching, *eti* [right]? Or maybe our system is not helping uhm students that are coming from community day secondary schools. And so on that basis I said let me study uhm these students. When they come to MUST, what is happening to them? *Eti* [right]? And so that's why I selected you. I don't know if I made a mistake, but I'm sure that all of you uhm should be coming from a community day secondary school. I don't know whether that will make you happy or not *komano [but]* the reason why I did not reveal it *ku* [at the] auditorium *kuja* [there] and why I did not reveal it *mmakalasi* [in the classes], was because I know *kuti ngati ana a* school *pamakhala kuwalirana* [that as students you always want to outshine each other].

[Agreement nods and voices from the participants]

[ResK clears his throat]

ResK: 'Aaa aku ujeni inu. Ife tinali kuujeni.' ['You from such such type of school. We were at a better school.']

[Participants laugh]

ResK: You know. So I I delib-, and I have, I have not revealed it to anyone *mpakana lero* [up to

this day]. You are the, actually you are the first people to know that. So if you ask me, that's the criteria, that's the consideration that I used. Yeah.

FGP1.2: I understand

ResK: Alright.

FGP1.2: Yeah

ResK: *Chabwino* [alright].

FGP1.1: Maybe more questions will come in as we proceed.

[Laughter]

ResK: Alright, *chabwino*. So there is, maybe you can, you can read it and fill it. We we stopped at paragraph number 2 where we were saying: I also confirm that I've been given opportunity to ask questions about the study and that the questions have been answered accurately and to my satisfaction. I confirm that I've not been coerced. I I don't think I have forced people, huh? I have not been coerced into giving consent and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study. So that's uhm information, uhm at any obligation or any negative consequences. So that assurance is there when you are doing research. *Osaopseza anthu kuti* [Don't scare participants that] if you don't participate *uonanso* [you will see]. You don't do that. That that does not become research. But people must come and volunteer and agree and say 'Yes, I will come.' Or 'No, I won't come.' It's it's their right to do that. And I think that's what I I have been trying to do. When I contacted you first I explained who I am and I invited you and you said, 'Okay sir, we'll come.' So it's it's one principle of research. I think the others are, the other things are the details that you can fill in. *Apo pali madzi akumwa eti* [We have drinking water over there]. If you feel thirsty you can grab a bottle and...

[Silence as participants complete the consent forms]

FGP1.2: Can we just say like [*mentions name of program of study*]?

ResK: Yeah it's ok. I will know what *[name of program]* means.

FGP1.2: Okay.

ResK: Mid-semester *yayenda bwanji* [How did mid-semester exams go]?

[Participants laugh]

ResK: If you are through I think you can give me the form.

[Participants continue to sign the consent forms]

ResK: So it's a discussion, it's not an exam. And in a discussion I think I'm not looking for consensus. I'm looking for your, your opinions, your views. You can see that these are general

uhm points of discussion. They are not looking for you to tell me how you have performed in Language and Communication. They are just general. 1 is looking for the purpose for Language and Communication Studies in your academic life and life beyond your univers- beyond the university. Uhm so uhm this belief or about the purpose of Language and Communication in your life here and life beyond, how it has influenced your participation uhm in EAP or in the LCOS module and other factors that uhm influenced you. The general language situation within and outside MUST and how it makes the learning of uhm LCOS relevant. EAP *yo ndi* LCOS *nchimodzimodzi* [EAP and LCOS are the same thing]. Uhm kinds of learning resources available to you during the uhm LCOS module and how they were useful to you on language learning. The general language learning environment. Uhm how you viewed, how you viewed our language and communications lecturer. How he or she viewed you as English language students. How you viewed each other as English language students in the course. Uhm types of learning activities available? Uhm forms or types of assessment available in the course. Assessment and its influence on your approach to EAP or LCOS language learning. Opportunities available for English language learning available to you outside the Language and Communications classroom. And then constraints and anything that you would love the LCOS Department do concerning your learning of the module. So maybe we can start with 1. Uhm my role is to to moderate and so in terms of uhm the Language and Communications module, uhm. So let's begin with the purpose uhm of uhm Language and Communication Studies in your academic life here at MUST and maybe in life beyond the university, in general. Anyone can start.

FGP1.3: Okay to me I think the main purpose is to improve the English speaking as you know English is a worldwide language.

FGP1.2: Yeah as he has already said, it can help us like maybe we go to places where can't like the language like we use here, like some other languages we use here and the ones they use there are different. So you find that mostly as we, as far as English is concerned it's known to be like an international language. So we can opt for this one so that we can get to communicate and understand.

ResK: Okay

FGP1.1: And also apart from that there is also another in LCOS so it can help a person to how to organize things and how to manage their time and how to perform some other activities in terms of the time that one has.

ResK: Okay. Anything else in addition?

FGP1.4: It also help us uhm in our academic in terms of when you are writing other modules. For example, biology. You cannot cons- con- contrac- con- you cannot form a sentence without knowing English.

ResK: Okay

FGP1.4: Yeah

ResK: Alright.

FGP1.2: Yeah and on the same we can say that it can increase like the way we think because coming to, as she said like in Biology you may have the idea but then you cannot, you are not good at this language. So for you to get like think in this other language and translate then it can take time. So if you get to familiarize with this one it's like it's made simple.

FGP1.5: Okay and again uhm in a culture we know a language is an element of uhm one of the elements of culture. So I think it play uhm an important role in culture.

ResK: Okay

FGP1.5: Uh

ResK: Alright. Uhm now this realization maybe uhm the realization that uhm uhm learning Language and Communication Studies has this purpose in your life uhm does it have or does it influence your participation in class in any way?

FGP1.2: Yes, because as it was already said, as I was saying to say that it would like easen [sic] our way of interacting with other people because that's the way we communicate. So it's like the moment you are undertaking the course it, it influences you to participate, that is it's more like you are practicing like uhm maybe this role how I'm going to do it? So before you go outside there we start in the place you are taking the course.

ResK: Uh

FGP1.2: Yeah you start in the participation so that you can get to familiarize yourself with the concepts that is.

ResK: Alright.

FGP1.1: It's like you are ready for, it's like you uhm of course sometimes LCOS is seen like a weak module or what but if you can look at another angle it's like a mother to all the to the modules because it's difficult like we have said uhm my friends have already told you to do well in the other modules without what, without LCOS. So whenever you have gone through LCOS classes, it's like you try to be active because you know that each and every lecture means you will learn a new what, a new concept. So you try to grasp that concept so that we apply it in the other modules.

ResK: Okay. Alright. Any other views or ?

FGP1.2: Based from what he said I remember one time we were doing something like referencing. There's some part on how we could do referencing. So we would like to do a laborate- a laboratory exercise which was our first time. And we were told to say *kuti* [that] from here uhm when you are done with uhm the lab, you have to go and report. So when reporting you can't just come up with like uhm your report without like referencing other

people's work. So when you reference you have to show that I got this from here, I got this from there. And we were not told how to do that from that class. So we had to relate with what we already had done in the other class.

ResK: Okay, alright. Uhm is it okay if we move to the general language situation within and outside MUST and how it makes the learning of EAP or LCOS relevant. Anyone willing to start? These are not questions. They are points of discussion.

[Laughter]

ResK: They are points of discussion.

FGP1.2: Yeah of course uhm looking at us from within here for us to get to MUST you know this institution is mostly like uhm a science and technology institution. So we get that some of us are here yes, but previously we were not doing good in uhm in this course uhm the language part. So yeah, it's relevant that we do this so that maybe from here we can get to know what we have to know.

ResK: Okay.

FGP1.2: Yes

ResK: Uh, okay. So uhm what's the language situation uhm outside MUST, maybe within Malawi or outside, and what's the language situation here when you are here uhm at MUST? And how does that make the learning of Language and Communication Studies relevant to you?

[Silence]

FGP1.1: Okay uhm the the language situation here at MUST it's like of course most of the times we do like, not we as students but with our lecturers, most of the times we use English with them. So we can see that uhm though we are not practicing with our fellow students, but this one is like a mother language.

ResK: Uh. Which one?

FGP1.1: The Eng-, English. It's like a mother language because even the lecturers they prefer us to speak English so that we can improve. So it's like it is even relevant in our everyday lives actually.

ResK: Okay

FGP1.1: And if we go outside it's like we'll be maybe having some other maybe meetings that will be uhm supposed to be conducted in English and even when you go there you find that people they expect that when you are here we learn a lot of things when you go there they say, 'Aah maybe if we can choose these ones to speak for us in the in public and then they choose us and if you are not good at it then maybe *[laughs]*…

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ResK: Okay. Uhm as part of uhm you've said that you, when you are interacting with your lecturers you, you they encourage you to communicate in English.

FGP1.1: Uh

ResK: And that's part of the language situation. But I think that's, is that the only side of your, of the language situation here at MUST or there is another side?

FGP1.2: Of course a situation or we can say uhm it's not common here to find like maybe when people are outside the classroom learning environment like interacting using uhm this language it's not normal, it's not common. I should say it's not common. Yeah so I don't know how we can put it. But then when we go to classes as he said we, we stick to this, we like always we using this language and coz [sic] that's the way the learning items are, you can't do otherwise; you have to follow that. But then when we go like outside the learning environment you find that we we don't cling to these ones. Uhm now the reason can be because as I already said some of us are not really good at these things. So we can't go like speaking in public, like bringing up our vocabulary, the way it is, we just can't.

ResK: Uh uh. Uhm I've been here since 2014 and uhm this other day, I think last week, uhm some of, I think some fourth year guys, they were passing, my office is just office number 13 here. So they were passing by and they saw me and they just came to greet me. And so in passing one of them said, *'Aaah munatiphunzitsa* Language and Communication *koma pano tikulankhula* Chichewa'* ['You taught us Language and Communication but here we are speaking Chichewa].

[Laughter]

ResK: So it it struck me to say aah what are these guys really uhm trying to say? Uhm outside there, how much opportunity is there for uhm uhm for the use of uhm uhm English? *[Clears throat]* And so as you put it uhm you are saying when you are interacting with your lecturers, but also you are looking at other opportunities outside. Maybe people will look up to you and say this guy went to university, if we ask him to make a presentation to us because of his exposure to language maybe he, he will be able to present in English and so those are some of the issues. On the other side maybe the reality maybe that when you go outside the lecture room, uhm how do you interact with with friends? Uhm in in which language? You know, those are the issues. And then when you look at those issues how is the learning of Language and Communication Studies relevant? So that's what I was trying to uhm to find out from you. Uhm 4? Uhm I think we don't belong to the same program, huh, *apapa* [here]?

[Participants affirm vocally]

ResK: We belong to various programs. Uhm and and it's possible that we also were taught Language and, we we are being taught Language and Communication by different lecturers, *eti* [right]?

[Some participants affirm vocally]

ResK: I don't want to mention, you to mention their names uhm but I'm sure each of those lecturers uhm in teaching you or in making you to learn, they used some resources for teaching. Or they pointed you to some of the resources that you can use in learning the various topics for Language and Communication. And so uhm I want us to discuss uhm these resources, what type of resources were available to you for learning Language and Communication? And how did you find them useful?

FGP1.5: Okay for example, a certain day we were learning about referencing, and our lecturer came up with, he came up with something like newspaper uhm a journal article, a book. So it was like when we were learning he was, he was making a reference according to how to write a reference on a newspaper. Yeah, and how to write a reference on a journal book. So he bring [sic] that journal book and pointed someone to, to write an example using the same journal book or a newspaper. So it was so helpful to us because we learnt something.

ResK: Okay

FGP1.5: Yeah.

ResK: Alright. Any other experiences from you, from the other classes maybe?

FGP1.2: Yeah, as of our side, like from the class I belong to, we can say that when it comes to uhm when we are learning like LCOS in class, we like have almost all the resources like we need at that time. Normally when the teacher is coming, he brings with him like a projector and the slides he wanted to present to us. So I I find that okay. But then going outside, like the lecture room uhm we find that for some, like it's very difficult to access like reading materials that is because uhm the only thing like our lecturer has to do it's like when he's done teaching he will have to distribute like those slides and presentations like those of you who can manage like maybe you have got laptops or others, that is you can get to go through those. But then for, for the rest, like for the other part we, we don't have like maybe gadgets or things like those. So we find it like it like difficult, yeah to familiarize ourselves with such stuff.

ResK: Okay. Uh?

FGP1.1: Yeah, just to top up. The resources that the lecturers use, I can say that most of the times they they target all the angles. They, like what what she said, it's like something which was practical. It means those other, others they like learning when they are doing. And others we like learning when maybe something is there presented, when we are listening. So most of the resources that were, that are used in the LCOS were, we can say that they are targeting each and every individual. They explain this using another resource. The same thing they can explain it in another way making someone to do.

ResK: Uh uh

FGP1.1: It's like.

ResK: Okay

FGP1.1: Yeah

ResK: She she has mentioned uhm sample referencing materials as one of the resource that their uhm was brought to her class. He has talked about the slides that his lecturer always uhm uhm brings with him and the projector, *eti* [right]? Uhm any additional ones maybe?

FGP1.1: Yeah uhm the additional ones-

ResK: And and he has said that uhm out uhm uhm outside the Language and Communications classroom it's it's very hard to find. Okay? Is that a consensus?

FGP1.1: Uhm yeah I support him because some of the resources in LCOS it's like uhm most of them they are maybe we go to the Internet to, to try to look at them. So needing the Wi-Fi here it's like congested. So we fail to uhm to what? To access those resources which are there. And if you don't have a bundle it's like it's like a challenge to some.

ResK: Okay

FGP1.1: Yeah

ResK: But if the Wi-Fi is okay

FGP1.1: Yeah it's like when the Wi-Fi is okay then that maybe around 12

ResK: am?

FGP1.1: Yeah, 12, 1, 2

[Laughter]

FGP1.1: And the resources which are in hard copy they are, they are not enough to cater the students. That's another challenge.

ResK: Alright.

FGP1.2: Yeah, on saying they are not enough, I don't even know if we have them.

[Laughter]

FGP1.2: I I have never come across one. Maybe they might be there but *ineyo* [me] maybe I've never come across any but normally I do go to the books room to like look for other materials. I've never come across one. I don't know maybe they are put like in other, maybe they use other like titles which just can't easily recognize them. Yeah, but then for us to access like uhm reading materials concerning this course, it's normally the Internet

ResK: Okay

FGP1.2: Yeah.

ResK: Uhm so the Internet is the, is one of the resources?

FGP1.1: Yeah
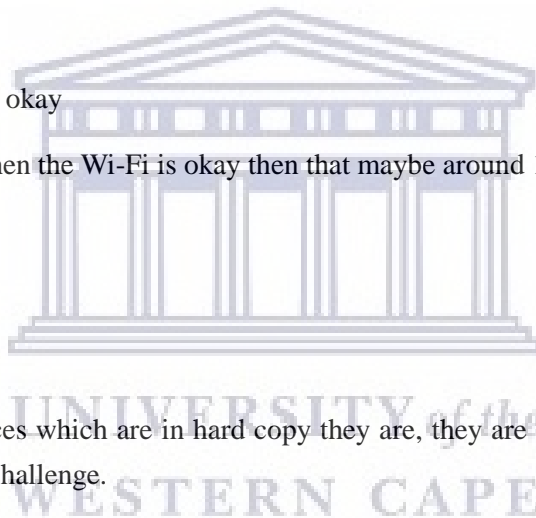
FGP1.2: Yeah, like as of now here we rely on the Internet.

ResK: Okay. Are you agreeing to-

FGP1.3: Uhm no. To me the resources [sic] is there but the problem is with students, most of them they are having no interest with this course. They, they take it as they are wasting time with that because they know that here we, this is a university of science. So they concentrate on sciences only. I think I can say so.

ResK: Okay

FGP1.1: Okay, so maybe I should pose a question to him.

[Laughter]

FGP1.1: Can you clarify when you say that resources are there maybe you direct us so that maybe we can also access them?

[General laughter and chatter]

ResK: If you can.

FGP1.3: Okay, we know that we have a library here, there's a lot of books of LCOS. They can go to access that. Or Internet again, they can check Internet.

ResK: Okay

FGP1.3: Yeah so-

FGP1.5: It's only Internet.

[Laughter]

FGP1.3: Internet is enough, Internet is enough.

ResK: Uh.

[General chatter as more than one person tries to say something]

FGP1.3: You can find everything on Internet.

FGP1.1: Yeah on the issue of Internet we said that the resources are there but to access them because of, yeah it's like it's like a problem because sometimes you to come here at around 12, 1. It is very unfair

FGP1.2: And then-

ResK: But but he's brought a very pertinent issue. Uhm I don't know whether we can say it's controversial or what? But he's said that uhm most people do not attach a lot of importance to the LCOS module because they think that since this is a a university of science and technology, then this LCOS module as he put it is a waste of time.

FGP1.1: Yeah but-

FGP1.5: I agree, I agree.

[Laughter]

FGP1.3: But you see that people they do complain that, okay, they say like what you are saying but most of the time you find that people they are still reading what? LCOS. So that one we cannot say that it's like it's it's general.

ResK: Uh

FGP1.1: No but it's just maybe I can just put it as your opinion.

[Laughter]

FGP1.5: No, it is not only for him. I've [sic] heard a certain day someone was asking someone saying that 'Where are you going?' 'I'm going to for discussions.' So he said 'Aaah so you are going to discuss LCOS?'

[Laughter]

FGP1.5: 'You can, you cannot discuss LCOS while you have physics, you have biology. You have something to do. LCOS is so, it it is not something you cannot, you can discuss. You can just go straight in the examination room and write. Or when you do that you even fail' *[laughs]*.

ResK: Alright?

FGP1.2: Yeah I think in the very first place, I also said something concerning like this

ResK: Yeah, I think yeah. I remember.

FGP1.2: Where I said like most of us who are in who come to MUST, we were like we

ResK: You were going to a scie- to a university of science and technology

FGP1.2: Yeah so this language thing it's like from way back but them and to talk on like saying we have got adequate resources uhm considering those people who don't like have gadgets, like there are people who don't have gadgets, like completely have no gadget. So for those it may be difficult because going to maybe a-

FGP1.1: Computer lab

FGP1.2: The computer lab you find that at times they are in use. You see. At times maybe the Internet is not working like properly. Yeah, so stuffs like those. And to say *kuti* [that] our library closes at 10 and on your timetable you say 'I'm doing LCOS at 11,' you don't have any other option. You don't have a gadget. Library is closed. Of course Wi-Fi is there yes but then you don't have a gadget to use and to get connected to the Internet. So we can't say like we have got adequate resources. Yes, we have got resources but let's not say they are adequate.

ResK: Okay. It's, it's, it's a group and it's made of people with various opinions. So we will

respect uhm the v- each person's opinion uhm whether it, whether we can reach a consensus it's up to us, or whether we can differ, sometimes people agree to to disagree, huh.

[Vocal affirmation]

ResK: Uhm you you you've been silent *[addressing FGP1.4]*

[Laughter]

ResK: Uh. Alright uhm when you, uhm I think you've been here for almost a semester, since uhm this week is the last week of learning

[Participants affirm vocally]

ResK: In your, in the various classes you, for Language and Communication that you've been to, uhm if you wanted to describe the general learning environment uhm for Language and Communication Studies, how would you describe it? And would you be able to say whether it has helped or uhm uhm uhm not helped your efforts to learn Language and Communication Studies? Point number 5.

FGP1.2: Uhm I would say the environment is quite okay. Yeah, but then there comes a part whereby uhm I talked about interaction. So like for you to interact in such a course, it will just depend on, you are you willing to interact or you just wanna stay there and watch others do it? So that's it because I like for our lecturer like he has never come to say, 'Okay, today everyone will be answering a question. Everyone will be able to contribute.' No, he just comes, he takes you through. If anything it will be up to you to contribute like or ask questions and the like. But then not like to say everyone today will have to contribute.

ResK: Uh

FGP1.2: So okay, let's say the environment is conducive I can say. But then on that part.

ResK: Uh. Okay, what about you in your class how would you describe the the general learning environment? The atmosphere for learning Language and Communication Studies.

FGP1.4: I can say that uhm environment is not okay uhm in the sense of the same congestion coz [sic] during our LCOS time, it is like uhm we are uhm that is uhm so it is like we are many, *eti* [right]? So during the maybe during the questions, only few are able to answer. Or sometimes it is like *kuti* [as if] our teacher uhm he's not giving us the slides or even like in general I can say slides. So it is like it is our fault to access those slides. Even, he doesn't writes [sic] anything on the board. He's like he's teaching, after the time now we can go. So it is like uhm it is not a good environment, I think so.

ResK: Alright

FGP1.4: Yeah

ResK: Okay, that's according to him.

FGP1.1: Uhm Uhm I will talk about size, it is good. And the others like include it because we have come from the same class. According to me the environment uhm it's okay. But maybe just on the, like our fellow students and even sometimes also you find that maybe someone is like I said earlier that we try to communicate you know. So someone maybe is speaking English and we know that this is our second language. Yeah so it means though all or most of us we are learning, so when maybe you have tried to construct a certain question others are laughing. It means that one is, it's not giving morale [sic] that next time she'll do it. So you find that instead of practicing a person just stays or maybe when you are trying to communicate with your friend in English and others are like, 'Now you you have started using English. Wow, English, genius,' whatsoever. So it's like they demoralize you till you reach that level. So it's another bad thing on the environment which is there.

ResK: Yeah yeah. Uh. My brother?

FGP1.3: Okay uhm to me environment is good, is conducive. But the only problem is the problem of slides. Uhm the lecturer is not giving slides to students. So students find it difficult to get the slides. So if you are willing you should make him give slides. Yeah, but the 70% is good *[laughs].*

ResK: Okay, alright.

FGP1.1: And and just the, like he put it that others they do not have the gadgets. Yeah, so they say 'Okay, I'm not giving you the slides using the flash or what.'

ResK: Uh

FGP1.2: 'I will send them in your emails'

FGP1.1: 'I will send them using your emails.' So it's like a challenge to those of us like my side like my email started working yesterday.

ResK: Yeah

[*Laughter and unclear chatter]*

ResK: Uhm what you said reminded me of something. You you are saying that sometimes when the the the friends within the class if you try to say something they will either laugh you or yeah laugh at you and try to mock you either that your English is bad or maybe that you are now speaking English. Uhm uhm it has reminded me of some of the things that the guys that I'm interviewing individually are also saying. A number of people that I've interviewed have actually said that when I asked them about how they participate in class. Some of them were actually very forthcoming and saying, 'No, when I'm class I I just stay silent. I don't ask questions. Uhm I only answer when the lecturer asks me to to answer.' Uhm and when I asked them why, the explanation they gave is that they maybe they are just shy or they are afraid of speaking. So just just in a way uhm to agree with what you you are uhm saying. Uhm 6. I think is related to to some of the things that you were saying on 5. But I don't know if uhm you would

be able to to explain how you view or how you viewed your Language and Communication Studies uhm lecturer. Uhm as a person or in terms of his or her teaching and learning or his treatment of you as either a class or as an individual.

FGP1.2: Uhm coming to us like our, I will say in general like generally like for our class I see that people had to welcome our lecturer uhm like to say he's doing his work like quite okay. Uhm he he seems to know what he's teaching us. Yeah, but then like on how he viewed us, uhm I remember sometime back or I can say that he views us as if, okay since we are college students we are coming from secondary school, we've been at primary school. So he just looks at us as if 'Aah these guys should know anything', that is. Like maybe we should talk about grammar. 'These guys should be like well uhm they should be good that side' because I remember sometime back we were learning something. So there was a word like a certain student found it difficult so he had to pose a question like what does that mean. And the teacher had to say 'I can, I cannot give you the meaning because you are a college student.'

ResK: Okay

FGP1.2: The reason was because he is a college student so I looked at as it was like I think he didn't have to do that.

ResK: Okay

FGP1.2: Yeah

ResK: The the assumption that at this level you should know-

FGP1.2: You should know almost anything.

[ResK and other participants laugh]

FGP1.1: And that also reminds me and it's like that kind of response it's like they, they discourage the person to ask questions because when you have posed a question it means that you want to clarification and that you don't know. So you need assistance. So the one that you thought that he will give you the answer and then they have given you such an answer and then you may look like in your class you do not know of course. It's difficult to participate. Yeah but also just to add it's like the other part of the lecturers it's like, yeah to me he's a great person because when he comes he try to direct us what to do. Yeah, it's like more or less being open and tell us how we can tackle other things.

ResK: Yeah

FGP1.1: Yeah, encouraging us because there is this other lecturer of course it's not from LCOS. He say [sic] 'It's normal that you'll be weeded [i.e. withdrawn].'

[ResK and other participants laugh]

FGP1.1: But I've never heard such a thing from, from an LCOS lecturer. Yeah always he say [sic] that 'If whatever you feel that it's giving you trouble concerning LCOS you can consult

me.' And you can go to his office to see him.

ResK: Okay

FGP1.3: Okay, to me our lecturer is good. He's very active from the style, which he use [sic] to teach us. It's very nice. I'm uhm I'm appreciating.

ResK: Okay *[clears his throat]*

FGP1.4: But according to me I think of course our lecturer is good but somehow he is not also good. Of course as I have already said that uhm he doesn't give us the slides. Even writes [sic] on the board. But also uhm the way of marking somehow makes students maybe to stop participating in classes. For example, uhm I can take the paper which I wrote and compare with uhm other classes maybe showing some equivalent things. But the marks? Haaa! Our marks was [sic] so low.

[ResK and the other participants laugh]

FGP1.4: So this makes us uhm a lot of students not to participate or starting bor- uhm bored, yeah, bored. Something like that.

ResK: Okay

FGP1.5: I agree with him because we belong to the same program. Uhm I remember a certain day it was the, a time for LCOS. And people said, 'Aaah, I think we shouldn't have LCOS.' Many people said that. 'We shouldn't have LCOS. We become bored.' And the way he teaches us it's like 1, he don't [sic] even write on on a board, he don't [sic] give us slides and he's fast. He just lecture [sic], it's like lecturing. So if you don't, if you have not heard anything, it means you have lost. So just imagine in a classroom of hundred and something students.

ResK: *[mentions the combined programs being referred to]*

FGP1.5: Yeah. Hundred and something students. And in order for you to ask you, you have that shy that other people will laugh at you. Yeah, so if you have not heard anything, you just keep quiet and so at the end of semester we'll fail many things.

ResK: Okay

FGP1.5: Yeah

FGP1.4: But also in addition, on the same marking style, *eti* [right]. And even the way of teaching, I remember one day someone asked uhm after a certain module. He asked me, 'What the, what follows?' I said it is LCOS. 'Aaah, I'm going to sleep.' So he went. The next thing is he came and said '*yamwa*' [class is cancelled]. People said, 'Yeah, that's better.' So something

ResK: Okay

FP1.4: Yeah

ResK: So people like celebrated that?

[Laughter and chatter]

FGP1.1: Just to to uhm agree with them. It's like in, yes we students we we have problems. I can say that we all have problems. We are having problems and uhm the lecturers also they have the what, they have problems because like the way they are saying that it's like not creating a conducive environment. It's like it will make the students not to attend the classes. They will be feeling like 'Uhm you know it's just a waste of time. Maybe I should just go and look for the resources I read on my own.' So in the process you find that instead of doing uhm students doing well, they are not performing. So that can be also a contributing factor. That instead of yeah, the like the mentality maybe that is out there that we are a a science university and also we have the LCOS, they should be uhm they should, they should be, the content should be delivered in a way that will arouse us so that we attend the what, the classes. But if we keep facing a lot of uhm uhm challenges it means we'll be just uhm we'll not be attending the classes maybe just in case we'll just go for the resources and then we read on our own and the performance there goes down.

ResK: Uhuh

FGP1.1: Yeah.

ResK: Uhm I've been, you guys I've been to to other classes where I've seen uhm some lecturers using the projector uhm to project the slides on the on the whiteboard. Uhm but I've also been to other classes where no projector is is used. And so but looks like the lecturer has something or some notes on his computer and then they are using those notes to teach. Uhm uhm I I want to understand uhm from you like you you are saying that uhm the lecturer doesn't write anything on the board. Uhm what about the use of the projector?

FGP1.5: He has never used a projector.

ResK: Okay, alright.

[FGP1.1 says something but it's not clear, followed by laughter by the group]

FGP1.5: He has never-

FGP1.4: Even giving us notes, no.

FGP1.5: given us notes.

FGP1.4: He just explain in harsh manner that you can't-

FGP1.5: Certain day someone asked, 'Sir what about giving us notes?' He said, 'This is college, I cannot give you notes.'

ResK: Okay

FGP1.5: Yeah

ResK: Alright. For those of you where the lecturer uses the projector, does that help or?

FGP1.2: Yeah, in as far as attention is concerned, yes, it helps because uhm the way they are presenting, if a lecturer comes without something to project or nothing to write on the board, you cannot be looking at the person walking around like all time. Maybe when you are looking at him this way you can get bored. At least when you are looking at the slides you, you may not get what he's saying but then you can read from there to say okay maybe I think this is what is being taught.

FGP1.1: And like I said earlier on, that we learn differently, others they learn well when they are viewing something, other when they are just hearing, they can grasp the thing. So it's, it means there, there should be measures that should be there. That all these areas should be should be tackled. Otherwise others [sic] will be left behind than others.

ResK: Okay

FGP1.1: Yeah

FGP1.2: And also considering the aspect that the things you hear and you see, you can easily remember the things you see unlike what we hear.

ResK: Uhuh

FGP1.3: And it will also help us to know the areas to study.

ResK: Okay

FGP1.1: But also it's not each and every time that uhm the lecturer should use a projector. Like we had this uhm should when we were learning listening. So yeah. I would simply say this part of the semester, we have not had a projector. Like this part of the semester we've never had a projector because he was like bringing in things we could just discuss without uhm the aid of a projector. So it's like, like I was, the example I can give is after covering the part of listening he said, 'Okay, I think the next class I should not bring a projector. I should be just dictating things so that you'll what, you'll be,' yeah. So it's like he didn't bring the projector for us to practice the what, the skill. So in that case then it's okay.

ResK: Uh.

FGP1.1: Yeah

FGP1.1: Yes.

ResK: Uh. Alright. Uhm can we go to the next. Uhm I don't know, but it is about the types of activities uhm for practice, for that uhm you had with your lecturer in your class if it's if, if, if there were any, anyway and how these uhm helped you or provided with an opportunity to practice uhm your language. So like here I think you've uhm talked about the uhm the part where in the teaching of listening the lecturer decided not to bring the projector so that you can practice uhm the actual writing from a listening source. I don't know if there are any other types

of activities in the various topics. I think we've done so far, apart from time management, I I hope all of you have done uhm listening, have done uhm reading, have done writing, essay writing and referencing.

[Vocal confirmation by participants]

ResK: So can you remember uhm any classroom activities that you did?

FGP1.2: Yeah, we had one, *eti* [right]? It was like maybe we worked on yeah where we had to present like we were told to like summarize the referencing part. We were like divided into groups. So each group had to, was given like a specific part and we had to present those ones like using our own slides. Yeah, so yeah we had that one and it helped.

ResK: Uhuh. In your case?

FGP1.3: Yeah we did, we did the same, PowerPoint presentations. They helped.

ResK: Alright.

[FGP1.3 continues to say something but it's not very clear]

ResK: What about?

FGP1.5: We did a group assignment on note-, was it note-taking? Note-making. Yeah. It was like a group assignment for almost 1 hour.

ResK: Okay. Alright. Essay writing, any practice?

FGP1.2: Yeah sometime when like our lecturer was done, he had to give us, is it about three if not four topics, we were given to say okay you can practice these ones and if you feel like bringing them for remark- for marking then you bring them in.

ResK: Okay. Alright. Similar to you?

FGP1.3: No we didn't.

ResK: Uhuh, okay. Alright uhm *[clears throat]* I I think you, you understand when we talk about assessment, huh? Assessment in the form of a mid-semester exam, in the form of a group uhm assignment where you do an assignment as a group and you get a grade out of it or you write an individual assignment. So what forms of assessment were available in the course?

FGP1.2: Uhm for us we had several like ranging from individual to group work. Yeah, so I I can say on the individual part, yeah that was okay. But uhm this one the group part, I I felt very much comfortable with this one because when we were like in groups we would simply identify each other to say okay, I think this one needs some some more help on this course. So we would simply like help each other. That is for those who cannot ably participate in that whole large class. When you go to a group, small group it's easy to interact and to get to follow yeah.

ResK: Uhuh

FGP1.1: And also the group discussions help also to try to clarify a concept when we pass it to each other because the way this one may grasp the concept it can be different if the content can be different. So when we share then we manage to come up to something that is concrete and then we helped by in our assessments.

ResK: Okay. In your case what kind of assignments or assignment activities were available?

FGP1.5: A group assignment that he give in the class.

ResK: Uhuh. Okay. Uhm the mid-semester exam?

[General chatter and laughter]

ResK: Alright. Uhm related to that…uhm one of the very first thing you you hear when you come to an institution like this one is assessment. And I know, and I know that students threaten each other *[laughs] 'akuwida' 'akuwida'* [you'll be withdrawn].

[Laughter by the participants]

ResK: So it's like there's always that threat that in each and every module, you you will be assessed. *Eti* [right]? You either write an assignment, you write an exam, you do this for assessment where you are assigned a grade. I don't know uhm what impact uhm this notion, this idea that you will be assessed uhm the impact that it has on your approach to learning of Language and Communication. I don't know.

FGP1.2: It's good and it's helpful because uhm as of our group like before the the mid-semester exam we had like several tasks. In the very first place we were given an individual tasks. We had to write some piece of work individually. Then we were assigned to another one, that one we had to do in groups. The rest were, they were not assessed by the lecturer. So we were like given just for practice. But then those ones still you had to know that uhm from there 'I don't think I'm good. I don't think I'm ok. I can just pull up.' And go on.

ResK: Uh

FGP1.1: And also the feeling that you'll assessed uhm when you have that feeling it's like whenever you are doing maybe something which you feel that it's not actually meant for that you say, ' Aah, I think I'm I'm just wasting my time. Maybe I should just go and do this.' Even or even maybe you are in church, you feel like, 'I'm I not wasting some study time?' because of the feeling that you will be what? You'll be assessed. So it's like it is encouraging us to concentrate on our studies.

ResK: Okay

FGP1.1: Yeah.

ResK: Uh. Agree?

FGP1.5: I agree.

ResK: Okay

FGP1.5: Uh

FGP1.2: On the same part we can say it's good. But then it restricts us. It gets us restricted because uhm we know that we have to be assessed. So normally we'll be assessed on those things we were taught. So we cannot go outside. It's like we just like, we are just confined to this. So you find that you have the stuff. So you just cling to them, you don't go for other things.

ResK: Yeah, yeah. Alright. Uhm any opportunities for language learning uhm outside the LCOS classroom available.

FGP1.2: Here on campus

ResK: Yeah, I'm listening

[Laughter]

FGP1.2: We have seen like some groups, we can simply call them organizations yes uhm they've been coming over. I remember one time there was this group of Koreans. They had to come over. So uhm for us to interact with them we simply had to use English and we also find that we have got international students around here. Some of them they are not even good at our greeting, the the Chichewa one. They cannot simply do it.

ResK: Uh

FGP1.2: Yeah.

ResK: Okay

FGP1.2: And as he said in the very first place about like presenting to an audience like us, we had to do the presentations in class, so-

ResK: Okay, for for which module?

FGP1.2: Uhm LCOS

ResK: Okay, alright.

FGP1.2: Yeah we had to do presentations on that one, go there, speak to the people. So the next time maybe we may be told uhm, 'Go speak to the people in the auditorium.'

ResK: Uh uh, alright. Are there any challenges or any issues that you think uhm outside the language classroom uhm could hinder your your progress in in English language learning maybe?

FGP1.2: Uhm

ResK: Or it's all rosy, it's all okay?

[Laughter]

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FGP1.2: Uhm of course I would not say like it's hindering us but then it's not helping us to improve because outside the classroom it's like the only chances we have go to practice it's you and you yourself. That's the only chance because the things like we are taught in class uhm it's not very easy to bring them practical like on the ground outside the classroom. Yeah, so it's like *kuti* [it's as if] it's not more like a hindrance but then there's like nothing that can help us to make much more improvements.

ResK: Alright. Okay. Alright. The last one can we start from here? The very last. Anything you would have loved the LCOS Department to do concerning your learning of the module. In other words, things to improve.

FGP1.5: Okay, to my side I think they should improve the availa- availability of resources. Yeah, for example, the, the slides, some books in library, they should be available. We should not go there just to to find Physics books and other books.

[Laughter by ResK and other participants]

FGP1.5: We should also find LCOS books.

ResK: Okay

FGP1.1: And these were encouraging us only to concentrate on the science subjects.

ResK: Uhuh. Okay

[Laughter]

FGP1.3: Okay, on the great part it's the same with uhm I agree with this one.

ResK: Uh

FGP1.3: Uhm resources, they should improve the resources and in addition to that, the lecturers should improve the way they are teaching.

ResK: Okay, uhm alright.

FGP1.1: Like to me I can say that the lectures, the lecturers they know what they they, they are delivering to us. But on the other part I would say, on how they can deliver that is because they can know the content but the way they deliver. So I think on that part, they should also improve on that one.

ResK: Uhuh uh

FGP1.1: And also the way I've gotten from these two guys it's like the, the way they interact with the students it's like it's not creating a conducive environment. Yeah, so and even the comments that they give sometimes, they may hinder someone to participate in class because when you are learning it means you need to have a sober mind. So if maybe something is brought which is which may be making you as if you are not in in line with that it means you can't uhm you can't feel the environment conducive.

ResK: Yeah yeah uh. *[Mentions FGP1.2's name]*

FGP1.2: Uhm on our part I find like maybe everything is in line but then there are like others I can talk about. The first thing being uhm how they can help up us on maybe like we should get the notes. As already said, some don't have gadgets so maybe if there can be a possibility that they can maybe like make hard copies and then distribute them. I don't know how that can happen but then it can be possible, that would be better

ResK: Okay

FGP1.2: And the other part is the participation part, the participation part. And I already said to say uhm like like a lecturer he puts no effort to say like for today, today's class, everyone will participate, no. All he does is uhm teach and those who are like feeling like to say we have to participate and they have got problems and they want to get clarification, they want to make contributions are the ones that do so. So maybe if there is a possibility that at times they can say, they can come up to say okay this class everyone has to participate. Or else, if uhm that cannot work then maybe the group works can do it.

ResK: Okay. Alright.

FGP1.1: And just to add on that I think they should be, they should try to make this this course uhm this module more practical because without practice it means there won't be some improvement. Yeah. Of course really we are at a university where there is a say that we are free to do whatever we want but there will be some restrictions. For example, maybe if we'll be encouraged to maybe use this uhm this language each and everytime then it means even you, you won't face problems when you'll be delivering the what, the content. We fail maybe to, you face pro- challenges when delivering the content because somewhere it means uhm you didn't put this one as practical thing. So it means there will still be a gap.

ResK: Yeah. Okay. Anything else? I think we we've exhausted all the items there.

FGP1.2: Yeah and the other I I was, uhm the way I've looked at this course, ever since I've been here it's more like the way he has said, it's not practical. We just learn this once uhm for exam's sake. I will talk about maybe like practicing speaking English uhm it's not common here. The moment we are done in classes, we have spoken English in classes we are done for the day. And we use our languages for the rest of the time until we go to that class.

ResK: Okay, so what should we do?

FGP1.2: Uhm the way he has put it, the way he's put it.

FGP1.1: I think that we should have a lab.

[Laughter]

ResK: Alright. Otherwise I think uhm I would like to thank you guys for uhm I think we've had a wonderful discussion.

[Vocal agreement from some of the participants who are heard saying 'yes']

ResK: I've enjoyed it. Yeah. And so I would like to thank you very much for agreeing to uhm take part in this discussion. As I said it's part of the data that I'm look- that I'm trying to gather for my studies and now that the semester is going towards the end uhm I'll have to conclude this and then uhm go to my university and proceed with my my thesis writing. And so what will happen is that I've been recording this. I'll sit down and listen to it and then begin analysing it according, in relation to the questions that are there on the information sheet and see how it answers uhm those questions. Otherwise I would like to thank you very much. I know it's late. *Mwina tisachedwetsane kukadya* [I should not delay you from your supper]. But my office is office number 13 here. If you have anything to say or you just want to chat you can come. I'm here I'm here up to up to the 14th of next month. After that then I'll go back to South Africa.

FGP1.2: Next month in February?

ResK: Yes.

FGP1.3: So are we going to have another another meeting?

ResK: Uhm if I listen and I feel that maybe there are other things you need to clarify to me I I may invite you. But for now I think let's stop here.

[Some of the participants say 'okay' in agreement]

FGP1.1: And also uhm we are thanking you

ResK: *Komano* [But] don't reveal *zimene ndakuuzani zija* [what I told you], why I selected you. It's important that you keep it to yourselves

FGP1.1: Uhm we are thanking you for choosing us.

[General chat as the FGD comes to an end]

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Appendix D3: Selected transcripts for EAP lecturer interviews

Note: Because of the length of the transcript data, it is not possible to present transcripts for the interviews I had with all the 4 EAP lecturers. I therefore have had to exclude the transcript for the pilot interview I had with LecW.

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LECTURER INTERVIEW TRANSCRIPT

LecU

07.02.2019

ResK: Yeah Mr [name] I would like to thank you very much for uhm being able to give me time to have this interview with you where uhm we are focusing on uhm issues to do with learner agency. So I would like to thank you very much. I know this time around you are very busy but uhm you still managed to find time to accord me uhm this opportunity. And for me uhm I feel honoured that you have uhm allowed me this opportunity. Uhm the, I have divided the interview in uhm I think briefly maybe let's say four major themes.

LecU: Okay

ResK: Uhm relating to the teaching and learning of EAP. And so I think we'll be moving across each theme, each theme I think has uhm a number of items which uhm will be our focus in the interview.

LecU: Okay.

ResK: Uhm I think *ukhoza* [you can], you could raise up your voice so that this can be picked here.

LecU: Okay okay

ResK: First of all uhm let's focus on the issue of uhm beliefs regarding the role of English for Academic Purposes or Language and Communication Studies as we call it here and uhm how these uhm influenced your teaching of Language and Communication Studies in the classes that I observed but also in the other classes that I did not observe.

LecU: Uhuh.

ResK: And so uhm first of all, if you can describe uhm to me uhm your beliefs regarding regarding the purpose of Language and Communication Studies to the academic life of students and also to their life beyond the university.

LecU: Uhm okay, thanks very much uhm in the first place I should mention it that English for Academic Purposes is very very important to our students.

ResK: Yes

LecU: Uhm one thing is that this English as a medium of instruction. There's a requirement that our students are very familiar with this language so that they communicate effectively, they get what lecturer is saying. They even communicate, they give feedback to this lecturer in the right language, in an appropriate manner. So really it's something very very important. And if our students are to excel, what is very important is they need to uhm to be competent in this language which is used as medium of instruction in any courses that they are doing.

ResK: Okay.

LecU: Yeah

ResK: Alright
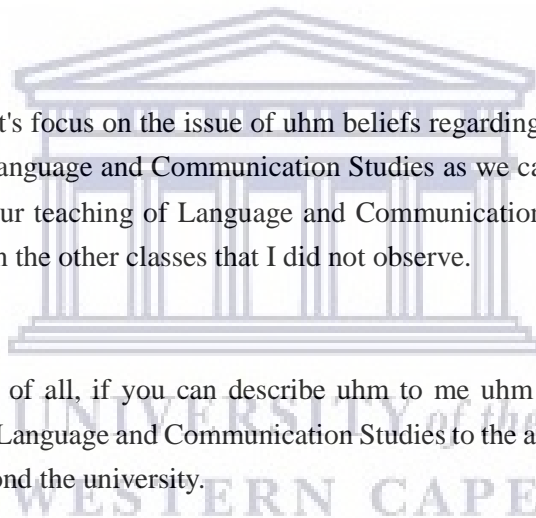
LecU: So my belief is if they excel, if they do very well in this uhm language uhm chances are very high they'll also excel in these other courses that they are doing because communication will always be a success between them and their lecturers.

ResK: Okay

LecU: Yes

ResK: Alright. Now uhm that being your belief, uhm did it influence your approach to teaching and learning in any way?

LecU: Yeah, to some extent it does because uhm when I'm teaching, I make sure that they really acquire the skills and uhm if, because I know if they acquire the skills, they use these skills, then definitely they'll do very well in any course that they are doing. So it has really influenced my teaching because I would make sure, when I'm teaching I would make sure that my students really get the skills. That's why in most cases I would engage them in activities so that they really do what I want them to do. In the course of doing they acquire the skills. Yeah, so to some extent that really influences my teaching because this is a skills subject. We should make sure they capture the skills, they do the practice, yes.

ResK: Okay

LecU: Yeah

ResK: Uhm *[clears throat]* what's your belief regarding the need for students to produce correct English? And again, how does it inform your practice when teaching and assessing your students?

LecU: Yeah, uhm uhm our students have to produce good, correct English everytime they are co- they are communicating. When you use appropriate language, you communicate effectively. And, for example, if a student is given an essay to write, this is just an example. We expect that they use correct language. In the course of that, in the course of doing that, they will communicate exactly what they want to communicate because if language is a problem then in most cases they can end up communicating something that they don't want to communicate or something that they haven't been asked to.

ResK: Okay

LecU: Yes. So uhm really this the, the, it's important that they use correct language, correct English every time they are communicating whether verbally or even in written form.

ResK: Okay

LecU: Yeah

ResK: So uhm how did this uhm influence you uhm when teaching and assessing your students?

LecU: Yeah, uhm this has also an influence in my teaching, in my assessment tasks because, for example, in teaching uhm I always engage my students. If I'm teaching listening for example, I would make sure that they practice the listening. I give them an activity that will help them acquire the listening skills. If it is speaking the same thing. I would involve them, do the speaking, check the language that they are using. If the language is not correct, here and there we do correct them, but in a manner that does not demotivate them.

ResK: Okay

LecU: What is important is to give them a lot if practice, giving them chance to practice the uhm the use of the language. So with this practice they, they end up perfecting the use of English. And in the end, everytime they are in a communication, communication is always a success.

Research: Okay, alright.

LecU: So uhm uhm I normally involve my students to do the activities. If it is speaking, they should speak, if it's writing they have to write. And the moment they write, I check what they are doing, what they have written, then I see oh if they have problems, I have to come in and help. Uhm that's why, and in some cases, even when I'm marking their work, to make sure that everytime they make an effort to use correct English, I always check the, the way they use the language.

ResK: Okay.

LecU: If they have missed a spelling, yeah I have to bring them, bring that to their attention to say this spelling is wrong. This sentence is not well constructed. Yeah, the aim behind is to make them perfect their use of the language.

ResK: Okay

LecU: Yes

ResK: Alright. Uhm so having been with the the current first year students for a semester, uhm what's your view regarding their competence as users of the English language in relation to the topics and subtopics that have been covered this semester?

LecU: Yes, uhm

ResK: Generally, the general view

LecU: Okay, uhm in general sense the students are able to communicate. But still there's need for improvement, which means as a lecturer, I have a big task to make sure that they perfect the use of the language because you find that sometimes when they write something they even miss spellings. When you ask them a question verbally, sometimes they even miss the grammar of the language. And that shows, yes they are they are communicating, a little competence is there but there's still need to help them so that they become competent users of the language.

ResK: Okay

LecU: Yeah, so there are problems, still there are problems here and there which have to be addressed.

ResK: Okay

LecU: Yeah

ResK: Alright, maybe we can move to the issue of resources and activities in the course of uhm learning Language and Communication Studies.

LecU: Yes.

ResK: Uhm would you be able to describe uhm for me the teaching and learning resources that were made available to learners during their learning of Language and Communication Studies in your classes and how you think these promoted uhm independent learning among your learners.

LecU: Uhm okay, on that one uhm the first thing that I should mention is the use of uhm PowerPoint presentations when I'm I'm giving the lectures, when I'm teaching.

ResK: I noted, I noted that you always brought a projector with you.

LecU: Yeah, yeah everytime I would want to use a projector because whatever I'm teaching I would want to them to see again. And not only seeing but they should also be able to capture that correctly. And, and I know when you are teaching sometimes some topics, it doesn't help when you project whatever you have uhm but bringing the projector, I wanted them to be able to follow the discussion properly.

ResK: Okay

LecU: Uhm and at some point, you saw me involving the students in making presentations. I wanted them to even use the projector themselves just to see if they are really acquiring the skills. Uhm and apart from that uhm but, but mainly, I should talk about the use of the projector. I know at some point I I brought some uhm some tasks, these were tutorial tasks uhm written on some, some papers uhm just to make sure that they do the tasks in groups, help each other do the tasks. Yeah, but to me uhm I know it's not enough. We, we, we need to do more than that especially on the resources uhm anyway but sometimes because of the, the number of learners the resources may not be enough. But uhm really I believe the students are acquiring the skills.

ResK: Okay

LecU: Yeah

ResK: So apart from uhm the resources that you as a lecturer brought to the classroom, would you have any idea about maybe other resources that the learners migh- might have identified on their own? Maybe.

LecU: Yeah yeah yeah definitely because in some cases when you are teaching you find students asking you questions that they get maybe from the Internet. You know these students have got phones nowadays, when they browse, everytime they check what is there, get information from the Internet. Uhm I know apart from what I bring to a classroom, they also have their own resources.

ResK: Okay

LecU: Uhm you know some students bring computers in the classroom situation and that also helps them in the learning process. Yeah, so yeah, they bring computers, some bring phones, which they use to get information from the Internet. Yeah, that also contributes to, to the learning process.

ResK: Alright. In terms of the actual languages used during the teaching and learning of Language and Communication Studies, what languages were available in your Language and Communication Studies classroom and how were they deployed uhm to promote uhm learning among students?

LecU: Uhm but in our context as at some point I mentioned that English is a medium of instruction. therefore uhm most of the time I use English, if not all the time. And I also expect them to use the same. When they are answering questions, they are asking questions, it's a medium of instruction and they have to use it. Uhm but sometimes when you involve them in group work, group tasks, and you move around to check the language they are using, sometimes you find that they have started using uhm vernacular languages like Chichewa.

ResK: Okay

LecU: Uhm yeah, but you have to remind them. I know uhm they also communicate when they use that language, but may maybe it's to their disadvantage when it comes to this other language. Communication might be there but they are losing something because they are not using the appropriate language in as far as that situation is concerned because in uhm an ideal situation if the medium of instruction is English, then we also expect the students to use the same English throughout.

ResK: Alright

LecU: But here and there I noted, I could note that they they were bringing in the uhm the indigenous languages.

ResK: Okay

LecU: Yeah.

ResK: Alright. Uhm how would you describe the general learning atmosphere uhm in your classes in terms of how maybe you think it promoted learning or maybe it even constrained learning.

LecU: Uhm the general atmosphere, when I'm teaching uhm to me the general atmosphere it's, it's, the atmosphere is okay. Uhm I've never experienced indiscipline cases on the part of the students misbehaving when I'm teaching. No, they, they cooperate, they listen. Where they want to ask they ask. I give them that opportunity and, and I try as much as possible to make my classes interactive. I involve them in the talking, I ask them questions. It's not just talking, talking to them but they should also talk to me. So generally the atmosphere to me is is is just good, the way I do things.

ResK: Alright

LecU: Yeah

ResK: Uhm what teaching approaches uhm uhm did you use in your Language and Communication Studies lessons and how in your view do you think did they promote independent learning among your students?

LecU: Uhm when I'm teaching, I try to make my teaching learner-centred in the sense that I always involve my students, engage them, tell them to do the tasks, ask them questions, tell them to make presentations to make sure they are involved in the, they're actively involved in the learning process. It's not just telling them but I could, I try as much as possible to promote discussion. Yeah, so that learning becomes something simple, learning should come the easy way. That's why I always encourage discussion. I think in my classes I was interactive.

ResK: Okay

LecU: Yes, so in terms of approaches, yeah I make sure my classes, my lectures are learner-centred, interactive in nature. The students should do the the tasks. I tell them what I want to tell them but after telling them something, they should also do something. They should also tell me something.

ResK: Yeah

LecU: Yeah

ResK: Alright. Uhm in terms of activities or tasks, what kind of tasks were available for students and how did they promote independent learning and practice?

LecU: Uhm mainly I, I, I used group tasks uhm in most cases I like putting students in uhm I like putting them in groups. They work there because I strongly believe uhm when they work in groups they really help each other. You know our students are different. Uhm because they are different, so when I mix them in a group then they, they help each other and you also come in to help.

ResK: Yeah

LecU: And in some cases I also use pair work. Yeah, put them in pairs, do something and in some cases I, I, I make a presentation myself. I tell them something but after telling them

something I make sure that by the end of it all I should also involve them in one way or the other, maybe giving them a task just to assess whether they have really captured what I've, I've presented to them. Yeah, so mainly group tasks, pair work.

ResK: Yeah

LecU: Yeah

ResK: Okay. Uhm looking at MUST as a, as a community maybe if we call it like that, uhm apart from the LCOS classroom, uhm what other opportunities are there uhm within MUST or even outside uhm for students to practice what they are learning in Language and Communication Studies? And maybe if there are also constraints.

LecU: Uhm okay, anyway opportunities are there uhm because when we teach them, the skills that they acquire are also used in these other classes when they are doing other courses. Uhm for example, we teach them how to write an academic essay. A certain lecturer doing a different course will give them an essay to write. In that case they have a chance to practice what they learnt during uhm this lecture, I mean during LCOS.

ResK: Yeah

LecU: So they have an opportunity to practice and I should also believe that in these other classes uhm the lecturers also engage them in the talking. Maybe a lecturer presents something and then asks some questions. When uhm that's a way of, of using the skills because when they are attending uhm a different lecture which is not LCOS, they have to listen, get the information and give appropriate feedback. That is also a context where they, they are practicing.

ResK: Yeah

LecU: Uhm so in, in all the skills that they are introduced to or that they acquire in LCOS uhm I should strongly believe that these skills are also used in these other courses and that's a chance for to them to practice uhm and maybe in these other classes maybe they are also engaged in making presentations. So they, there they can also practice some something like speaking. Okay? So really they have opportunity, a big one to practice what they get from LCOS.

ResK: Okay. Any constraints maybe for practicing?

LecU: Uhm I may not be sure whether there are constraints uhm to this practice uhm I am not very sure.

ResK: Okay

LecU: Yes

ResK: Alright. Uhm now the issue of assessment is a, is a very uhm pertinent issue uhm in an academic institution like this one.

LecU: Yes, yes

ResK: And I would hope that it's also the same uhm in Language and Communication Studies.

LecU: Yes

ResK: Uhm how would you describe the forms of assessment that you used uhm in the course and in your view, how did these promote uhm EAP learning and practice among your students?

LecU: Okay, thanks very much. Uhm in terms of assessment, assessment is a very important element in as far as teaching and learning is concerned because that's where you check whether whatever you were doing was successful or not. And, and the way I do it when uhm I want to assess my students, I always, I try to give my students a task that will require maybe something like application.

ResK: Okay

LecU: Application. Yes, they acquired the knowledge, they got the skills, but the task that I should give them it should be a task that will involve them apply that knowledge, use those skills. For example, at some point after teaching time management, especially goal setting, just to check whether they understood the whole thing I gave them a task to write a SMART goal. Giving, giving them a chance to practice whatever they captured. So my questions are always like that, application. Not recalling what they heard from me, no. But they should really do the job, apply the knowledge and come up with something.

ResK: Okay

LecU: Yeah, so in most cases my questions are application in nature.

ResK: Alright

LecU: Yes

ResK: Okay. Uhm so apart from these forms of assessment, if we were to group them according to the, to the two most famous categories, summative and formative assessment

LecU: Uhuh

ResK: Uhm where would the forms of assessment that you used belong?

LecU: I, I should say maybe there were some for formative and some for sem- uhm summative. So we have to take care of both. We can't just go one way.

ResK: Yeah

LecU: No, no, no.

ResK: Alright

LecU: Yes

ResK: Uhm so related to the issue of assess- just assessment, forms of assessment, uhm there's also the issue of assessment feedback.

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LecU: Yes

ResK: Yeah, where you are required to provide feedback to your learners. So how, how exactly maybe did you provide feedback uhm to your learners? And how did it help them to learn?

LecU: Uhuh. Okay, thank you. Uhm when I'm marking, I've given a task and I'm marking and this is written work, I always make sure I put comments right there on the student's paper. I make comments depending on what I've observed in my marking. And the comments may vary depending on what an individual has produced to me. But apart from giving these students comments, writing comments on their papers, uhm I also after I've marked, for example, this, this was mid-semester exams, after I've marked that I had noted the problems that they had, I could also, I, I, I also made general comments, general observations to the whole class to say this was handled like this, it was supposed to be handled like this. And that is feedback to everybody.

ResK: Okay

LecU: You know in the first place I've given feedback to individual students but here I'm also giving feedback to the whole class. So I always comment on their performance. If they've done something good, I'll always say this is, this was well done. If something was not well done, uhm I should, I always mention to say no, this was not well done. You were expected to do it like this. I always give feedback.

ResK: Alright.

LecU: Any task that I give, I have to make comments. And I always remind them to say if you've missed something today, I don't expect you to miss it the, to miss the same thing next time, no. In that case then learning is not taking place because I expect a student to make a blunder today and next time they make an improvement.

ResK: Okay

LecU: Yes

ResK: Uhm in, in terms of the comments that you write inside the student's script, have you maybe had a situation where after giving back the script to the learner the learner comes back to ask you maybe what that particular comment meant, what they were required to do?

LecU: Uhm no, no I've never experienced something of that nature because I, I try as much as possible to make my comments explicit because if a s- a student has missed a spelling, for example a spelling, I indicate that they've missed a spelling. So to them it's something that they can understand easily to say here I missed a spelling. I don't give them the right spelling but I tell them you missed this spelling.

ResK: Okay

LecU: Yeah. So I've never experienced something like that, some student coming to me to say,

'What do you mean by this?' No, I try as much as possible to make my comments explicit to the learners.

ResK: Alright.

LecU: Yeah.

ResK: Uhm still on the issue of assessment, what we are saying here is that assessment is real.

LecU: Yes

ResK: And as, as lecturers maybe it's something that maybe lies at the back of your mind

LecU: Exactly

ResK: When you are teaching. Uhm would you be able to say how this, the reality of assessment, the fact that assessment has to take place uhm, uhm what impact did this realization have on your approach to teaching?

LecU: Uhm after realizing, you know assessment as I've said already it's very important component. Now because of that, really it influences the way I do things because assessment starts right there in the in the lecture room. When I'm presenting, I present something, in most cases I pause, I ask questions and that is also assessment. I'm trying to assess whether they are following or not. So assessment starts right there in the lecture room. I check whether they are following or not. The way I do it: I ask them questions, I ask them to, to, to give their ideas, right there. But after that I also give them uhm tasks in form of assignments uhm and, and I also give them tests. Uhm and the way I do it: I make sure that really, when I'm giving a task for example, I make sure the task is well understood to them.

ResK: Okay

LecU: And I always tell them, if you have any question on the question that I've asked, on the task that I've given, if you want any clarification, don't hesitate to do that, to ask for clarification because I want them to give me the right feedback and for them to give me the right feedback, they should get exactly what I want them to do.

ResK: Okay

LecU: So I always make my tasks very clear to them because I value assessment and I, I, I give a lot of them, a lot of assessment tasks. Some tasks are done in groups, some tasks done as individuals, like that. All that just because I value assessment as a component.

ResK: Okay

LecU: Yeah

ResK: Alright. Uhm uhm there are several factors that may influence one's approach to the teaching of any other course including uhm Language and Communication Studies. In your case, how uhm did the, the following factors maybe uhm impact or influence your approach to

teaching of Language and Communication Studies, uhm firstly uhm maybe let's begin with the, the need to follow and complete the stipulated syllabus for Language and Communication Studies.

LecU: Uhuh. Yeah uhm really that has an impact on my teaching because, for example, this semester was a short one. Shorter than the previous one. Now the, the, the topics are the same. But the period shortened.

ResK: Why was it short?

LecU: Uhm uhm anyway, it's something uhm something administrative. Uhm so may let's not talk about that. Maybe let's just talk about this semester that it was shorter than the previous one. Now being a shorter semester, it means here and there I had to, to, to present in a fast manner just to catch up with time. And in some cases I could give a lot of tasks to be done by students on their own, huh. Just to make sure we complete the syllabus.

ResK: Okay

LecU: Uhm yes, teaching is always affected when period has changed. Yeah, so that really influenced my teaching because here and there I could do things in a fast manner, uhm giving students to say can you do this on your own. And maybe I just come in and comment. Uhm yeah.

ResK: Okay. Uhm the need to have your students graded?

LecU: Uhm yeah. But, but that one, uhm yes, you, you, you know the students in the end will have, will need to be graded. Uhm but, but that one does not really influence to me, it doesn't really influence the teaching the way it is done because uhm I'm teaching them these topics. And my questions will also come from the same topics. Uhm so I don't see the grading influencing my teaching because uhm first of all I have to seriously consider that this is a skills course and the students should acquire the skills. I make sure they acquire the skills.

ResK: Okay

LecU: And then the questions will also be questions that will try to establish, that will help establish whether the students have really acquired the skills or not. Now in that case I don't see the issue of grades coming in to influence my teaching because even without the grades I would also make sure the students acquire the skills.

ResK: Okay.

LecU: Yeah

ResK: Alright. The need to provide your students opportunity to practice a variety of the skills that they are learning.

ResK: Yeah, that one definitely has an influence because as we are saying, as I'm saying this is something to do with skills. And skills are acquired with practice. And therefore it goes without

saying that the teaching is influenced in one way or the other because the way I teach, I will make sure the students do the activities by emphasizing the students doing the activities, it means my teaching has been influenced in one way or the other because I know they have to acquire these skills. They have to acquire and use them. So really that an, that one has a direct influence on the way I teach, yeah.

ResK: How about the recognition that your students are individuals uhm that have varied language learning experiences and needs as well as opportunities for using-

LecU: Yeah, that one also influences my teaching. Uhm these students really are different. And that's why when I've taught something, when I've presented something, I always ask questions just to find out whether the students are able to answer my questions or not. And in most cases when I ask a question I don't just ask a question to one person. The same question I ask this one, the same question I ask another person. You find these students giving different responses.

ResK: Okay

LecU: It means the they got different information and, and that one also influences my teaching. That's why at some point I mentioned that I like putting them in groups because I know these students of mine are different, different capabilities and therefore let me mix them so that in the groups they help one another. But apart from that I also, sometimes I also have one to one interaction with the students. In most cases I always say when you have a problem then let's make an arrangement, let's meet, let's talk about whatever. I know this student has a problem I need to help them, as an individual that is.

ResK: Yeah

LecU: Yeah, so that one obviously influences my teaching.

ResK: Okay

LecU: Yeah

ResK: Uhm how about the realization that the students in the EAP course are not native speakers of the English language?

LecU: Yeah. Uhm that one also influences the teaching. Uhm I know these are not native speakers of the language that they are using. And therefore when a student has made a mistake, for example, uhm I need to just encourage them improve on that. Maybe telling, suggesting to them how they could improve on that because I cannot just say no, that's wrong as if I was expecting perfection from this particular student. And after all this is a learning process, and where teaching and learning is taking place, uhm mistakes, errors are likely.

ResK: Yeah

LecU: And that's, that's obvious. So as a teacher I can't be surprised when a student has missed something. I know they are learning. The best thing is to help them improve on the same. So

really that influences my teaching as well.

ResK: Uhm

LecU: Yeah

ResK: Alright. Uhm how about the the possibility that most of your learners will only be limited to using English uhm in the EAP course and also in the other courses where English is used as a medium of instruction?

LecU: Uhm come again on that one maybe.

ResK: Yeah, I'm saying uhm as another factor

LecU: Yes

ResK: Uhm the possibility that most of your learners in the LCOS module uhm will use, will have limited opportunities for using English, maybe only in the EAP or LCOS module and in the other modules where they, English is used as a medium of communication. When you consider that, does it have any influence and if it does how does it?

LecU: Uhm uhm unfortunately I have never considered that these students have limited opportunities for practice.

ResK: You have never conceded or considered?

LecU: I'm saying I've never considered that these students of mine have got limited opportunity for practice because to me I'm saying uhm we are there in LCOS as lecturers, we are there servicing these other departments. And that means what we teach these students is something that is to be, is something that is to be used even in these other courses. Okay? And, and when I'm teaching I have to give them opportunity to practice but I also know for sure they will also have opportunity to practice in these other courses because these other courses also demand or also require the knowledge that these students get from LCOS.

ResK: Okay

LecU: Yeah, so to me opportunity for practice is there. And I've never considered that these students don't have opportunity, enough opportunity or chances for practice, no. To me, I teach them listening, I know for sure they will attend another lecture, a different course, they'll need that listening. They'll have to listen to their lecture get the information and possibly record notes. I've taught them writing an essay. I know some lecturer somewhere in another course will also give them an essay to write.

ResK: Okay. Actually that's what my, that's what my question is is focusing on.

LecU: Yeah

ResK: That maybe these are the, the only real opportunities.

LecU: Yeah, yeah, yeah.

ResK: Uhm the fact that they'll learn something in the Language Communication Studies classroom and then when they go outside the only other opportunity that arises is when they are in this other classroom.

LecU: Okay, uhuh.

ResK: So uhm

LecU: Uhm but even beyond that there's also opportunity. Uhm I've never followed these students when they are outside the lecture room what language they use. But to me, this is a university, I expect that they'll also use the English even in other contexts and to me that's another opportunity for practice. Uhm they go to the library, that's another context for practice. They go there and do the reading. So if you teach them how to read, they will go to the library and do the reading. Yeah uhm

ResK: So my question basically was, having this realization, how, how, did it have any influence on your approach uhm to teaching or not?

LecU: Uhm not necessarily.

ResK: Alright

LecU: Yes

ResK: Okay. Uhm in terms of the, the status of EAP as a service subject, you, I think you briefly touched on it, maybe you may need to, to expand it? The status of EAP as a service subject.

LecU: Yes.

ResK: Uhm did it have any impact or does it have any impact on your approach to the teaching of Language and Communication Studies?

LecU: Okay. Yes uhm that one yes it has an impact, has an influence uhm because if I'm there teaching this and by teaching this uhm I'm servicing these other departments, then I should make sure that my teaching is a success because I know if students don't acquire the skills, then they will struggle in these other courses. I teach them referencing for example, if I haven't done a good job, then they will have problems with the other, other lectures as well. So that has in influence in the sense that I try as much as possible to make sure my students acquire the skills because I know for sure the skills will also be required in these other skills uhm I mean other courses. So by that it's clear that really that influences my teaching.

ResK: Okay

LecU: Yeah

ResK: Alright. Uhm for you being a, a Language and Communication Studies specialist or lecturer uhm, what's your view regarding this status of EAP as a service subject, is it a good

thing or is it a bad thing in terms of uhm learners uhm learning uhm English?

LecU: Uhm I've always said this LCOS or EAP it's a key to success for any particu- any student studying at a university like this one. Uhm what is done in any course that these students are doing, they can't run away from communication. And therefore, this LCOS is there to help this student become a good communicator, become somebody who can use the language appropriately, somebody who can communicate effectively. And by doing that, we expect excellence even in the other in the other courses. And if a student misses this course, it's very dangerous because they can also struggle in the other courses.

ResK: Okay

LecU: A simple example, if a student misses it on a skill like listening, you have taught listening they haven't acquired that skill. They go to another lecture, they attend a different lecture, this is a different course, they will not get what the lecturer is presenting and they will not even take down any notes. They'll struggle. If they have missed it on academic writing, they'll struggle to write good essays in any course. They have missed it on technical writing, anyway, I haven't done that this semester but we do that second semester. But if they've missed that, they will not produce good work there.

ResK: Alright

LecU: So really to me this is a key. If they do very well, they get the skills, they make use of the skills, chances are very high they will do very well in the other courses.

ResK: Okay. So if we were to summarize what you are saying, uhm you are you are saying that the status of EAP as a service subject is, is a good thing?

LecU: Very good

ResK: Okay

LecU: Yeah

ResK: Alright. The other factor of course was the length of the semester as stipulated in the academic calendar and I think you, you have already uhm said something on it when I asked you about the need to follow and complete the stipulated syllabus. I don't know maybe if you feel that's enough or, or you would like to add further?
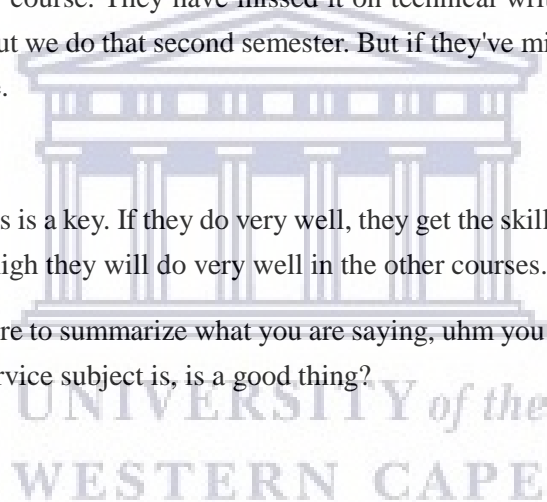
LecU: Maybe what I said is enough.

ResK: Okay

LecU: Yeah.

ResK: Alright. Uhm and also I think the relationship between Language and Communication Studies and other modules, I think that's coming strongly in what you are saying.

LecU: Yes

ResK: And so maybe uhm let's conclude uhm this interview by uhm talking about this realization that EAP or LCOS as we call it here is a transitioning course on the one hand,

LecU: Yes

ResK: And on the other hand, we have uhm we have to recognize the fact uhm the students that we are teaching or the students that are doing uhm the LCOS module are students that are coming from varied secondary school backgrounds uhm which also means that they have varied English language learning competencies and experiences.

LecU: Uhuh

ResK: So bearing this in mind uhm how uhm should you as a lecturer uhm uhm balance or approach your teaching, that on the one hand you are teaching a course that is a transitioning course and as you have put it uhm it's a very important course

LecU: Yes

ResK: And on the other hand you have learners, some of them coming from high schools where their level of English is very good, others coming from poorly resourced secondary schools such as community day secondary schools and barely being able to understand what you are teaching or even to express themselves. So how should we balance?

LecU: Yeah uhm in fact it's, it's obvious that these students have different backgrounds. And, and when they, they are joining the university, they join at different levels. But uhm uhm since I'm taking them through the same topics I make sure that as I teach, I need to take note of those differences among my learners. Uhm that's why one thing I do is when I'm involving my learners, I make sure almost all the learners are involved in doing the things.

ResK: Okay

LecU: And when you involve them all, it's where you also identify those that are struggling. And when I identify those that are struggling, I always come in and give individual help.

ResK: Okay

LecU: Uhm and when I mix them, I put them in groups, that also helps because those who don't have the skills may also get, may also be helped by those who already have the skills. So it's a matter of making sure that by the end of it all, you feel, you are very sure your learners have really uhm acquired the skills. And, and all the learners. That's why as I if I take you back I said at some point when I'm marking their work,

ResK: Yes

LecU: I always give comments

ResK: Okay

LecU: And these comments go to individuals and the comments will differ depending on the

blunders made. Those comments are helping these individuals to, to improve here and there. And when I'm teaching again, I make sure every student in my class is actively involved.

ResK: Okay

LecU: I may not do that in a single session, no. But I make sure when I teach, at least I see that I target all my students. Today this one answers my question. This one makes a contribution. Next time this one. But by the end of a week at least almost all the students are involved in doing something.

ResK: Okay

LecU: Uhm I don't like having students who are simply there listening, not doing anything. That's why sometimes I, I ask a question I simply choose somebody to answer that question. And, and there are so many things that influence my, my choice. Maybe I've, I've observed something in this student to say uhm this student maybe is not following. Let me ask him or her a question to find out. So I do that to make sure by the end of it all, all the students in my, I mean all the students in my class acquire the skills.

ResK: Okay

LecU: They are able to do what I expecting, I expect them to be able to do. Yeah.

ResK: Okay. Alright, uhm I should thank you very much Mr [name] for all the views expressed in this interview.

LecU: Thank you

ResK: This I think marks the, the end of what I wanted us to discuss. I don't know maybe if you have any question or comment?

LecU: Uhm no-

ResK: Regarding to the interview or even

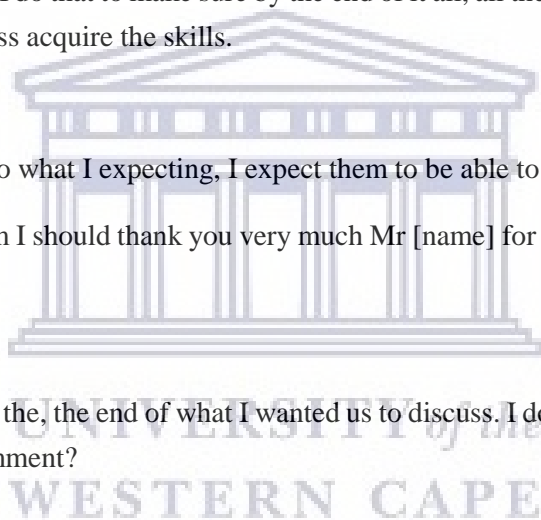LecU: No, no, I don't have any comments or questions.

ResK: Alright

LecU: No.

ResK: Alright, then thank you very much

LecU: Okay, thanks very much

ResK: Sure

LecU: Thank you.

_____

ResK: So uhm *[name]* I would like to welcome you to *[clears throat]* this interview.

LecV: Thank you.

ResK: First of all, I think I should uhm thank you for agreeing to, to do this interview with me. Uhm I do not want to take it for granted uhm because I know you have other commitments uhm to do your work, to do with your work. But you also have other things, personal ones uhm to attend to. And so giving me an opportunity to have this interview with you for me it's a very special uhm thing. And I want to thank you for that. Uhm I will describe my interview with you as a general interview whose main purpose is to find out from you uhm how through your teaching you actually assisted the students in taking charge of their own learning in Language and Communication Studies which is EAP in other, which is called EAP in other circles. And so uhm this interview will focus on I think uhm five major themes. The other themes are smaller but I think themes 1 to 4 maybe uhm are a bit detailed uhm as you can see there.   And so if I ask a question and it's not clear please feel free to ask for clarification. Otherwise I would like to assure you that uhm as part of research ethics, I will make sure that your identity *[clears throat]* is uhm kept confidential and the information that you are also going to provide in this interview is also uhm confidential so that no one will be able to uhm know that you are the one who said this or that if I, in the case that I decide to use what you, the information that you are providing me as an example. And so having said that uhm I would like us first of all to focus on issue of beliefs regarding the purpose of EAP or Language and Communication Studies as we call it here. Uhm I think seeing those themes you can maybe describe them generally to me. If there's need for uhm maybe a clarification, I will ask for it. So maybe you can begin by uhm explaining what your belief regarding the purpose of EAP or LCOS to the students' academic life and to their life beyond the university in general and maybe how this belief uhm translated into practice when you were actually teaching the students in the course. Where possible I think you could also give examples from the topics and subtopics in the module.

LecV: Okay, uhm my belief regarding the purpose of uhm EAP uhm I think it's twofold: One uhm it's preparing the students for academic life because academic life uhm has got its own demands and uhm has got its own rules and therefore EAP is meant to help the students uhm realize those demands uhm to be able to to live to the expectations of uhm the academic life or the academic demands. Two uhm it's to prepare the students how they can handle themselves outside uhm the university. I still believe that much as some of the topics that we teach in EAP are to do with academic writing, academic listening and others but still the same can be transferred or applied in uhm real life contexts. So, excuse me, I believe that the purpose is meant to help students in these two ways.

ResK: Okay

LecV: They should be able to apply it here at campus, how to write academic papers, how to write, to read, study and manage their time but also the same thing uhm when they go out uhm in the industry, how they can manage their time, how they can uhm listen to presentations and other things that they uhm they may need in their work, in their work environment when they're working uhm their jobs. And uhm because of that I always uhm when I'm teaching I always try as much as possible to bring these two environments where I would give uhm I would teach the students by giving them examples to do with how they can uhm study for academic purposes, for example, or how they can manage their time in the university knowing that there are so many things that are competing for their time in the university how they can manage that but also try to uhm shed some light on how the same can be used when they are uhm when they join the corporate world.

ResK: Yes.

LecV: Uhm the challenge though is that to students they think it's uhm EAP is there just as one of the courses that they should fulf- just to fulfil a requirement of the university that one of the courses that I'm supposed to do is Language and Communication Studies. They fail to uhm see beyond uhm a course that they should pass.

ResK: Okay.

LecV: Uhm so I think by realizing that and also by realizing that Language and Communication or EAP as it may is called in some other institutions uhm it's something that can be used outside the university, I always try to bring the that to their attention that they shouldn't look at Language and Communication as something that they just pass in first year as one of the modules. But it helps them in their academic life as well as in their uhm life outside yeah or after the university.

ResK: Okay. Regarding the need for students to produce correct English, either in speaking or in writing, what's your, what's your view towards that and how did this view inform your teaching of language and communication studies?

LecV: Uhm I believe that when we are talking about language and communication we are looking at uhm the spellings as well, the grammar and everything, that's part of communication. You can miscommunicate if you use wrong grammar. You can miscommunicate if you use wrong spelling. So I believe that using correct spelling, using correct grammar, using correct language in general is important and I've always emphasized that uhm I've always taught the students that when I'm assessing you I also look at the language because language is a tool for communication. Therefore, it forms part of your uhm of your study. One example that I've always uhm given because I've noted that it it brings a lot of problems is the word 'message'.

ResK: Okay *[Laughs]*

LecV: *[chuckles]* it's a word which we, we always talk about it

ResK: Yeah

LecV: But when it comes to writing, people write 'massage'. So if you see there if somebody is talking about a message and writes the word massage already you are talking about totally two different things and in the end you end up miscommunicating.

ResK: Yeah

LecV: So to me it's important and that's why when I'm teaching I always talk about spellings, I always emphasize spellings, grammar should be uhm seriously considered whenever they are, they are learning, they are communicating or they are doing the assessment.

ResK: Okay. Alright, uhm in terms of the competence of your students as users or speakers of the English Language uhm how would generally uhm describe the students that you've been teaching in Language and Communication Studies, as users or speakers of the English Language?

LecV: Generally, I would say they are good. I'm using the word good on a scale of uhm uhm bad, good, very good, excellent.

ResK: Okay

LecV: So uhm good because we have stu- we have students that we can isolate uhm that are generally very good or excellent. But uhm the majority uhm are not, they are at that level where I'm saying they are good because you, you ask them a question or you give them a chance to ask a question they struggle to construct a sentence. You find that they are code-mixing, you find that they start speak- uhm speaking a local language, for example, Chichewa. You tell them, 'No, can you speak English?' Then they will just say 'Aaah.'

[ResK laughs]

LecV: And they'll not ask the question. So that's the challenge, uhm in some cases there are some who are good at spoken English, spoken language. When it comes to writing, they have got problems. So those are generally students who are coming from families that have, that are privileged in terms of resources and they were able to send their students to good schools that emphasize on English as language of communication. But in general terms I think we have students who are struggling.

ResK: Okay

LecV: Yeah.

ResK: But I think we'll we'll latch on to that point later on uhm as we progress in the interview. But now I want us maybe to think about the issue of resources as well as activities for EAP or LCOS learning. And here I think we are talking about the actual uhm teaching and learning resources but also the available language resources uhm in the classroom and the environment uhm and so those are the, the issues. I would like you to in general describe the teaching and

learning resources that were made available to learners and how you think these promoted independent learning in them.

LecV: Uhm in terms of the teaching and learning resources, uhm what was made available uhm I would say it's uhm some few handouts but also some few questions that could provoke their thinking and be able to uhm take part in the learning process. Uhm however, I've used the word some few, few, because uhm in terms of this semester uhm I would say I didn't have the luxury of giving students as much freedom to explore uhm learning on their own as I would have loved because one uhm the teaching weeks against the planned work. The teaching weeks were few, they reduced because we are in a crush program, we are trying to catch up with the uhm the calendar. So the teaching weeks were reduced and we had a lot of content that we had to, we need to, we needed to cover.

ResK: Okay

LecV: And cognizant of the fact that language and communication requires a lot of practice, that posed a challenge because I didn't have that uhm much uhm I didn't give them much that uhm much uhm chance to, to explore themselves. So and another thing is that looking at the resources uhm I would say we don't have, I didn't have as much resources because uhm there are some works that required that I had to give them uhm some work for them to use or some questions or some other materials for them to use in their discussions but that wasn't possible because uhm of the same issue of time. Yeah so that constrained me in terms of providing as much resources as possible for them to uhm to use. Suffice to say, suffice to say that uhm the few opportunities that were there or the few resources that were there I think helped them to, to, to, to be able to show uhm how uhm they are learning or how they are getting what is expected of them to, to get.

ResK: Okay. I think you are generally talking about the resources that you, you as a lecturer made available to them. Uhm is there a way maybe we could also determine if the students were able on their own to, to identify resources for EAP learning as, as students without actually you as a lecturer pointing to them that or giving it to them that this is a resource that you should use?

LecV: Yeah, uhm there are instances where some students would tell me that we have these slides and they are talking about this on that topic. So that's I think one way that I, I realized or I noted that we have students that are able to source on their own. And uhm we have had some students who whether they read somewhere or it's just out of their curiosity they would ask you something that was thought provoking uhm something that will make you as a lecturer think uhm so that you are able to uhm to explain the or to bring in a context so that they are able to uhm to relate with what they already know and what you are teaching in class.

ResK: Okay.

LecV: So yeah, uhm we had some few students.

ResK: Okay

LecV: Yeah

ResK: Uhm perhaps we could say that at the core of EAP learning, one of the issues is the kind of language resources that are available uhm during the learning uhm for both learning and for use, maybe by either the lecturer or the students. In terms of your, the classes that you were responsible for would you describe the, the available language resources and how they were deployed in the classroom to promote learning among students.

LecV: Uhm by language resources what exactly do you mean?

ResK: Uhm uhm maybe I mean the actual languages used for teaching and learning and yeah how they were used to promote learning among the students.

LecV: Okay, uhm the main language uhm that was used as per, now this is as per the policy, is English. However, uhm looking at the situation, I, I couldn't restrict myself to English or I couldn't restrict the students to English because like I already said before, where you have students who are failing to express themselves in English, the moment you stick to English it means you are not giving them chance to ask questions or to speak out or to contribute. So I I, I was uhm flexible to allow students in some cases, not always but in some cases uhm I would allow them to express themselves in Chichewa as long as what they are saying is directly related to what we are discussing that day or it, it's something that will help or will shape the lesson or uhm the discussion that we are having.

ResK: Okay

LecV: So uhm it was not an explicit rule that you can speak in Chichewa but just looking at the situation you could just allow a student to uhm speak Chichewa. But sometimes even myself I could speak in Chichewa where I feel there's a need to bring uhm a context or a situation that could easily be relatable if, if it, if I'm to present it uhm in Chichewa. So that also I think uhm created the, a relaxed atmosphere that enabled students to also use uhm Chichewa whenever they feel like, if they can't express themselves well whenever there is but uhm in in some case we could have students uhm code-mixing. So that was also allowed.

ResK: Okay.

LecV: So this was usually happening whenever you tell a student that, 'No, can you speak English?' So they will start the English and then from nowhere they bring the Chichewa and then they'll go back, when they realize that 'Oh, I was told to speak English' then they go back to English like that but I had to allow that so that we don't uhm limit the discussions to few who are able to express themselves in English. Unfortunately, you could find those who are able to express themselves in English they are not contributing, they are just quiet. So you still allow uhm those who can't express themselves in English to, to speak.

ResK: Alright

LecV: Yeah.

ResK: Uhm the general classroom environment in your classes, uhm how would you describe it uhm uhm and how did it promote or constrain uhm independence among learners of EAP?

LecV: Uhm the environment I would say it was good, conducive for learning. I'm saying this because uhm I would give students an opportunity to give their comments to ask questions uhm to add whenever they feel there's need for an addition. So and I I always encourage them to be open uhm to say whatever they think is necessary. As long as it is in line with what we are discussing. However, on the other hand uhm whenever you give students that freedom, sometimes they misuse it and that also constrains their own learning because you may have some students who are, who bring in comments that are disrupting, disruptive and that somehow uhm brings disorder in class and uhm in the end as a lecturer you start becoming strict and by becoming strict you also limit uhm the participation of the students sometimes so. But I would say the environment was good and it allowed the students to contribute.

ResK: Alright. Uhm in terms of the teaching approaches that uhm you used in your when teaching year EAP, uhm what kind of approaches and in your view how did they promote uhm learning uhm among students?

LecV: Mostly I used, I was using lecturing. The reason is I already said earlier that time constraints because the, the semester was short we had a lot of work to do. So mostly it was lecturing. Uhm however, uhm in some instances I could allow students to discuss a topic or an issue within a topic so that they are able to bring out what they know as regards that topic. Uhm only I think once if not twice I used some uhm I think it's once when they have been given a group work that they can use as a part of their learning. Yeah, so but lecturing generally to me doesn't bring out the best out of the students because it's like, it's one, one-sided. So in those few moments that uhm I would give the students an opportunity to contribute, those are the only moments that I think we saw students uhm contributing. But generally I think the approach that was used couldn't bring much out of the students because it was mostly one-sided lecturing.

ResK: Yeah. Okay. And perhaps related to the issue of approaches is the issue of classroom activities. Uhm how would you describe the activities that you used in class?

LecV: Uhm the activities that I used I think uhm they were good and also they helped the students although I must say uhm because of the approach that I used not much of the activities could com- could be fitted in.

ResK: Yeah

LecV: However, uhm most of the activities that were used were in some cases we had some questions. Uhm I remember at some point we had a topic which at the end we had an exercise which they were not supposed to write per se but just to discuss as a class so that we should be able to see uhm whether they were able uhm they can relate what we have discussed and what uhm is said. But also sometimes uhm could bring the situation or a particular situation in class so that we can relate with what we are discussing. Uhm and basically questions or giving them an opportunity to ask questions. So those are basically the activities that uhm were given to the

students.

ResK: Okay. Uhm in your view uhm uhm what are the opportunities, what are the opportunities available for EAP learning uhm for learners outside the Language and Communication Studies classroom and maybe also the constraints if you may, generally?

LecV: Uhm the opportunities are so many because wherever they are, whether it's in physics class, whether it's in a chemistry class they still use language. And therefore language learning cannot only or should not only be restricted to an EAP class. Uhm whenever they are using uhm books or they are reading newspapers, whatever uhm materials that present to them some uhm language to them I think that provides them an opportunity to learn. But the question is do they know that those situations are also learning opportunities? Probably that's, that's the challenge. So to me language opportunities are so many because they are everywhere. As long as they are using language in that particular situation, in that particular class, they are learning.

ResK: Okay

LecV: Yeah, so uhm maybe what is important is to realize or to make them realize that wherever they are they are also learning. Uhm I remember when I was teaching about uhm in one of the classes when I was teaching about problems that university students face generally when it comes to reading and one of them is lack of vocabulary knowledge and somebody asked uhm then 'How do we get the vocabulary?' So I told them no, there will be no single lesson where we'll sit down and start teaching them vocabulary. When you are reading, when you are studying, whichever material you are reading you learn, you get vocabulary from that. You are reading a newspaper, you are reading a novel, and you come across a d- a word that you have never met, that's the moment for you to lea- uhm to learn that word and you internalize that word and it becomes part of your vocabulary. So that's how you learn. So that's, that kind of example I think shows how students or what other opportunities are there, the students can utilize to learn uhm EAP.

ResK: I like the fact that you are saying that perhaps the issue is are the students themselves aware of such opportunities? So uhm assuming they, they are not aware, how can we make them aware?

LecV: One way is to point out to them uhm I think in, whenever we are meeting them in class. They should know that uhm learning is not only in class. Language learning particularly is everywhere. They are chatting with friends they'll learn how to use language. They'll learn something out of uhm that discussion. So I think if we can make that uhm, if we can tell them in class so that they should know that outside classroom there are also other opportunities because the challenge is that students always expect that they will learn from a lecturer, not from their peers or uhm from themselves, yeah. So if you can tell them I think that's one way.

ResK: Okay

LecV: Yeah

ResK: Alright. Uhm I think one of the most dominant issues in the teaching and learning of EAP is also to do with the issue of assessment.

LecV: Yeah

ResK: And uhm having had the opportunity to observe uhm some of your lessons as well as other people's lessons, uhm you could actually see uhm that students were so absorbed with the issue of assessment. And so uhm in your, in terms of your classes, the classes that you taught, not only those I had an opportunity to observe but even those I didn't observe, uhm would you be able to describe the forms of assessment uhm that you used uhm in teaching the module and how they promoted language learning and practice among your students?

LecV: *[clears throat]* Uhm one I used group work uhm that's like one of the assessments uhm I used group work. Group work because uhm the thinking behind or the rationale is they should learn from their peers, they should be able to discuss and learn from each other. Uhm other assessments uhm we had exam uhm exam-based brings out little in terms of uhm language learning because usually the students focus on the questions that are there. Of course you are able to see uhm in terms of where they are able to understand which is part of an important aspect of language learning. You are able to see uhm where they are able to uhm express themselves in writing.

ResK: Yeah

LecV: Uhm one thing I like of the exam that we administered this semester is that there was part of a listening question where they are supposed to make to make uhm notes from a listening source. I think that also helped to to see whether students were able to uhm to listen and make notes out of that. Uhm another form of assessment was an assignment which had to, to see if they are able to write. So that basically uhm the idea was to see if they can write something because it was to do with writing an introduction. So I just wanted to see if they can introduce something in writing.

ResK: Okay.

LecV: So uhm apart from these assessments, who are, which are uhm which uhm I would say meant to uhm assign grades to them, possibly the others were simply exercises that uhm just to, to check for that particular lesson if at all they have understood or not, yeah.

ResK: So in a way we could classify your, your assessments as falling within both the summative and formative

LecV: And formative, yeah.

ResK: Alright. Uhm uhm and the other related issue is the issue of feedback after assessment. Uhm in your case, what forms or how did you provide uhm feedback for assessment to your students?

LecV: Uhm one is through the comments that, for example for those assessments that were

graded, so it's the comments that are written on the script. So I would point out on what they did not do well, what they can do to improve and all that. Another way is that I've always asked the students to come forward uhm where they have questions so that uhm I'm able to help them understand.

ResK: Okay

LecV: Uhm there are some students that I had to comment that they should come forward to me so that we can sit down and discuss especially those who haven't done well, to see where their problems are and how we can help them improve. Yeah, but the unfortunate thing is very few came. So you had out of more than 30 or 40 you have 2 or 3 students. So uhm but uhm uhm unfortunately even when you write the comments on the paper most don't take them seriously. They will just get the paper, see the grade and then throw it, yes throw it away. But that's how I have been providing feedback.

ResK: So in a way we could say that the students are more interested uhm with the scores?

LecV: Yeah, that's what we can say.

ResK: Than with the actual learning.

LecV: Learning. And I think that's the biggest problem. It's the biggest problem because even in class you tell them, 'Any question?' they will ask 'How will you, the question that will come, so sir, how will you ask that during exams?'

ResK: Yeah

LecV: And you say come on! Don't focus on exams. Let's focus on the learning. Ask a question that would help you to understand, not to pass exams, not just to pass exams. So that's a co-problem because they are just focusing on the grades.

ResK: But how can, how can we get around this issue of students uhm focusing more on scores than the actual learning of the concepts uhm for their own use?

LecV: Uh

ResK: Or maybe it's beyond the Language and Communication Studies Department *[laughs together with LecV]*?

LecV: It's beyond 1, it's beyond the Language and Communication but also I think we can do our part. But let's, why beyond? I think it's a systemic issue. It's something to do with the system. Uhm our system, by our system, not just MUST but our educational system focuses on passing exams. So a student is uhm classified or is regarded to be brilliant if he or she gets an 80, 90, not in terms of his ability to apply uhm what he or she has learnt. Uhm so we are so focused on the grades, our system is so focused on the grades and the students are just adapting to, to that because no- for them they also want to pass. So they will just focus, 'Okay, let me get it. How will they, how will the lecture ask this?' That's why you'll find students going around looking

for past papers because they want to read using the past paper, not to understand what is being said. So yeah, we can do our part by telling, we do tell them. I have always told them, don't use the past papers to study because the moment you memorize the past paper a question similar to that what you memorized on the question paper will come during exams but there only be one word which has changed. It means you'll fail the whole question.

ResK: Yeah

LecV: So, but I think it's not working because of the system.

ResK: Yeah

LecV: Yeah

ResK: Alright. Uhm how did the reality of assessment influence your approach to teaching and learning?

LecV: Uhm I had to respond to the performance.

ResK: Okay

LecV: Uhm in some cases of whe- where you see that the first assessment or the second assessment students are not doing well uhm that enabled me in some cases to adjust so that I respond to the learning levels of our students. However, uhm I will keep referring to the issue of time constraints. Sometimes you would be forced to, to do what you have been doing before simply because you want to cover uhm the syllabus. Yeah, but uhm the reality of assessment really I think helped me to shape or to shape up the approach in some cases where I had to respond to the way the students are uhm are learning or are getting the lessons.

ResK: Alright. Uhm four is a bit longer but I think some of the issues we have highlighted them in the previous uhm points but uhm in my view there is no harm in repeating.

LecV: Repeating, yeah sure.

ResK: Yeah, yeah. And so uhm uhm when you look at the Language and Communication Studies classes that have uhm taught and the various factors that uhm impact on the teaching and learning of students, uhm how uhm in your case did the need to follow and complete the stipulated syllabus for Language and Communication studies uhm influence uhm your teaching?

LecV: Uhm that really influenced my teaching because we always uhm have this in mind that by all means, I have to finish the syllabus. Because uhm that is the plan that we have or that is the content that has been planned for that particular semester and you wouldn't want uhm to leave out some uhm some content or some topics because they are equally important anyway to the students. So the need to finish the syllabus uhm informed my teaching in the sense that it dictated the type of approach that I should take. That's why I talked about lecturing because I was forced to finish the syllabus.

ResK: Okay

LecV: And uhm I think the the other thing is that in Language and Communication here we have different lecturers teaching different classes. And uhm the idea is you want to be at par with the rest of the lectures. You don't know uhm the speed they have taken. And you want to be or to do or to cover everything that even your colleagues have covered. And that uhm that means that you have to think of an approach that will enable you to finish uhm the content or to cover everything on the syllabus.

ResK: Yes. Uhm would you say that is a good thing or how, how do you see it yourself?

LecV: Uhm it's, it's good but also it's not good. Why I'm I saying it's good? It's good because everything that is included on the syllabus is important to the students because you want the students to, to learn everything, to get the skills, and in this case Language and Communication, you want them to get all the skills, we are talking of all the four skills. So you can't leave one skill uhm because of time you still have to at least give them an idea of what that particular skill is all about.

ResK: Yeah

LecV: But the downside of it is that you end up rushing through content. In the end you don't engage the students more uhm because I believe Language and Communication is supposed to be learner-centred approaches. It's a skill which you can't simply uhm bank into them. But it has to be something that the students must do on their own.

ResK: Alright

LecV: So you are there simply to facilitate uhm the acquisition of that skill. So that will require much involvement of the students, and that means you must have enough time. So in case of our syllabus, the way it is, with our normal uhm teaching weeks, it works well because we are able to engage the students, have practice, do all sorts of practice. But this semester I think it was special because it was a shorter semester because it was crash program and that affected uhm the approach.

ResK: Okay

LecV: So it's a good thing to finish the syllabus because the idea is you want to uhm but it must be in line with the number of weeks, I think that.

ResK: Yeah, alright. And related to that again I think we, we have already touched on it, the issue assessing and grading students. So in your case, maybe for the sake of emphasis, how did the need to have your students uhm assessed and graded impact on your approach to teaching?

LecV: Uhm the need to have the students assessed had impacted on my approach because I was able to know uhm the level at which the students are, the level of their understanding, the level of their learning and that informed me in terms of how best to approach uhm the class or the teaching. So it was important for me assess the students because that also gave me feedback

uhm in terms of the way I'm handling the class, uhm the way the students are understanding. So that helped me in in in looking at a better approach uhm to to help the students.

ResK: Alright. Uhm how about the need to provide students opportunity to practice a variety of uhm skills? How did that influence your approach to teaching?

LecV: It indeed influenced my approach because if, if students are, are given a lot of activities uhm one they are able to learn on their own, they are able to discover things on their own. So in that case, uhm in terms of my teaching it means I would have uhm to uhm use an approach that creates room uhm for students to uhm to practice. However, as, as I have already said, that did not happen to the extent that I would have loved uhm because much as I saw the need to do that, but I had the pressure to finish the content uhm with the pressure of time. So that impacted as well on my approach because I had to use an approach that would help me finish the syllabus, ignoring the other important part which is uhm giving the students an opportunity to uhm to practice uhm language learning.

ResK: Alright. Uhm how about the recognition that your students are individuals with varied language needs and opportunities for language use? Uhm I'm asking because in the classes that you are teaching, as you have alluded to earlier, you have students that have had uhm different language learning experiences uhm depending on the school that they are coming from or even depending on how well or not well their family is in terms of maybe how well to do I should say so or not well to do their family is. I think for this is an for me it's actually part of the core of my research because I'm focusing mostly on students that are coming from community day secondary schools, most of whom their, in terms of their language learning experiences we could say they differ in a great way from those coming from those other types of secondary schools. So this recognition that your classroom is composed of learners that have varied language needs and opportunities for language use, how did it impact on your approach to teaching of language?

LecV: Uhm like I said earlier that I had to be flexible in some cases in terms of the language use in class uhm because I realized that there is that challenge uhm where we have students with varied language competence. So I couldn't stick to the rules to say everyone English. It means I would uhm limit others in terms of their participation in class. So in that uhm recognizing that fact I had to be flexible uhm in my approach because I had to let students, those who, who were struggling to to express themselves in English, to at least code-mix or use uhm the language that they are comfortable with. However, that was not uhm a rule that they should all be speaking Chichewa or a local language.

ResK: Yeah

LecV: Everytime I was giving an opportunity, I would remind them that they have to know that we are supposed to use English. But still uhm because they still had to take part in the in the learning process I had to give them that uhm that opportunity to express themselves, either to code-switch or to express themselves in in any language so that at least they are able to take

part.

ResK: Alright. Uhm having been to your classes, some of your classes, I should say, uhm I I really observed that as a lecturer you also practiced a lot of uhm code-mixing or code-switching and so that, that perhaps may reveal your attitude towards code-switching?

LecV: Uhm yeah. Uhm I, I believe that code-mixing or code-switching could enhance learning uhm because probably with my little experience or my, my secondary school teaching and coming here, I've noted that we have cases, actually most of the students have problems to understand a concept if it's exclusively uhm explained in English because uhm not many students were privileged to have started learning English at a tender age while they were young.

ResK: Yeah

LecV: So uhm for me code-mixing or code-switching could be something good if we are uhm to accommodate all students uhm but that must be done as way of clarifying on a point uhm or a way of uhm emphasizing a point, not uhm using a local language as a language of teaching throughout, language of instruction throughout but as a way of complementing or trying to help or to, to emphasize on those areas where the students are having problems. So yeah I think I, I, I have a positive attitude, so to say, on that. I have no problem with code-switching or code-mixing.

ResK: Okay. So in your view, how can we use code-switching to scaffold students learning of English for Academic Purposes? Or to support if it's possible, you have already touched on it *[laughs]*

LecV: Uhm like I said uhm it should be there, we should use it uhm to clarify a point, because sometimes it happens that you explain a point in English and still you see some faces they are not with you. So as a way of clarifying, on that point I think you can bring in the the local language and then you go back to to the language of instruction which is English and in that way you bridge uhm uhm the gap that was there. The student will be able to say 'Okay, so this is what the lecturer was trying to say when he was using thi- when he was speaking English.' So that uhm helps to support.

ResK: Alright. I think you, you in your in your responses you've already highlighted the fact that the length of the semester uhm affected in your teaching. So I think we,, we we should s- we should skip that one. But maybe there might be any other factors that you think uhm impinged on your teaching and learning and made you teach in a a certain way?

LecV: Uhm sometimes the response of the students. Uhm you find sometimes you are trying to engage them but they are just looking at you.

[ResK laughs]

LecV: So then you say okay, uhm I think I'm alone here. Let me just continue with my lone my lonely approach, uhm lecturing. Uhm in other cases, we have, you may need some materials or

some resources to bring to class but you find that you may not have the means to acquire or to have those resources, the resources that uhm you could use in class. For example, maybe you, you want to have a handout for every student, every student and then you have over a hundred students and you want to have that photocopied they are telling you we don't have papers. Okay so you have no choice. In the end the solution maybe is to have group work but the intention was not to have the group work. The intention was to have individual work, you want to assess uhm individual student because sometimes in groups you have uhm students who are just there to listen to what others are saying, who don't want to take part, but you want every student to take part.

ResK: Yeah

LecV: Yeah, so that also constrained uhm the approach that uhm I would have loved uhm to use.

ResK: Okay. Uhm although you, you are a lecturer in Language and Communication Studies, uhm is it possible for you to have noted uhm a relationship that exists between what students learn in English for Academic Purposes or LCOS as we call it uhm and what they are studying in the other modules? And if you noticed any relationship, what kind of influence if any did this have on your teaching and also on the learning of the students?

LecV: Yeah uhm a relationship was there. Of course not necessarily in terms of the topic they are learning in L- in Language and Communication and the topic they are learning in whether it's biology or what? But in terms of the application or the usefulness of the topics that we are teaching in Language and Communication to the other programs, I mean the other courses uhm for example, uhm writing.

ResK: Yes?

LecV: Uhm whatever the case in the progr- in the courses that they are, the other course that they are learning they have to write. Uhm they have to write lab reports, they have to write reports, not just lab but reports for other, other things. For example, they go out for uhm whether it's attachments, they, you come back you have to write reports. Even in terms of uhm speaking, reading and listening, they'll still have to use that in the other modules. So uhm that made me or helped me in always reminding the students that, 'you know what you are learning here is not only for Language and Communication. You still need these when you go to the other programs, I mean other courses. Even after we are done with Language and Communication, but still you'll need this as you go with second third year or fifth year like that. So uhm you know I've I've met some students who are in the upper years who say, 'Sir thank you, we are still uhm making use of what we learnt in class,' you know. So that's the kind of relationship that I can say because the topics that we teaching them now are applicable or can be used uhm in the other programs. So my teaching has always been to make to to point to them that don't use this for just for this course or for exams but look beyond this. You'll still need this in other courses.

ResK: Alright. Uhm if we were to describe the or maybe if we were to describe the Language

and Communication Studies uhm module, uhm we would we would uhm would we be right if we describe it as a module uhm that is helping students uhm to transition uhm from being learners of English uhm within the secondary school set up to learners and users of English for Academic Purposes within the uhm university education system here at MUST? And if we are right uhm this transition uhm vis-a-vis the fact that uhm we have students that have varied uhm secondary school uhm backgrounds with varied English language learning competencies and experiences, uhm how should we as, as lecturers uhm make sure that this transition is smooth for, for all our learners?

LecV: Uhm for the first part I would say yes it is. It is indeed helping because we are able to see uhm change in terms of the way they write, some in terms of the way they are handling themselves against the time that they have in the university. So yeah it's relevant, it's helping and uhm now it is incumbent upon us as lecturers uhm to realize that first of all we have students coming from different backgrounds and they have got different language competencies. And therefore whenever we are handling this, we must always be mindful of that fact.

ResK: Okay

LecV: And therefore uhm like it is always said in in teaching that you have to start from known to unknown I think we need to move with them uhm from where they are and to move towards where we want them to be. And that's where the issue of scaffolding comes in. The issue of code-switching comes in, code-mixing comes in. This is for example, this is just first semester, I couldn't expect students to be as good as the second years because these are students who are just coming from secondary school. Therefore, they are in, in some cases we have to as we are giving them what we want them to do or we expect them to do, we should also give them the benefit of the doubt by trying to uhm come to their level, understand their uhm their situation, understand their problem and then we move from there for them to realize that what, where they are at the moment is not the desirable level. We want them to move this way. So if we can move with them in that way, I believe it could make a smooth transition.

ResK: Okay

LecV: Because we are moving from where they are moving with them step by step to a point where we can say now this is uhm the level we expect.

ResK: Okay. And uhm finally Mr [name] the status, having, having observed uhm a number of lessons uhm with you and with other uhm lecturers, the status of EAP as as a service subject, how good and how bad is it uhm for students uhm for student learning of the English language.

LecV: Uhm the status is good uhm because uhm it's, it's, it's moulding the students, so to say, into what a university student is supposed to be uhm in terms of writing, in terms of uhm listening skills, in terms of uhm managing their time. So I think it's good currently that we continue to offer this service because uhm we we are able to see how the students are progressing from uhm a secondary school student who just joins the university to somebody

who is able to do things the way a university student is supposed to be done, the way he writes, the way uhm he handles himself in terms of presentation. Uhm the bad status is the issue of I would say the issue of attitude.

ResK: Uhm

LecV: Uhm our status is not good because not fo- because of us but because of uhm the attitude that the students have. I don't know what they are told elsewhere in the other departments. But apparently it seems that they are well aware that they are not here to learn Language and Communication. They are here to learn whether it's biomedical engineering, or it's whatever. So that uhm attitude somehow is not helping. So in the end the lecturers uhm those of us in the Language and Communication we seem not to be doing a good job in some, in some way but we are trying only that probably the end user of our service is not ready to accept that this service we are rendering is of use to him uhm in his academic life or life beyond the university.

ResK: Alright

LecV: Yeah

ResK: Okay. Uhm Mr [name] I think uhm I would like to thank you very much for all the views that you have expressed in this interview.

LecV: Thank you

ResK: Uhm I don't know if you have any questions or any further comments? *[laughs]*

LecV: Aaah no, no questions, no comments.

ResK: Alright

LecV: Yeah

ResK: Otherwise, I think uhm let me say again that I'm very grateful that you gave me this opportunity. Uhm it's not automatic that you, you could accept, not just because we, we have been colleagues, but I think you felt the need to, to, to do this interview and uhm that's what I appreciate most. Otherwise, I think if I, if I feel that I need you to clarify on certain issues then I will contact you again where I feel I need some more clarification. Thank you very much.

LecV: You are welcome.

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LECTURER INTERVIEW TRANSCRIPT

LecX

12.02.2019

ResK: Yeah so I would like to thank you very much for agreeing to this interview. Uhm I think I do not want to take it for granted that you accepted. I know this time around you guys are busy.

But uhm uhm to give me time to have this interview with you I, I feel it's very special. Uhm the purpose of this interview is to basically, it's related to the study that I'm doing and uhm I'm trying to understand how the students in Language and Communication Studies uhm took charge or took control of their own learning

LecX: Uh

ResK: And also how the environment in which they were learning uhm allowed them that, that they should take charge of their learning which I think is related to learner agency which I'm trying to uhm to study. And so uhm I've divided this interview uhm to, into four I think four major themes. And I think we'll go together through those themes. Uhm if there is a question which maybe you feel is unclear and I need to clarify, please feel free to ask for that clarification. Firstly, I would like us to talk about your beliefs uhm regarding the role of EAP in a student's life. And so uhm as a start maybe I wish you could begin by uhm uhm explaining your belief regarding the purpose of EAP or LCOS as we call it here uhm to the student's academic life and also to their life beyond the university and then how this belief uhm that you have or you hold translated into what you actually did with the learners in the classroom.

LecX: Uhm

ResK: Where possible I think you may refer to specific topics that were covered in the module.

LecX: Uh

ResK: Yeah

LecX: Okay. Uhm I actually believe that language and communication skills are very crucial uhm to anybody's life. That uhm for one to succeed, I think the key area is for one to have good communication uhm skills. I believe that the people who make it far are not necessarily uhm yes they are the brilliant ones but it is how you actually execute and communicate what you know.

ResK: Okay

LecX: So I believe that it's uhm it's crucial that they have very good communication skills uhm in the various areas that they do uhm either at university uhm in whatever they are communicating in the, the assignments, their exams, uhm I do see and I do hear a lot of lecturers saying that they couldn't award maybe a good grade to a student just because they couldn't understand what they are saying.

ResK: Okay

LecX: And I should think that the students are not necessarily not intelligent but they might not have uhm good communication skills to say what, what they want to uhm to say. So even here on campus I feel that uhm with the different subjects that they take, this is like a bridge from their knowledge to the lecturer uhm the, the lecturer who has given them the assignment, the bridge is the language. Alright? The language skills that they have.

ResK: Uh

LecX: Even when they go out there they'll need to communicate what they know about what they have learnt in the four, five years that they have been here. If they don't communicate properly, they won't get the job or they won't be good entrepreneurs as uhm as MUST, they won't be good innovators. If they, even if they innovate something they have to communicate to the, to the world out there about their innovation. They have to understand other, the different facets of the other side for them to communicate.

ResK: Uh

LecX: So I do feel, I believe uhm that there is this strong link between and that language is the great link between uhm the student and the outside world, and the student and the, and the lecturers out there. And I've tried to mention this most of the times in in the class uhm by telling the students how important this uhm this link is.

ResK: Uh

LecX: Why there's, because a lot of people will ask you "What are you doing in a science and" *[laughs]*

[ResK laughs]

LecX: "What are you doing? They are sciences there."

ResK: Yeah

LecX: "Science and technology. What are you doing a language specialist? What are you doing there?" So in uhm I try to explain this link to the people that yes there are other aspects of language that I'm interested in, like there's actually two: What the language, what language is in terms of structure and all that but the people also need in a, in a university like MUST they need people with good skills in order to communicate everything.

ResK: Okay

LecX: So I try to tell the students that link and I think there are certain modules in the in the in the uhm in the LCOS uhm sorry certain uhm topics which try to, to bridge those skills. The first one is trying to give them these listening uhm writing all those, reading skills. They are going to help out in uhm gaining the right skills to pursue this function.

ResK: Alright. Uhm in terms of the need for students to produce correct English uhm what's your belief and uhm if it informed your approach to teaching and learning of Language and Communication Studies.

LecX: That's a bit tricky

[ResK and LecX laugh]

LecX: That's a bit tricky in the sense that these students are second language uhm speakers. So

you do know that there are certain things that might limit them uhm to uhm to produce English as uhm as a first language speaker. There are some students uhm who even in our discussions who first encountered English uhm later, alright? Or they do have the "right", in quotes, exposure to to English. They didn't have the right, they didn't have the books, they didn't have uhm they didn't hear the language as much as somebody else who was immersed in that way. So sometimes you would want to forgive them *[laughs]*

[ResK laughs]

LecX: For making uhm for making uhm uhm incorrect sentences and all that. Not to be too prescriptive. That as uhm as long as they communicate something. But on the other side, there, there's this issue that when you are, when you have bad grammar and all that, that can also be a barrier

ResK: Yeah

LecX: To-

ResK: To communication

LecX: To communication. And I also believe that if you are learning a language you have to strive to learn it well, okay? If you are speaking English strive to speak good English whatever that means. Uhm if you are speaking, if you are learning Chichewa strive to learn Chichewa to the best of your ability. So I do emphasize that they should uhm they should write correct English, they should speak good English. Uhm if there are interventions, we have to put in interventions to help them reach that stage where they can communicate uhm they can have this fluency which makes it easier for them to to communicate. So I believe that we have to give them these uhm skills in order to help them to uhm actively participate in the language.

ResK: Alright.

LecX: Yeah

ResK: So uhm how do you strike the balance uhm on the one hand uhm not wishing to appear too prescriptive and on on the other hand ensuring that uhm your learners are as you are putting it uhm acquire the the language that they need to acquire?

LecX: Uh. *[laughs]*. Uhm in a way I try, I try not to say it in bad way. Alright? That they this is uhm like I help them by giving them, being constructive that "You could have explained this one better if you do this." Not that uhm 'Your English is uhm is bad. You are a failure' all that and blame them, but to understand where they coming, they come from.

ResK: Yeah

LecX: So I try to understand where they come from and to ha- try to be uhm have sessions with them for those who have uhm may be poor English skills, I have to, I try to have sessions with them one to one when I give them an assignment and then to explain that maybe this sentence,

this is, this is how we do it. This is how, this is how this should have been written and all that. That's how I try to strike that uhm that balance, that I understand where you are coming from. Uhm but you need to you need to do this.

ResK: Yeah

LecX: Uh

ResK: Okay. Uhm having been uhm here I think for quite some time and, and, and maybe having taught Language and Communication Studies for this semester uhm what's your view regarding the competence of our students in first year uhm I think with regard to the classes that you've been uhm teaching as users of English in relation to the topics and subtopics that have been covered this semester?

LecX: There are some who are good, like there are some who are really good. I remember I gave them an assignment to write a short essay and you could see that some are really, really good like they know how to express themselves. They write sentences and they got whatever you were teaching them they got it right. And there are others who are, there is also a group that is not uhm that is uhm way way below, way below par. I should think, uhm I could see maybe that some, maybe those who have been in my just quick analysis.

ResK: Yeah

LecX: Not that I have, I have this uhm strong uhm, I don't have research uhm I don't have statistics. But you could see that there are some who maybe have learnt in in high schools. Yeah they have a better command of of the language. They are more confident. Uhm even in the writing they are they are much better. Then there are other students who might not have had access but they are, they are trying.

ResK: Uh

LecX: Yeah, there are those that are trying. I've seen that the ones that I, I, I had noted as maybe being from the community day secondary schools they did not have much access to certain things. But they are trying. Yeah, they are really, really trying and they are intelligent and they put in much effort. And I see that even in their essays that they try, uhm even they try to engage you uhm in the in the in the class. Uhm so, but then and you see that those ones are a bit uhm they have problems uhm in in writing but they are trying to communicate something. But and they are also not good, they are trying to learn. They learn, take learning uhm seriously.

ResK: Yeah.

LecX: Then there is the other group that have really been not really good.

[ResK laughs, LecX laughs]

LecX: I don't know, I don't know uhm I don't know how. They have really been not good at all, not at par with what you would expect at uhm at university level. So we have such, and I would

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think we need interventions. The LCOS course is not enough to bring them to where you want them bec- they need special uhm sessions uhm because in the classroom setting, it's not uhm, you cannot always have individual attention all the time. And I was thinking very hard about maybe for such students uhm if we could have what we can call maybe a writing centre or a communication centre, language centre which deals with uhm helping more into uhm people with language skills, difficulties in language skills where you teach them or in other words like they have one to one sessions with somebody uhm over a period of time.

ResK: Yes.

LecX: And then they can get better with their writing because there are some who are really really, really, really uhm not good. And I've seen that even in the two groups that I've had, I was teaching *[mentions the programs]*

ResK: Uh *[name of program]*

LecX: Uhm *[name of program]* yes. Then there was the *[name of a program]* and uhm *[name of a program] [name of program]*. If I was to compare the two, I've seen that maybe the the ones in *[name of program]* and *[name of program]* are better, are much much bet- uhm they are better. Uhm they are better. There are some who are bad but they are better than these ones.

ResK: Okay.

LecX: The *[name of program]* and *[name of program]*, those ones seemed to have a bigger problem in in the language department.

ResK: Alright

LecX: Yeah

ResK: Uhm maybe we can now talk about resources and activities for uhm EAP learning. Uhm if you can, would you describe for me the teaching and learning resources that were available to the learners and how they promoted independent learning

LecX: Uhm I should say there wasn't much. Uhm I should confess, that I think there should be more. And the students actually complained too, like teaching okay, uhm learning resources maybe I will start with the books. The students complained that they don't, don't have enough books to work with, maybe in the library. So maybe that's one thing that we need to work on, that they should have more, more materials in the library for them to uhm for them to work on.

ResK: Okay

LecX: Uhm so the other teaching materials that we could have, we could give them handouts. Okay. I, I used to give them handouts from the books that I, that I have so that they should practice maybe in groups. Sometimes I gave them to do them on their own. So according to the, to the evaluations I also did, they said that some of the things uhm actually helped, things that I gave them to do on their own and also for them to have group discussions.

ResK: Uh

LecX: But they also wanted more, more of that.

ResK: Okay

LecX: They mentioned that they were, some mentioned that they wanted more of that. They also wanted more participation like they should talk more in the in the class. So there were some students who said that they want to be talking more, they want to be engaged more in the in their class. So they were some of the things that uhm that I saw. But uhm also provision of things of uhm like the teaching method of having a projector and, some yeah most of them wanted to have uhm that.

ResK: Alright

LecX: Although I see that uhm, I somehow have, it's good. But it is also bad.

[ResK and LecX laugh]

LecX: The-

ResK: Explain *[laughs]*

LecX: Aaah. There are so, they like the uhm it's faster for the teacher. I've seen that if, and I've also seen that okay, if I see that this is a very uhm I will take the projector with me, if I want to be uhm quicker. Yeah, so it is fast coz [sic] it's there then you, but then I don't think that they do much more apart from they see everything there, you see them they are just sitting there. They are not taking anything uhm any notes.

[ResK laughs]

LecX: Uhm, maybe I'm old school, I'm still old school. They are not taking any notes and all they want is for you to give them uhm all those slides. I want them to be more uhm not to depend on those slides. To listen, to write more, to engage more and not just 'Oh everything is there then as long as we get it.'

ResK: Yeah

LecX: Yeah. So I, I would like maybe if we could try to balance up uhm the use of the projector which is good that they have the information right there. But also, so that they shouldn't be uhm lazy, yeah. They should go and look for, for information on their own.

ResK: Okay.

LecX: Yeah. But they, there are some when you wrote, they wrote the essay you could see that they are trying, they went to look for information.

ResK: Yeah

LecX: Yeah, they are trying to look for information from the Internet, but mostly from the, from

the Internet. So you could see that at least some were trying although I think we should be doing more.

ResK: Okay

LecX: Uh.

ResK: Alright. Uhm in terms of the actual languages used uhm during uhm teaching and learning uhm what languages were available and how were they deployed uhm for, to promote learning?

LecX: Mostly it's English, mostly it was English that was used. But sometimes I could switch to uhm to Chichewa in order maybe to explain something or to bring them more into because that's, that's a language that uhm that uhm that they know. But mostly it was uhm it was uhm English except maybe I, I would do less of that in the uhm because in the *[names a group]* class because there was an international uhm international student. But even in the other classes it's not like I would speak most of it in, most things in Chichewa.

ResK: Uh

LecX: It was English most of the times, maybe 99% or 98% of the time. It's just uhm a few things that would be thrown in the local language.

ResK: Okay

LecX: Yeah for maybe clarification or maybe jokes or something like that.

ResK: Okay

LecX: Yeah

ResK: What about in terms of the, the learners themselves?

LecX: The learners themselves yeah, there are times when you ask something and then they will answer you in in Chichewa. So we, I had to tell them that 'No, no you speak uhm speak English.'

ResK: Okay

LecX: Then they'll be like, 'But I know Chichewa more.'

[ResK laughs]

LecX: I'm like 'No, no, no' *[laughs]*. 'I want you to uhm express yourself in English so that you, you are comfortable where you, you gain expertise.' And I remember now that uhm when we did the listening uhm listening assignment, there were two cases where we had listening. The first time I did an exercise with them in class. I listened, I made them listen to, to Michelle Obama uhm and then make notes out of the speech that she did.

ResK: Yeah uh

LecX: Most of them didn't wri- do anything, didn't write anything. They couldn't understand the uhm the uhm the accent uhm of Michelle Obama and then the other instance was when we had uhm an exam, the listening exam in the in the-

ResK: Auditorium

LecX: In the auditorium. And then they couldn't liste-, they couldn't understand uhm because of the foreign, foreign accent. So that's also one other issue uhm that uhm coz [sic] even some when I said even for the exam and they didn't do well in the listening one, when I said, they said, 'We didn't hear,' and I said, 'But there was a time when I took- it's not about the accent. I took the mike and then you, you, I read that thing, the transcript and still you didn't do well in this one.' They are like, 'Even you.'

[ResK laughs, LecX laughs]

LecX: So uhm from the listening part maybe it, it could be also that sometimes I don't know, they have a certain way in which they uhm I mean they, they hear things.

ResK: Uh. Or maybe it could be the kind of things that they are used to listening?

LecX: Yes, yeah yeah. So we also need to work on those things. Because I was also telling them that 'You'll be hear people with different accents, you'll hear people with different accents. So you have to, so you have to know, you have to learn how to listen uhm listen to them yeah.' So even, it takes them time. I remember even when they went to the library

ResK: Yeah

LecX: They complained that maybe because of the accent that they didn't, couldn't engage with that person because uhm they said they were used to me. So now they went to somebody else so they couldn't. They were like 'No, we didn't enjoy the library.' And they wrote it in the evaluations that, 'Next time, the library, you do it yourself. Don't take us to the, don't take us to the, because we were used to you and then you took us to another.'

ResK: Uh

LecX: Yeah

ResK: Okay.

LecX: Uh

ResK: Alright. Uhm how would you describe the general learning environment in your, in your classes?

LecX: Uh. It was I think uhm, it was okay it was uhm it was interactive. They were ok although there were some students I wished they could have spoken more or I or I, or I could have engaged them more or found, found ways to engage them more.

ResK: Okay.

LecX: Uhm you'll find that you only get to know them when they are coming to get their-

ResK: Uh, their scripts.

LecX: And I'm like 'So you are in the same, you're in my class?' And they're like, 'Yes, I'm in that class.' 'Oh okay.' So I, I think if we I could, I could put in interventions where I get everyone involved and not just those ones who keep on uhm speaking, maybe the, and some would, I would find that they have done well. They don't speak.

ResK: Yeah

LecX: But they've passed very well and I'm like, 'But you have passed very well and yet I never hear you speak in class, huh.' So, and then there are those who haven't done well and then they were just sitting there, you didn't know that they, they are having uhm problems. So that, when you meet them face to face, you are like, 'Why didn't you say that you have uhm you have certain problems?'

ResK: Okay

LecX: So it was okay, I think.

ResK: Uh

LecX: Uhm but I think next time we won't uhm, they also said from the evaluations that they, they enjoyed the lessons. They saw how relevant the lessons uhm were. So at least I think that was okay.

ResK: Okay

LecX: Uh

ResK: Alright. In terms of the approaches and maybe activities that uhm were used uhm in your teaching maybe you could also describe them and uhm explain how you ensured that they promoted independent learning in your learners.

LecX: Uhm I d- I used to have, I made it a point that for every topic that I had, they had to do some kind of, it was a tutorial uhm at- adapted tutorial where they had to uhm stay on their own in groups and do a particular work.

ResK: Okay

LecX: Alright, so they do a particular work maybe on referencing, an exercise on reading, an exercise on writing and all that. So I tried to put them in those groups but I also, also uhm put them in those groups so that they should uhm they should practice the different things, so that it's not just theoretical that you talk about referencing or you talk about listening and then they don't do anything.

ResK: Yeah
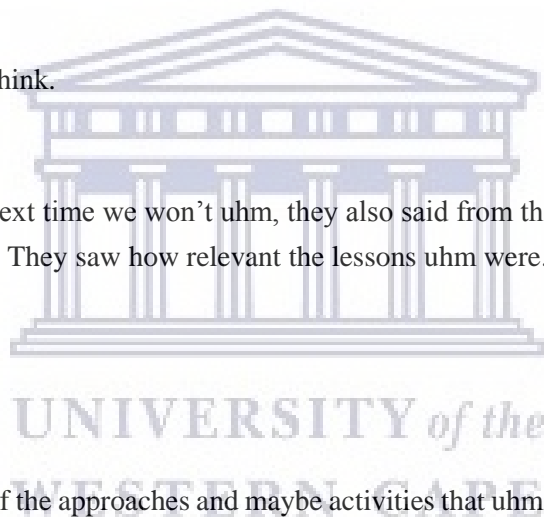
LecX: So like the Obama, for the listening I had the uhm the interview uhm for the, the speech by Obama which everyone had to do uhm on their own and then uhm for reading there were also different texts that I, I gave them to do on their own in groups.

ResK: Yeah

LecX: Uhm but also I remember after the groups I told them that on your own, go and do summaries and go and work on that. Uhm for, for writing, they also had the referencing, they did the referencing but I also gave them an assignment for them to, I started with them doing also presentations on how to do an introduction and then after that I gave them an assignment to go and write on their own uhm a short essay.

ResK: Yeah

LecX: Uhm so they did that and for some uhm who did not do well I had to sit with them uhm one on one and tell them how best they could have done that. For those that did well, I encouraged them that "This is how you should be uhm you should be doing it." So I think those were some of the things that uhm and also gave them some of the rea- some readings that "You go and read on uhm these handouts that uhm I've given you."

ResK: Okay

LecX: But also to mention most of the times in the class that here, I'm just here to guide you and uhm it's up to you to do much of the, of the work. And some of them would come uhm and tell me that on their own, "I tried to do this, this is not working. How else can I do it?"

ResK: Uh

LecX: For example, the timetable, there were some who came, "Uhm you talked about timetabling," actually uhm time management

ResK: Yes

LecX: "Uhm I've tried to do time management but uhm I'm still finding problems." There was someone who was suff- who was uhm had anxiety I think uhm because of the pressure.

[LecX and ResK laugh]

LecX: "I'm trying madam to do what you told me but uhm it's not working."

ResK: Uh

LecX: So we had to sit each other down to say how best we can do it. So they are trying to apply whatever uhm they were learning to apply it into the other areas of uhm of study.

ResK: Okay

LecX: Yeah

ResK: Uhm when you look at uhm MUST uhm uhm as a learning institution uhm what

opportunities and maybe constraints uhm for English Language learning are available outside the Language and Communication classroom?

LecX: Outside the Language and Communication classroom. Uhm firstly maybe I would start with attitudes from the other uhm from other either faculty or other students or maybe even students themselves. Uhm attitude of why they should be learning uhm a language when uhm sorry a language course when they are uhm I remember there were some comment I think somebody who said, "I'm here to do uhm engineering. Why are they bothering me with the *[LecX and ResK laugh]* with this?" And then you also get comments from other members that, not all.

ResK: Yeah

LecX: There are some who really understand why, why it is important and there are some who really engage you. They see that they need your, they need your help and even when they are stuck with their science issues, they come back to you. But then there are some who might not think this is core. Alright? That the core is are the sciences.

ResK: Uh uh

LecX: Like we are the outliers of the university. So may be some of, if there are some people who have those uhm beliefs then it could be a, a constraint.

ResK: Okay

LecX: And also then the resources that are not uhm that are there uhm can also hinder. Although they say now we should put up a list of what we want uhm I would also have liked if languages uhm the other thing is that language uhm is a practical uhm it's very practical. You need more time to practice, more time to, so you, sometimes I feel like just learning this in first year is n-might not be too, especially knowing the background of some of these students. I would wish they would have more time to, to practice, to perfect because even writing, even uhm at our, at our level you feel like sometimes you still, you write a paper for publication, you hear, you find still so many comments about maybe how best you could have presented something.

ResK: Yeah, uh

LecX: So it's an ongoing uhm it's an ongoing uhm process. So I think that we need more initiatives to provide practice and also things like uhm I've talked about the writing centre. I've also talke- uhm I would also want a lab, a lab where uhm they can hear, they can hear or we can teach them uhm they can hear different uhm passages of English. They can help when they are speaking but also in their, in their writing.

ResK: Uh

LecX: So all these co- because we don't have some of these things, these are some of the things that could hinder I think uhm progress.

ResK: Okay

LecX: Yeah.

ResK: Uhm assessment. Uhm could you describe uhm the forms of assessment that were available in the course and how you think they promoted uhm learning and practice among your students?

LecX: Uhm yeah okay. So we had uhm I assessed them in two areas, like the ones that we score uhm that they score although I also gave them other exercises but which are not going to uhm appear in the in the grade. So we had the mid-semester exam, but we also had, I also gave them the essay that they had to, that they had to write. The mid-semester exam uhm tried to encompass everything that they had learnt about up to the point, up to the mid-semester.

ResK: Uh

LecX: The, we try I see that the, we try to make the mid-semester, the exams practical. We try to make them practical so that they are, the we see the practical aspect of that. Even the mid-semester exam uhm sorry not the mid-semester, the writing is there to see how they incorporate everything that they've been learning uhm the referencing, then how to write an introduction, how to write topic sentences, how to write building sentences, how to write a conclusion and all that. If it was encompassed in that to see all those things.

ResK: Okay

LecX: So although maybe more I still want more and more *[laughs]* to, to, could have been done. And also the other challenge that we had or I had for me uhm this semester was the timing of the semester. That it is, it wasn't, we did not have a lot of time. So everything was done uhm more or less in, in, in a short period of time. So it meant that maybe uhm and then we for me as *[mentions position]* too, so many activities that you have to, meetings and all that, all that. So it gives less time to for you to focus on, on the students and to take them through properly some of the things.

ResK: Yeah

LecX: So like for me the second assessment like even feedback to me I think it was late uhm the feedback was late uhm was a bit late. It's feedback but I would have wanted that I had given them in good time to see if there's some improvement between now and then when they write the uhm when they write the exams.

ResK: Uh

LecX: Yeah so maybe those are some of the things that we can see at the timing at which we give the exams sorry the uhm the assessments so that we have more time to see the progression of the students.

ResK: Uh

LecX: Yeah, of course with numbers too that's also the, that's also the other challenge *[laughs]* that we can face. The numbers are just too big, the numbers are just too big for you to notice each and every uhm student, what they are doing and I remember when I when I was giving them assessment uhm the feedback, I came with my sister. I gave them uhm on a weekend.

ResK: Okay

LecX: Yeah, so my sister followed me yeah. And she was surprised that uhm I was able to meet them one by one, everyone. Meet them. She's like "You have the time."

[ResK laughs]

LecX: "All these people!" Like "Oh you are lucky because the university is still relatively small. When you have so many students uhm to teach, although now you are still complaining that they are a lot, but when you have, you won't meet them one by one as you are you are doing." So the numbers are also uhm another, another challenge.

ResK: Uh

LecX: Uhm if we could have uhm I don't know, more lecturers, then the writing centres which would help out, tutors which would help out uhm some of these issues to help out those students who are having problems to bring them to a certain level, I think that could have helped. Yeah, but we'll try uhm with the continuous assessment.

ResK: Yeah

LecX: To, continuous assessment, exams, and uhm assignments and even the small tests that we give them to see and you could see that for some you could see that there is some improvement. And in the, for themselves, they could they could say that "I've actually seen myself improve." Even you could see how they write because at first I gave them uhm an assignm- a small assignment, exercise to do introductions. It was a bit difficult for them to hook to the building sentences, the thesis statement. So when we worked on that in class that this is how we do it, I uhm we took each group's uhm introduction when they wrote the uhm the assignment, I could see some improvement between them. So now we'll see whether the exams will be different.

[ResK laughs, LecX laughs]

ResK: Uhm in terms of the actual feedback uhm what form would your feedback normally take?

LecX: Take

ResK: Yeah

LecX: Uhm usually the uhm I would mention maybe in general maybe in class the general things that I saw were problematic in class. Uhm but for everyone's assignment too or test I tried to make comments as as I'm marking I try to make comments. Again it's tough when the,

because the numbers are, are large. Uhm to make comments on everyone, but I tried to make comments on everyone's paper.

ResK: Okay

LecX: And uhm I also tried to when they are given those who have failed, I would write that "You should see me." And so those ones I have one to one sessions and most of them really come, really came. Uhm and then we would have one to one sessions and then they would understand why uhm they did fail. And even for the ones who have done really well uhm I tried to tell them that uhm "If you continue doing like this, this is the way to go."

ResK: Yeah

LecX: And even those who have done average I told them I don't like average and I tried to tell them that uhm uhm so I try to have uhm one to one sessions with them. I have also mentioned that if they have any problem, they can contact me either on WhatsApp or on uhm on email

ResK: Yeah

LecX: Yeah I also have, try to give them uhm what? What do you call this? Hours, contact hours

ResK: Consultation

LecX: Consultation hours. But most of them don't use them, the consultation hours. They will meet you, some will come when they have failed uhm but they don't really come within the consultation hours or some will come outside the consultation hours.

ResK: Uh

LecX: But I think there's also need that they should use the consultation hours more. So most do not come uhm but they'll come when there's a problem, when they have failed or yeah that's when they'll come.

ResK: Okay.

LecX: Yeah

ResK: Alright. Uhm the reality of assessment uhm in other words, the fact that uhm at the, having studied a module, the students need to be assessed, need to be graded, to be scored uhm what impact did this have on your approach to teaching? If at all it had *[laughs]*

LecX: There is a certain pressure I guess uhm to finish something because you know that you have to assess. So in a way it does, a little bit it does that you know that you have to assess this. So you finish, you have to finish this so that you uhm you assess it.

ResK: Yeah

LecX: Uhm and but I try for the, for the students to, to tell them that they shouldn't learn in
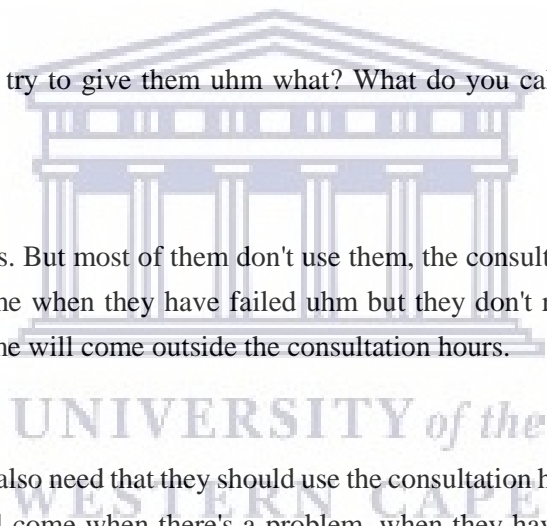
order to be assessed. Like uhm because some students especially at the beginning, they would ask questions like, "How would you ask in a"-

ResK: In an exam

LecX: In an exam yeah. So they would like to actually ask those questions, "This thing that you have taught us, how are you going to uhm ask in an exam?" So I try to tell them that "Don't learn bec- don't just learn because it's a necessary evil that we have to examine you. But all we giving you are skills that you need here. But you also need uhm later on. But the exam is just there because we have to see uhm whether you are making progress or not."

ResK: Okay

LecX: So yeah there, sometimes there is the uhm that approach that can put you under pressure uhm to do certain things but you try so much to minimize that.

[*ResK laughs, LecX laughs*]

ResK: Alright. I know there maybe several factors that might influence one's approach to teaching uhm but I managed to isolate a few, I don't know if we may call them a few anyway.

[*ResK laughs, LecX laughs*]

ResK: But I would like to find out from you how uhm the following factors might have had an impact on your approach to teaching. Uhm firstly uhm the need to follow and complete the stipulated uhm Language and Communication Studies syllabus.

LecX: Yeah, that one uhm I think I mentioned it in passing that sometimes there's that uhm constraint that you have to finish you have to finish the syllabus und uhm you have to, and especially when the time is uhm you are getting toward the end of the uhm towards the end of the semester. You want to finish you know that you have to finish the, the syllabus. So there is, there could be uhm there could be uhm constraints in that area that you want to finish the syllabus.

ResK: Okay

LecX: And sometimes you fin- uhm if I was to see which uhm topic do I, I feel like maybe the last topic I should have done it better. Uhm but because of the constraint of time uhm then uhm it wasn't uhm it, it, I should have given them more practice.

ResK: Uhuh

LecX: I gave them to do it on their own. Yeah, I gave that they should do it on their own but I should have liked it if I could have seen how much they would have done but because of time constraint.

ResK: Uh

LecX: But then as you are s- uhm the other thing is that for I was like okay, it wasn't even

coming, it's summary writing, it wasn't coming in the exam. Then I was like okay, they can go and do it on their own.

ResK: Uh uh

LecX: Yeah, so there is a bit of you focus more, you can focus more on things that you know uhm they are going to be assessed. Sometimes yeah although overall I try that they should know everything, not just for the sake of uhm exams. But when there's an exam question you do know that if you don't do it in detail, you might uhm they might get lower marks if

ResK: Okay

LecX: Yeah so that that's a bit of a problem.

ResK: Alright. I think in that you've also covered something relating to the need to have students uhm assessed and graded.

LecX: Uh

ResK: But maybe uhm in terms of the need to provide your students with opportunity for practice in a variety of skills. Uhm again, did this have any influence on your approach to-

LecX: Yes, it had a lot of influence. It had a lot of influence for me. I really wanted them uhm to practice, to practice the, the skills and I wished I had more time uhm to do that and that I tried to think of uhm practical ways in which they can, they can do the things that they want because for me I really want uhm I really want that the department should reach a stage where people can see that the students are really, are really changing.

ResK: Okay uh

LecX: So I tried so much in the, to give them more things that they needed to, that they needed to do.

ResK: Okay.

LecX: Yeah, so maybe we need more ways in which to approach this. Good ways through which to approach this. But I, I, that need actually influenced how I, I planned my my lessons: that for everything, I tried to make sure that there should be something that they should be able to practice.

ResK: Yeah

LecX: Yeah

ResK: Okay. Uhm the the, the fact that your students are individuals that maybe because of their background, they have various uhm language needs and also even various opportunities for actually using the language.

LecX: Uh uh
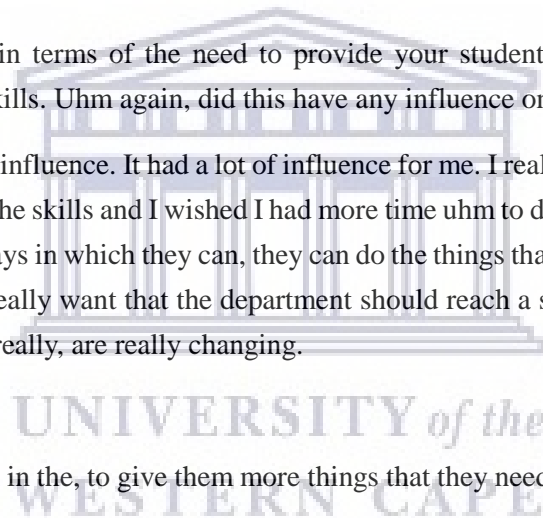
ResK: Uh

LecX: Uhuh? Uh what's the question? Now I've forgotten what the question is.

ResK: Uh

LecX: Whether that uhm

ResK: Yeah whether it had any influence on your approach

LecX: Influence on my approach. Yes, it did have uhm that uhm that's why I tried to give them chances to uhm express themselves in class uhm but also maybe when they are having, to have individual uhm sessions with them to put in measures like the consul- uhm consultation hours that maybe there are some who might not have uhm may, might not be free to speak in class.

ResK: Uh uh

LecX: Uhm then they would come on their own.

ResK: Uh

LecX: Yeah but I think there's uhm I wish we could do more to have these ways in which we could identify quickly uhm those that have uhm those that have problems and try to help them. It's only maybe after m- when you see, when you mark their work that "Aaa aah! Okay this one seems to have a problem." Sometimes in the group works they hide within there.

[LecX laughs, ResK laughs]

LecX: They hide within their groups. There are some who are very domineering in the groups. So maybe even to sit more in the groups too and to try to see who you- try to engage them more that even those who are not, I remember there was a time there was one who was sitting, just sitting and I was like "Why are you not taking part in the group?" And I could see that there are others who had dominated-

ResK: Yeah

LecX: The the-

ResK: The discussion

LecX: The discussion. So yes I tried to uhm to do that uhm to refocus my attention on those. But I think more uhm needs to be done in order to to see uhm how best we can, we can help them.

ResK: Okay

LecX: Uhm

ResK: Uhm the realization that maybe uhm most of the learners uhm only use English when they are in the EAP or LCOS classroom and also maybe when they are in another class

LecX: Class

ResK: Or a content module

LecX: Uh

ResK: Uhm how did this also impact on your approach to teaching

LecX: On my approach. Yeah, in a way. Uhm I'm trying to think of uhm an exact situation. Uhm, that's why sometimes maybe I would explain something uhm in a language that they are, that they are familiar with. But also to give them, yes, to give the whole essence of the, of the practice that I gave them was that realization that most of them uhm do not have good skills in this. So they need to practice more in order to uhm improve on their, on their language skill. So I think that was uhm, it, it did have an influence that realization.

ResK: Alright

LecX: Uh

ResK: Okay. I think you've already talked about the length of the semester

LecX: Uh

ResK: But maybe there are any other factors apart from these?

[ResK laughs, LecX laughs]

LecX: I think *ndalongolora kwambiri* [I've talked a lot]. Oh oh yeah, I think most of the things have been covered.

ResK: Uhm I think I forgot one.

LecX: Yeah

ResK: Uhm the status of EAP as a status sub- as a service subject.

LecX: Uh

ResK: If if you thought about it and maybe it had any influence on your approach.

LecX: On my approach. Yes, it did. Uhm the status of a EAP. Yes, uhm it had an approach, I tr-uhm I try to because if I'm to look into the beliefs, that uhm, I feel like it's a crucial. It has a crucial status. There's no university here in Malawi that does not have uhm a language course. So I thought that this is a, it is a very important thing and because of that status, most of the times I would try to help them see why it is important and in most of the, my classes, I would try to explain why it is important.

ResK: Uh

LecX: Uhm and my approach was also trying to link that lang- the uhm the, the studies that they have to whatever they are doing. Although maybe more could have been done in terms of uhm because sometimes because some of the fields are not mine.
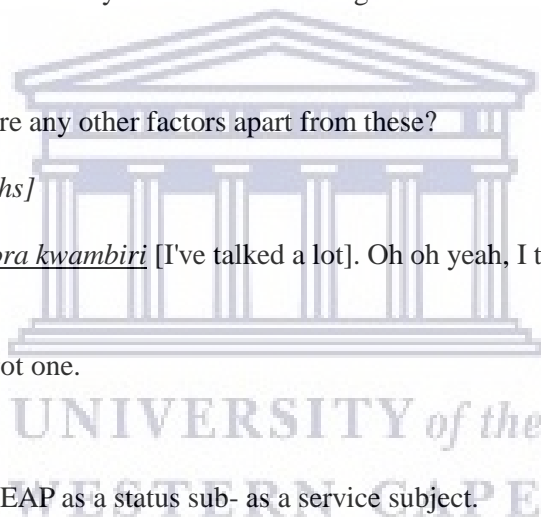
ResK: Yeah uh

LecX: But try to try to make them see where the link is coming in. So it did influence, even in the assignments that I gave them I was trying to make them use language in order to explain why it is important for them to uhm to, to, in their field of study to to use uhm certain uhm to use language and communication skills.

ResK: Okay

LecX: Yeah

ResK: Alright. I don't know if you were able uhm as you were teaching or in any other circumstances to notice the relationship between what the students were doing in Language and Communication Studies

LecX: Uh

ResK: And what they are also doing in the other modules.

LecX: Uh.

ResK: Yeah and and and if you did, how again it influenced your teaching

LecX: How it influenced uhm teaching. Uhm most of the times yes, I would try to link them as I said. I would maybe ask them about the assignments that they have been given in the other uhm uhm from the other core modules that they have and also yes, and try to explain to them uhm the connection or with that assignment, maybe this is what you you would need and all that.

ResK: Okay

LecX: But I think maybe you bring something that is important that maybe we could use more maybe the other departments could also have input, the uhm the other su- mo- uhm lecturers of the other modules or let me just say the other departments could have input on what they want us to uhm to communicate uhm exactly what things we should have more emphasis for these particular students.

ResK: Uh

LecX: For students in *[name of program]*, what communicative things would they need to know? I would think maybe that would also help us improve more in ways in which we can uhm we can teach. But uhm I did try to see that and some of the evaluations mentioned that they say the relevance of this with, in relation to the other modules that they are having.

ResK: Uhuh.

LecX: Yeah

ResK: Okay. And uhm maybe to conclude everything uhm if if we were to describe Language
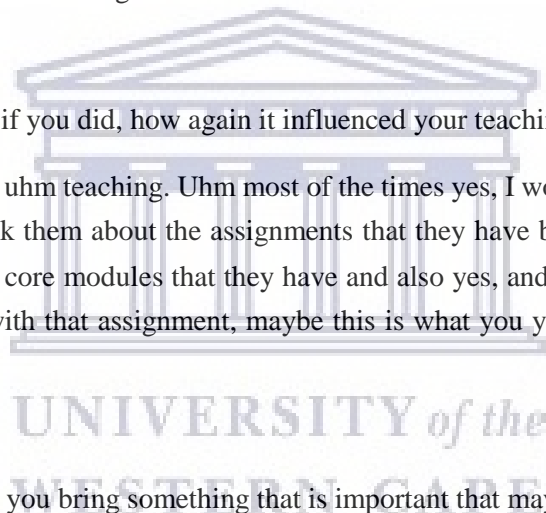
and Communication Studies uhm would we be right if we say it's a, it's a transitioning course, a course that is there to help students uhm that are moving from secondary school into various faculty at the university uhm to transition properly from this secondary school language learning experience into a university uhm uhm use of English for Academic Purposes?

LecX: Uh

ResK: And if we are to say yes it's a transitioning course uhm together with the recognition that uhm the students coming from secondary school are students that have different language learning experiences

LecX: Uh

ResK: So when they move into the university how do we balance the fact that our students are transitioning but also they have different language learning experiences and competencies?

LecX: Uh. It is, I I believe it is a bridge that trans- uhm the language, language and communication skills modules are there to take the students indeed from the kind of uhm communication that they had at secondary school uhm to the kind that they have now uhm the kind of way in which they could communicate and all that. But as you are saying, they are different levels. They are at different levels. That's one reality and somehow uhm I think we need to balance that. We need to find ways uhm bringing those who might not have had a lot of opportunities to help them reach a certain level.

ResK: Yes

LecX: One thing I have noticed is that there are some of them that haven't done uhm who know that they have these challenges, are willing to uhm improve, are willing to improve, are willing to uhm to work hard in making their selves better. So we need to have that balance. We need to find that balance. That's why I mentioned things like the writing centre, that's why I mentioned things like having tutors uhm and maybe uhm yeah yeah some of those things. Some of the interventions that we can have. More hours uhm to, to for practical things. I know they are already loaded with a lot of information. But it is really it is really important that these skills are imparted to them because it's not just the language skills. There is also critical skills that you, that you learn from this uhm from this course. There is logical things that you learn how to present things in a logical way.

ResK: Yes

LecX: All these will help even when they uhm when they are doing the other courses.

ResK: Yeah

LecX: Yeah, so yes I do think it's a bridging uhm it is, there's that link and we need to balance these different stages that they have these different capabilities that they have to bring these others at par.

ResK: Okay

LecX: Yeah

ResK: Alright. Uhm I think uhm I would like to thank you very much for all the opinions expressed in this interview.

LecX: Uh

ResK: Uhm and also for this opportunity that you've given me to interview you on various issues.

LecX: Uh

ResK: Uhm I don't know maybe if you may have any questions or comments?

LecX: Uh no, I'm just waiting to read

[ResK laughs, LecX laughs]

LecX: I'm glad that this uhm this research is in place because I think it will help uhm in a way, in a lot of ways to understand uhm how we teach

ResK: Uh

LecX: How we teach and how uhm yes the students uhm use agency to yeah, it will make us understand a lot more to some of the questions that people have been asking.

ResK: Uh

LecX: So it will help us. Maybe it's in our approaches, maybe we don't give them enough uhm enough opportunities.

ResK: Yeah

LecX: Uhm maybe it's the background

ResK: Uhm

LecX: That doesn't, so it'll, I'm I'm really interested

[ResK laughs, LecX laughs]

LecX: To see what comes out

ResK: I hope, I hope it will.

[ResK laughs, LecX laughs]

LecX: To see what comes out from from that

ResK: Yeah

LecX: Because it will make the department much better. It will help us reflect and it will help

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also, it will also inform maybe not just the department.

ResK: Yeah

LecX: Some other universities

ResK: Uh

LecX: And also uhm uhm some secondary schools and and all that. So yeah, all the best. We'll be waiting to read *[laughs]*

ResK: Thank you

LecX: Yeah

ResK: Otherwise, I think that's the end of the interview

LecX: Okay

Appendix E: Selected documents for analysis

Appendix E1: EAP course syllabus

MALAWI UNIVERSITY OF SCIENCE AND TECHNOLOGY

BINGU SCHOOL OF CULTURE AND HERITAGE

LCOS-111: Language and Communication Studies

1. **Module Aim:**
To develop students' time management, library and language and communication skills necessary for academic life and beyond.
2. **Assessment**
   Continuous Assessment 40%
   Examination 60%
3. **Lesson structure**
   Week one
   - Introducing communication (brief overview)
   Week two
   - What is time management?
   - Time management tools
   - Importance of time management
   - Time management matrix
   Week three
   - What is listening?
   - Listening for academic purposes
   - Note taking and note taking styles
   Week four
   - Organizing lecture structure
   - What is academic reading?
   - General reading problems of university students
   Week five
   - Note-making
   - Effective reading strategies
   - Critical reading
   Week six
   - Structure of reading texts
   - Rhetorical functions in academic reading texts
   - Summary writing
   Week seven
   - Library skills
   Week eight
   - Mid semester break

Week nine
-            Mid semester exams

Week ten
- Introduction to essay writing
- Types of essays
- Parts of an essay

Week eleven
- Planning an essay
- Consulting sources

Week twelve
- Practicing essay writing (drafting and editing)

Week thirteen
- In-text citation
- Quotations in the essay
- Paraphrasing in essay writing
- Summarizing information in an essay

Week fourteen
- Referencing

Week fifteen
- Referencing

4. Teaching and Learning Methods/Activities

Lectures, tutorials, presentations, group discussions, debates, assignments, peer evaluation.

5. Prescribed Texts

Clanchy, J. & Ballard. (1992). *How to write essays*. Melbourne: Longman

Clouse, B.F. (2003). *Patterns for a purpose: A Rhetorical Reader.* 3rd Ed. New York: McGraw Hill.

Cottrell, S. (2003). *The study skills handbook.* Retrieved from www.palgrave.com

Crucius, T.W., & Channell, C.E. (2000). *The Aims of Argument: A Rhetoric and Reader* (3rd ed.). California: Mayfield

Langan, J. (2012). *English skills with readings*. Eighth ed. New York: McGraw-Hill

6. Recommended texts

Beer, D. and Murrey, D. (1997). *A Guide to writing as an engineer*. New York: John Wiley and Sons

Gillet, A. (2015). Using English for academic purposes: A Guide for students in higher education. Retrieved from http://www.uefap.com

Hacker, D. & Sommers, N. (2011). A Writer's reference. 7th. ed. Boston: Harvard University.

Lynch, T. (2004). *Study listening: A Course in listening to lectures and note-taking.*

Cambridge: Cambridge University Press

Trimmer, J.F and Hairston, M. (1999). *The Riverside Reader*. 6th Ed. Boston: Houghton Mifflin.

7. General Instructions
- Lecture and tutorial attendance is compulsory.
- Make sure you understand the content given in class.
- Make sure you read beyond class content.
- Make sure your cell phones/electronic devices are put on silent mode or switched off during class. Use of cell phones while class is in progress is a sign of insubordination and will not be tolerated.

8. Rules for the Submission of Assignments/Essays
- Each student assumes *personal responsibility* for the handing in of his/her assignment/essay.
- The due date/submission date is the last date on which an assignment may be handed in.
- Assignments /Essays which are received late will not be marked unless the student has made a satisfactory arrangement with the lecturer either *before or on the due date.*
- Assignments should be handed in by 16:30 on the due date of the assignment.
- Every assignment must be typed and referenced.
- Plagiarism is a serious offense. It undermines your capacity for free, critical thinking, and therefore will be penalized.

9. Continuous assessments
a. Writing a timetable (Group work)   Week 2
b. Note-taking (Individual work)   Week 4
c. Library skills assignment   Week 7
d. Mid-semester examinations   Week 9
e. Writing an introduction (Group work)   Week 12
f. Referencing (Individual work)   Week 14

10. Contact information
(Contact details of the course lecturers)

Appendix E2: A selection of notes used for instruction by EAP lecturers

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ACADEMIC READING AND NOTE-MAKING

Language and Communication Studies

Learning Outcomes

By the end of the session, you should be able to:

- adapt your reading to purpose.

- use different approaches and strategies to the reading of academic texts.

- recognize different ways in which academic texts are organized/structured

- recognize   various rhetorical functions when you meet them in your academic texts

Lecture overview

What is academic reading?

General reading problems of university students in English L2 and FL contexts

Effective reading strategies.

Critical reading

Organization/structure of reading texts

Rhetorical functions in academic reading texts

Test your reading speed

Take your reading text;

When I tell you to start reading, begin from the top and keep going until I say stop;

Read at your normal speed to find your present reading level

When I say stop, stop right away and mark the end of the line where you stopped.

Test your reading speed...

Count the number of words in 7 lines and write that down;

Divide that number by 7. That is the average number of words per line. Write it down;

Count the number of lines you read and write it on a piece of paper.

Multiply that number by the number of words per line, and you have roughly how many words you read. Write down the number you get.

You read for 5 minutes. Divide the total numbers of words you read by 5 and you have your words-per-minute.

Test   your reading speed

150 wpm	Insufficient
250 wpm	Average general reader
	(slow for university)
400 wpm	Good general reader
	(the minimum for effective
	college-reading)
600 wpm	Strong college reader
1000 wpm	Excellent

Academic reading

Academic reading implies a departure from everyday reading in terms of purpose, quantity of and strategies for reading.

It is about being selective i.e. Choosing carefully what to read and not necessarily attempting to exhaust all the books on the reading list or course outline.

General reading problems of university students in EFL/L2 contexts

Lack of vocabulary knowledge (Levine & Reves, 1990).

Failure to adapt reading strategy to purpose.

Vocalization/sub-vocalization

lack of practice in reading—especially large amounts;

faulty habits of attention and concentration;

Effective reading strategies

Effective reading strategies enable students to adapt their reading to suit the purpose for which the reading is being done.

Such strategies include:

Scanning

Skimming

Intensive reading

Skimming

Skimming is used if a person wants to gain a quick overview of material and to see if the text is useful. Skimming **is not reading. It will tell you about a text but you will not learn from it.**

Skim first sentences of paragraphs and pick out keywords to see if it is useful.

Focus on facts and concepts – does it answer your questions? Focus on your essay question.

Focus your attention on subheadings, **bold,** *italicized or underlined text, figures and diagrams, graphs, charts or photographs if there are any.*

Skimming...

To use skimming to decide which books and journal articles will be useful to you, look at the following information:

Books

Blurb (back cover)– read this to find out a little more about the content and coverage of

the book, who should read it, it may also give you information about different editions of books, for example what extra is offered in a newer edition of a text.

Title and author – titles and subtitles may provide you with more descriptive information. Your tutor may recommend certain authors, and in time, you will be able to recognize other work by them.

Skimming...

Publication date – located on the back of the title page. Check for most current edition. Some reading lists may point to older texts because they have produced an important contribution to the subject.

Table of Contents – this can be in the form of main chapter headings or perhaps listing the main headings within the chapters. By looking at the contents pages, you can see if the book covers the topics that you are studying and how much coverage has been given to the subject. A good indication of this is the amount of pages the author has devoted to that particular subject.

Skimming...

Introduction – detailed overview, possibly chapter-by-chapter summaries.

Chapter headings/summaries – clues to what chapters will cover. Summaries may be provided prior to chapter. Use these to judge whether chapters will be relevant.

Skimming...

Glossary – alphabetical list of subject specific terms. Use this to build vocabulary, this will help you when you are writing your essays.

Bibliography – alphabetical list of all sources that the author has used to write the book. Use this to provide additional reading sources.

Index – a list of topics that are covered in the book. Use this to search quickly for your topic. If it does not appear, the book may not be of use to you.

Skimming...

<u>Journal articles</u>

Title/author of article – is the author a reliable source?

Publication date – how current is the article?

Abstract – a summary of what the article is about.

Headings – clues to what the paragraphs will cover.

Tables and diagrams – is the evidence supported?

Conclusions – what are the findings?

Reference list – alphabetical list of sources used to write the article.

Scanning

Scanning is different from skimming. It is reading more carefully and a little bit slower.

Scan for specific information – for example, a quotation or supporting facts in an argument.

Restrict scanning to about 20% of the text. Identify topic sentences and evidence in each section. Although you will only work with part of the text, careful thinking, together with a sense of context gained from skimming, will mean that you can see the text more clearly and gain a stronger sense of the overall meaning.

Scanning...

In books, read chapter introductions and conclusions in more detail, and scan the rest of the chapter. Scanning is where you read only to pick up the essential details and no more is read than absolutely necessary.

You can, like skimming, look for titles/headings and formatting clues to help you locate what you are looking for.

Intensive reading

Intensive reading is **more purposeful than skimming** and **broader than scanning**.

Purposeful because it is directed towards a task such as an assignment, an examination, or a presentation and therefore aimed at achieving a deeper understanding of the text being read.

Broader because it goes beyond looking for specific information and looking at titles, headings and sections or paragraphs.

The SQ3R Method

QUESTION while you are surveying:

Turn the title/headings into questions.

If reading a textbook, read the questions at the end of the chapter.

Ask yourself, 'What do I already know about this subject?'

Ask yourself, 'What did the lecturer say about this topic?'

The SQ3R Method

SQ3R method:

Survey

Question

Read

Recite

Review

The SQ3R Method...

Before you read, SURVEY (SCAN) the text:

title, headings, subheadings

captions under pictures, charts, etc.

introduction and conclusion

summary or abstract.

The SQ3R Method...

When you begin to READ:

Note all the underlined, bold or italicised words.

Reduce your reading speed for difficult passages (but try not to do this all the time).

Check your dictionary only when you cannot determine the meaning from the context. DO NOT check every word.

Give yourself permission to 'miss' the meaning of some words. Aim for overall comprehension.

Look for answers to the questions you first raised.

The SQ3R Method...

RECITE after you read each section:

Orally ask yourself questions about what you have just read.

Write a one-sentence summary at the end of each section.

Underline/highlight key points.

Make notes in the margin (or on a separate piece of paper with the full reference included in your notes).

The SQ3R Method...

REVIEW your reading:

> After you have finished the whole article or chapter, write a short summary. Keep this summary with the text.

> Never finish an article without doing some form of oral and written review.

> If studying for an exam, go back through the text and ask yourself questions (flash cards work well).

Critical reading

Students need to take individual responsibility for learning.

Much more reading is needed than just the lecture notes or course guide.

Developing your reading skills is of paramount importance.

Critical reading ...

'…it is not simply what you read or how much you read but *how* you read that will crucially affect your level of reading skill' (Boddington and Clanchy 1999, p. 1).

How you read will impact on your understanding of source material and the way you incorporate these sources into your own writing on a topic.

Critical reading...

Critical reading involves making *judgments* about the value of what you are reading (Boddington & Clanchy 1999).

Instead of simply *consuming* information you are expected to become a *producer* of information.

You need to carefully assess what you read while constantly asking yourself whether the information you are reading is useful for the particular assignment you are working on.

Critical reading...

To develop critical thinking and reading you need to interrogate both the writer and the text. Use the following questions to help you gain a critical perspective:

> What is this document about?

> Is it accurate? How do you know?

> Who wrote it? Is the writer an authority in this field?

> Is the writer trying to persuade you of a particular position?

> Is this argument based on a broad or narrow view of the issue?

Critical reading *(cont.)*

More questions:

What evidence is offered to support the argument?

What hasn't been included in the argument?

What would a totally opposite point of view look like?

Do you agree/disagree with the position
presented by the writer?

How did you come to this view?

What do other writers have to say about this topic?

Does this text add anything 'new' to the topic?

Is this document useful for your present research?

Purpose in reading

Before you begin reading you need to define your purpose.

If researching for an assignment, are you looking for an explanation, evidence for a critique, or to fill gaps in your own knowledge of the topic?

To ascertain the purpose of your reading:

pay careful attention to your lecturer's instructions, both oral and written

ensure that you fully understand the requirements of the assignment

use the marking criteria provided to guide your reading.

80/20 principle

Piscitelli (2004) recommends the '80/20 principle'.

In most reading assignments, 80% of what you need to know is in about 20% of the material.

So you usually only need to skim read 80% of the document and carefully read the relevant 20%.

This will significantly cut down your reading time.

The purpose for your reading will dictate how much of the text you have to read carefully.

Refining your purpose

Your purpose will change as you work through your research tasks:

>when you first receive an assignment

>when you start to answer the assignment question

>as your ideas start to change

>when you decide you need to read different texts to fill in any gaps in your emerging understanding.

Boddington (1999) refers to this process as 'refining your purpose' (p. 10).

Rhetorical functions in academic texts

Readers who recognize the rhetorical functions a writer is using have better reading speed and comprehension.

Writers use language to **describe**, to **narrate a process,** to **define**, to **classify**, to **compare**, to **give examples**, and to **explain a cause and effect relationship** among others.

Description

"The rhinoceros is a large primitive looking mammal that dates from the Miocene era millions of years ago. In recent decades rhinos have been relentlessly hunted to the point of near extinction. Since 1970, the world rhino population has declined by 90 percent, with five species remaining in the world today, all of which are endangered. The white or square-lipped rhino is one of the two species in Africa. It in turn occurs as two subspecies, the southern and northern..."

Process narration

In this rhetorical function, the writer gives instructions to the reader or describes to the reader the procedure(s) for doing something.

Process narration

"The bamboo culm was cleaned and chopped into segments of 3 cm 15 cm. The moisture content of these chopped bamboo segments was kept at 10% by air drying. The carbonization process of BC is as follows: (1) the chopped bamboo segments were loaded into the chamber of a mechanical kiln; and (2) the chamber temperature was increased to 500 C with a rate of 100 C/h, and this temperature was retained for 1 h." (Chou, Chen, Lin, Lu, & Wu 2015)

Definition

"Hypnotherapy is a medical treatment that is used while the patient is hypnotised. The

word hypnosis comes from the Greek word *hypnos,* which means "sleep." Under hypnosis, the patient is very susceptible to suggestions from the doctor, who uses these suggestions to aid in the treatment...Mesmesrism, founded by Frant Anton Mesmer, is often confused with hypnotism and therefore with hypnotherapy." (Langan, 2012: 249)

Classification

Sometimes writers will classify (i.e. Take many things and separate them into categories) for their readers.

Classification

"There are many larger groups: genus, family, order, class, phylum, and kingdom. Let us begin with the first seven species. We belong to the genus Homo and to these more inclusive groups: (1) the family Hominidae, which includes, in addition to Homo, extinct men not of the genus Homo, and (2) the order Primates, which includes also the lemurs, monkeys and apes. The three cats - lion, house cat, and tiger - belong to the genus Felis. In general we can think of a genus as a group of closely related species."

Comparison or contrast

Sometimes a writer will compare two or more things, processes etc. (i.e. show similarities) or contrast them (i.e. show their differences).

Comparison or contrast

"A one-million-fold increase in speed characterizes the development of machine computation over the past thirty years. The increase results from improvements in computer hardware. In the 1940s ENIAC, an early electronic computer, filled a room with its banks of vacuum tubes and miles of wiring. Today one can hold in the hand a computing device costing about $200 that is twenty times faster than ENIAC, has more components and a larger memory, is thousands of times more reliable, costs 1/10,000 the price, and consumes the power of a light bulb rather than that of a locomotive."

Exemplification

Writers will often provide examples to their readers to explain statements or claims that they are making. As a reader you should recognize cases of exemplification when you meet them in a text.

Exemplification...

"Although Australia is known for having the world's deadliest snakes, snake bites are actually quite rare in the country and, since the development of anti-venom, fatalities have been low – between four to six deaths a year.

This is in contrast to India, for example, where bites may reach one million a year, with over 50, 000 deaths."

Cause-effect relationship

Sometimes writers will want to show to their readers a relationship between the cause (i.e. why something is happening) and the effect (i.e. the result or outcome) on phenomena that they are explaining on.

Cause-effect

"The effects of regular exercise can change a person's life. First, walking or running three miles a day can burn about 250 calories. That adds up to a weight loss of about half a pound a week even without dieting! Over a year, about 26 pounds can be shed...Perhaps most significantly, however, exercise releases endorphins, compounds produced by glands in the body, which help fight depression and improve one's emotional health." (Langan, 2012:213)

Note-making

The note-making styles for reading are the same as those covered in the note-taking (listening) lecture covered earlier.

The Cornell Method

The Outline Method

The Paragraph Method

The Mapping Method.

Note-making...

At your free time practice making notes from the sample reading text given during the lecture using any of the methods of note-making above.

THANK YOU

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INTRODUCTION TO ESSAY WRITING

Language and Communication Studies

Introduction

"The mere habit of writing, of constantly keeping at it, of never giving up, ultimately teaches you how to write."

-Gabriel Fielding (British novelist 1916-1986)

Learning Outcomes

At the end of the session, you are expected to:

● Define an expository (informative) essay.

● Recognize the structure of an expository (informative) essay.

● Practice writing the different parts of an expository essay on a given topic.

Lecture overview

What is an expository (informative) essay?

Structure of an expository essay.

Processes in the writing of an expository essay.

What is an expository essay.

An expository or informative essay describes or explains a particular set of phenomena, and provides an account of why these phenomena are found in one or more specific situations or contexts.

The goal of the expository paper is also to acquaint the reader with a body of knowledge.

(Wilkinson and Hommes, 2010)

Structure of an expository essay

An expository essay is composed of a number of paragraphs.

Each paragraph in an expository essay plays a specific role.

Structure of an expository essay...

In a five paragraph expository essay for example, the following may be the structure:

Paragraph 1: Introduction

Paragraphs 2-4: Body of the essay

Paragraph 5: Conclusion

(See figure below

The introductory paragraph

The first paragraph of your expository essay should introduce the reader to the essay topic.

It should do the following:

Create interest in the essay

Outline your essay's main ideas

Suggest how these main ideas will be presented within the body of your essay.

The introductory paragraph...

Your introduction should consist of three main elements:

A hook

Building sentences

Thesis statement

The introductory paragraph...

Hook

The first sentence (or sentences) of your expository essay should catch your lecturer's (marker's) attention.

It should introduce your essay in an interesting way

It should encourage the reader to continue reading.

The introductory paragraph...

To hook the reader, use one of the following strategies:

Use an eye-catching statement: this uses an interesting idea or an idea opposing the thesis to introduce the topic.

A surprising statistic: this uses detail that is not widely known to introduce the topic.

A quotation (by an expert on the topic): this is a powerfully worded statement that begins the essay in a knowledgeable and authoritative way.

The introductory paragraph...

Building sentences

Should come after the hook to provide background information to give the reader some context about the topic.

They should build towards the thesis statement.

The Introductory paragraph...

Thesis statement

Comes at the end of the introduction.

It is the most important sentence in the entire essay because it presents the essay topic and the writer's position on that topic.

It also indicates the main ideas that will be discussed in the body paragraphs.

The introductory paragraph...

A thesis statement should include the following:

the topic of the essay.

the writer's position, opinion, or approach to the topic.

the main ideas that will develop and support the writer's position.

The introductory paragraph...

A thesis statement appears at the end of the introductory paragraph and, in short essays, is usually one sentence long.

The main ideas are listed in the same order as they appear in the essay, which gives the reader a clear preview of what the following paragraphs will be about.

The introductory paragraph...

Example of a thesis statement

Solar power is improving people's lives in developing countries by providing efficient light safely, linking them to the global mobile community, and increasing their independence.

The introductory paragraph...

This thesis statement shows that:

"solar power" is the topic of the essay.

the writer's position on this topic is that it is "improving people's lives in developing countries."

the three main ideas that support the writer's position are a) it is "providing efficient light safely," b) it is "linking them to the global mobile community," and c) it is "increasing their independence." Each main idea will be explained in detail in a separate body paragraph: a) in the first body paragraph, b) in the second, and c) in the third.

The introductory paragraph...

It is useful to think of the thesis statement as the writer's answer to an essay question.

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The introductory paragraph...

Example:

Question: Explain how solar power as an alternative form of energy is being used successfully in the world today.

Thesis statement:

Solar power is improving people's lives in developing countries by providing efficient light safely, linking them to the global mobile community, and increasing their independence.

The introductory paragraph...

Read the following thesis statements. Where possible, identify the topic of the essay; the writer's position, opinion, or approach; and three main ideas. Decide whether each thesis statement has these parts or not.

Body paragraphs

Each body paragraph explains in detail one of the main ideas expressed in the thesis statement. There are three parts to a body paragraph:

a topic sentence,

supporting sentences,

a concluding sentence.
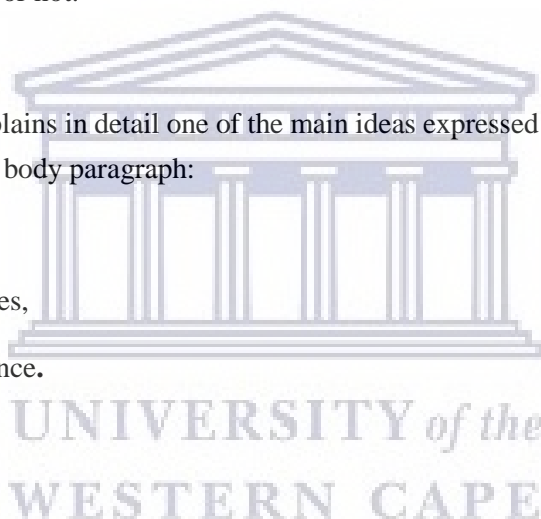
Body paragraphs...

Topic sentence

The first sentence of a body paragraph expresses the topic of the paragraph and provides a controlling idea about the topic. All information in the paragraph supports the controlling idea.

Body paragraphs...

Supporting sentences:

Supporting sentences explain and develop the topic sentence. They present logical thoughts, evidence, and explanations in support of the controlling idea.

Body paragraphs...

Concluding sentence

The paragraph may end with a concluding thought on the paragraph topic. It may also

show a transition to the next paragraph.

Concluding paragraph

The concluding paragraph ends the essay by reviewing the main ideas from each body paragraph and leaving the reader with a final thought.

The conclusion consists of three elements:

a restated thesis,

a summary of main ideas,

and a final thought.

Concluding paragraph...

1. Restated thesis

At the start of the conclusion, the thesis is restated in words different from those in the introduction.

2. Summary of main ideas

The main ideas from each of the body paragraphs are summarized as a reminder to the reader.

Concluding paragraph...

3. Final thought

End your essay by presenting a final thought on the topic – for example, by stating an opinion, a solution, or a prediction.

The final thought should leave a strong impression and encourage the reader to think further about the topic.

Concluding paragraph...

Can you identify the three parts of a conclusion in the paragraph below:

In summary, solar power is making a significant difference to the lives of people in the developing world. By providing safe, clean, and efficient light, it is removing dangers from people's homes while brightening their evenings. In addition, the ability to charge a cell phone allows people to communicate with the world and grow their businesses. The increased time and money available give people the means to take control of their lives and build for the future. The evidence certainly shows that in parts of the world where there is abundant sunlight, harnessing solar energy can be a key to improving the lives of many people.

Concluding paragraph...
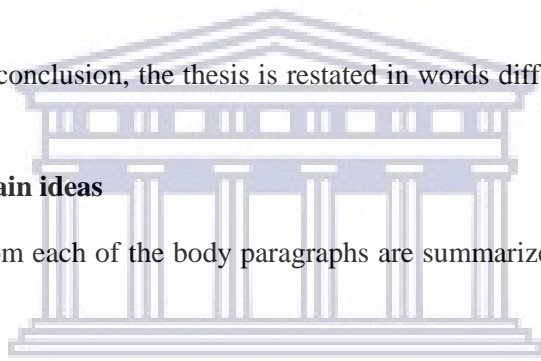
In summary, solar power is making a significant difference to the lives of people in the developing world. By providing safe, clean, and efficient light, it is removing dangers from people's homes while brightening their evenings. In addition, the ability to charge a cell phone allows people to communicate with the world and grow their businesses. The increased time and money available give people the means to take control of their lives and build for the future. The evidence certainly shows that in parts of the world where there is abundant sunlight, harnessing solar energy can be a key to improving the lives of many people.

_____

THE ACADEMIC ESSAY

Referencing

Learning Outcomes

At the end of the session, you are expected to:

- Define referencing.

- Explain situations in which referencing become necessary.

- Explain why referencing is important.

- Note the differences between the APA and MLA referencing styles

- Write references accurately in assignments.

Lecture overview

Referencing and plagiarism defined

The importance of referencing

APA referencing format

MLA referencing format

What is referencing?

Referencing, or citation, is a vital aspect of research and academic writing.

What is referencing...

The opposite of referencing is plagiarism.

What is referencing...

Plagiarism may be committed in a number of ways, including:

Copying another person's work or ideas. This includes copying from other students and from published or unpublished material such as books, internet sources, paper mills, computer code, designs etc.

Submitting previously submitted or assessed work of your own without attribution.

Submitting work solicited from (or written by) others.

Failing to adequately reference your sources.

What to acknowledge

exact words (written or spoken)

summarized or paraphrased text

data

images (graph, tables, video, multimedia etc)

pictures or illustrations

ideas or concepts

theories

opinion or analysis

music or other performance media

computer code

designs, drawings or plans
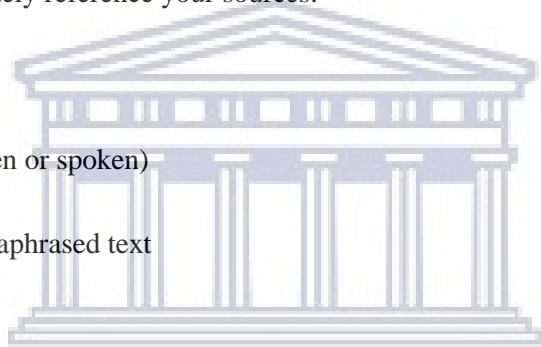
What to acknowledge...

In general, common knowledge or facts widely available in a number of sources do not need to be acknowledged; however, what constitutes common knowledge and facts varies across disciplines.

When to cite

A source must be cited or acknowledged within your paper when you:

quote material verbatim (word for word)

reword or paraphrase information

include statistics or findings from a survey or study

incorporate facts, ideas or opinions that are *not* common knowledge.

Importance of referencing

References demonstrate to your readers that you are familiar with the important sources in your field of research.

It enables your lecturer to follow up the references and find the book or journal article in a library (physical or online).

The importance of referencing...

It demonstrates to your lecturer that you have read widely a range of opinions on the subject of your assignment.

It enables your lecturer to check the accuracy of the information you've given.

Good referencing assists in avoiding accusations of plagiarism.

The APA style of referencing

Basics about APA

"APA citation style refers to the rules and conventions established by the American Psychological Association for documenting sources used in a research paper. APA style requires both **in-text citations** and **a reference list**." (Cornell University Library, 2014)

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Ways of referencing in APA

In both the APA and the MLA, there are **two** main ways of presenting referenced material:

Paraphrasing: allows you to summarize another author's ideas in your own words, whilst still acknowledging the original source. Quotation marks are not needed.

Direct quotations: in which the exact words of an author are quoted verbatim. However, an assignment cannot be a 'cut and paste' exercise. Quotations should be used sparingly, as the person reading the assignment wants to see your views and analysis of what you have read.

Ways of referencing in APA...

Bad paraphrasing: Not much is known about how living arrangements in childhood affect adult children's willingness to take elderly parents into their homes. Past research on looking after elderly parents has focused on the characteristics of current family structure such as brothers and sisters, the marital status of parent or child, or competing roles. (Szinovacz, 1997)

= only a few words have been changed, not reflecting any understanding or interpretation of the original.

Ways of referencing in APA...

Good paraphrasing: Research has tended to focus on the effect of current family structure on adult children's willingness to look after their elderly parents. Consequently, little is known about the effects of childhood living arrangements (Szinovacz, 1997).

= the content has been rephrased.

Ways of referencing in APA...

Direct quotes can be used in the following ways depending on your sentence structure (picture illustration)

Short quotations (picture illustration)

Ways of referencing in APA...

If the quotation is **40 words or more** (not something that you should expect to do) then do not use quotation marks, but indent the quotation by half an inch on the left margin (in the same position as a new paragraph). Double space the entire quotation.

Reference list versus bibliography

A reference list is composed of all the sources that you have referred to in the text of your assignment. A bibliography is composed of all those sources you read, but did not refer to in your assignment.

Both reference list and bibliography are arranged in alphabetical order of author's last name.

A bibliography is not always necessary and will never duplicate anything in the reference list.

In text citations

One author

In-text citation requires that the last name of the author and the year of publication be inserted into the text, for example:

Two authors

If there are two authors of a work, both should be cited.

Three, four or five authors

If there are three, four or five authors of a work all authors should be cited the first time. Subsequently use et al. after the first author.
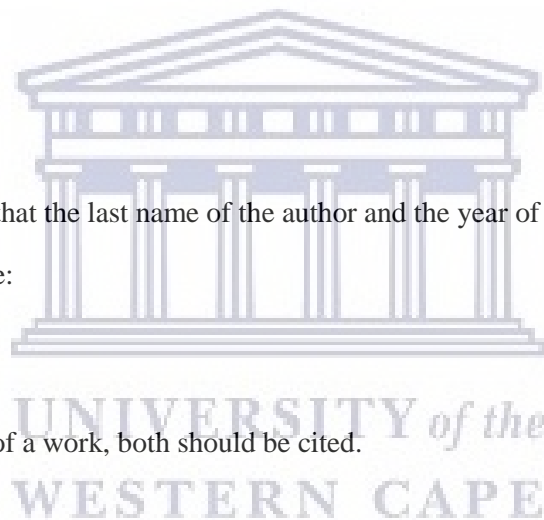
There is a comma after the second-to-last author.

Six or more authors

If there are six authors or more only the first author is cited followed by et al.

More than one work by various authors

If you cite two or more works by different authors within the same parentheses they should be in alphabetical order of author.

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More than one work by the same author in different years

Arrange two or more works by the same author(s) (in the same order) by year of publication. Give the authors' last names once; for each subsequent work, give only the date.

Author(s) with two or more cited works in same year

Use lower case letters (a, b etc.) to distinguish between works published in the same year by the same author (s).

Authors with the same last name

If your citation includes publications by two or more primary authors with the same last name, include the authors' initials in all text citations, even if the year of publication differs.

Initials help the reader to avoid confusion within the text and to locate the entry in the list of references.

In text citations...

Secondary referencing

Secondary referencing is where you need to refer to the work of an author which you have not read in the original, but have learnt about from another author.

Whenever possible you should use the original work. If this is not feasible, you must make clear that you have not read the original by referring to the work in which you found the reference.

In the reference list only include details of the work that you read.
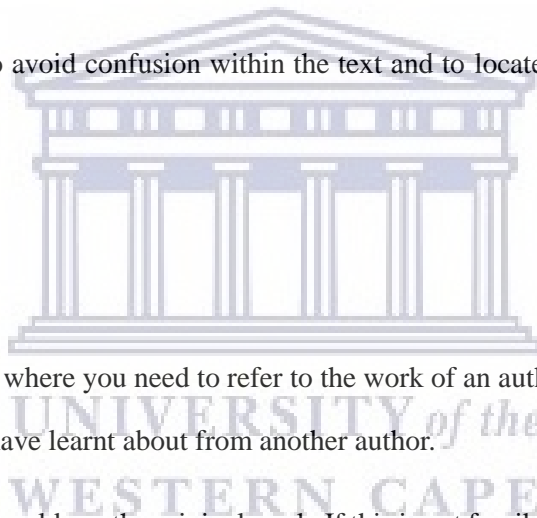
Secondary referencing...

Websites

It can be difficult to identify the author of a webpage, so decide who is responsible for the page and that person or corporate body can be referenced as the author.

Searching the 'About Us' or 'Contact Us' will help to identify the author.

If no author can be found use the webpage title. If no title use URL.

Groups (readily identified through abbreviation) as authors

Works with some details missing

Missing date

If no date use [n.d.]

No identified author or with an anonymous author

cite in text the first few words of the reference list entry (usually the title) and the year. Use double quotation marks around the title of an article, a chapter, or a web page, and italicise the title of a journal, a book, a brochure, or a report:

Works with some details missing...

the book *Dictionary of Food Science and Nutrition* (2006)

the website ("AWMGS (All Wales Genetics Medical Service)," 2013)

When a work's author is designated as 'Anonymous,' cite in text the word Anonymous followed by a comma and the date: (Anonymous, 2012)

General guidelines for organizing a references list

Double space each entry and use hanging indentation (the first line of an entry isn't indented, but every subsequent line in the entry is indented five spaces).

Alphabetize the list of sources by the author 's (or editor's) last name; if there is no author or editor, alphabetize by the first word of the title other than *a, an*, or *the*. Use initials for an author's first and middle names. For two or more works by an author, arrange the works by date, oldest work first.

General guidelines for organizing a references list...

The publication date should appear in parentheses directly after the last author's name; put a period after the final parenthesis. For books, list year only. For magazines, newsletters, and

newspapers give the year followed by the exact date on the publication (2000, November 10). If you list two works by the same author published in the same year, alphabetize by title, unless they are part of a series.

General guidelines for organizing a references list...

Put the title of a book after the year of publication. Book titles and subtitles should be italicized. Capitalize only the first word and proper nouns in a title or subtitle.

Don't put titles of articles in quotation marks or italics, and, as with a book, only the first word of the article title and subtitle and any proper nouns are capitalized. Periodical titles are capitalized just as you would normally, and italicize the name of the periodical and the volume number.

General guidelines for organizing a references list...

Include the city and official state abbreviation as well as the publisher in book citations. If the city is well known, omit the state abbreviation. The publisher's name may be shortened, as long as it is easy to recognize, as in this example: New York: Harper
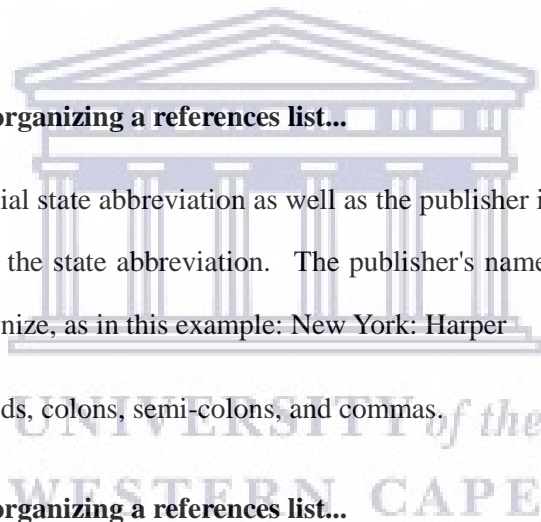
Use one space after periods, colons, semi-colons, and commas.

General guidelines for organizing a references list...

With two or more authors, use all authors' names rather than "et al" unless there are eight or more authors. Again, start with the last name and use initials for the first and middle names for **all** authors. Instead of the word "and," use an ampersand (&) and separate the names with commas.

General guidelines for organizing a references list...

Use p. (pp. for plurals) *only* before page numbers of newspaper articles and chapters in edited books, not in references to articles from magazines and journals. In contrast, parenthetical references in the text of a paper leading to specific pages always include p. or pp.—no matter what type of source.

General guidelines for organizing a references list...

Use p. (pp. for plurals) *only* before page numbers of newspaper articles and chapters in edited books, not in references to articles from magazines and journals. In contrast, parenthetical references in the text of a paper leading to specific pages always include p. or pp.—no matter what type of source.

General guidelines for organizing a references list...

Retrieval information must be given for electronic sources. The statement should provide the URL, or website address, of the source.

Cite personal communications only as in text citations—do not include them in the reference list.

General guidelines for organizing a references list...

Only enter edition if the book is not the first edition.

Use the first place of publication in the references if a book was published in more than one city.

The references list

Book with one author

Last name, initial(s). (Year). *Title.* Place: Publisher

Book with two authors or more

Last name, initial(s)., & Last name, initial(s). (Year). *Title.* Place: Publisher.
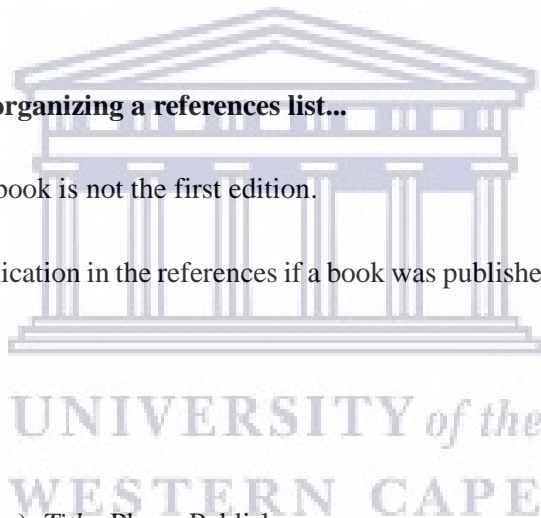
Edited book

Last name, initial(s). (Ed.). (Year). *Title* (ed.). Place: Publisher.

Use (Ed.) if one editor and (Eds.) if two or more editors

Chapter in edited book

Last name, initial(s). (Year). Chapter title. In Initial. Last name (Eds.), *Book title* (pages of chapter). Place: Publisher.

E-book

Last name, initial(s). (Year). *Title* (ed.). Retrieved from URL

Reference an e-book as you would a printed one; replace place and publisher with URL of the e-book collection or the e-book.

Thesis

For a thesis found on a database: Author, A. A. (year). *Title of doctoral dissertation or master's thesis* (Doctoral dissertation or master's thesis). Retrieved from Name of database. (Accession or Order No.)

Official publication

An official publication is a publication published by Parliament, a government department ,devolved government or an international organization such as the African Union or World Health Organisation.

Corporate author. (Year). *Title* (Series or reference number). Place: Publisher

Online official publication

Corporate author. (Year). *Title* (Series or reference number). Retrieved from URL

Journal article

Last name, initial(s)., & Last name, initial(s). (Year). Article title. *Journal title*, *Volume Number* (issue or part number if needed), page numbers.

Issue or part number only required if each issue begins with page 1, if volume has continuous pagination issue or part number is not required.

Online journal article

Last name, initial(s)., & Last name, initial(s). (Year). Article title. *Journal title*, *volume*, page numbers. DOI or journal homepage URL

If online version is the same as printed version, reference it as a printed journal article. If not
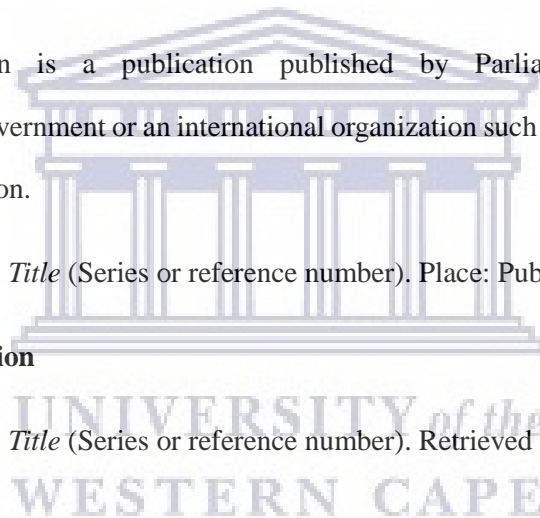
then include article Digital Object Identifier (DOI).   A DOI is a long unique numeric code. If a DOI is unavailable use a URL instead.

NB: If a reference has 8 or more authors, the first 6 authors are listed followed by ... followed by the final author. Example as below.

Allen, S. J., Jordan, S., Storey, M., Thornton, C. A., Gravenor, M., Garaiova, I., …Morgan, G. (2010). Dietary supplementation with lactobacilli and bifidobacteria is well tolerated and not associated with adverse events during late pregnancy and early infancy. *The Journal of Nutrition,140*(3), 483-488. doi:10.3945/jn.109.117093

Newspaper article

Author, A.A. (date). Title of article.   *Title of Newspaper*, xx, p. or pp.

xx denotes column or section (Useful as many printed newspapers have a number of separately paginated sections)

> Ruddick, G. (2013, October 3). Tesco suffers sales slump in all global businesses; UK rivals gain ground but boss Clarke confident turnaround plan is working. *Daily Telegraph*, Business News, p. 1

Online newspaper

Give the URL of the home page when the online version of the article is available by search to avoid unstable URLs.

Magazine

Date must be the date shown on publication (day and month for weeklies and month for monthlies). Add the volume number after the title.

Book review in a journal

Last name of reviewer, initial(s). (Year). Title of review [Review of the book *Title of book*, by name of book's author]. *Journal Title*, volume, page numbers.
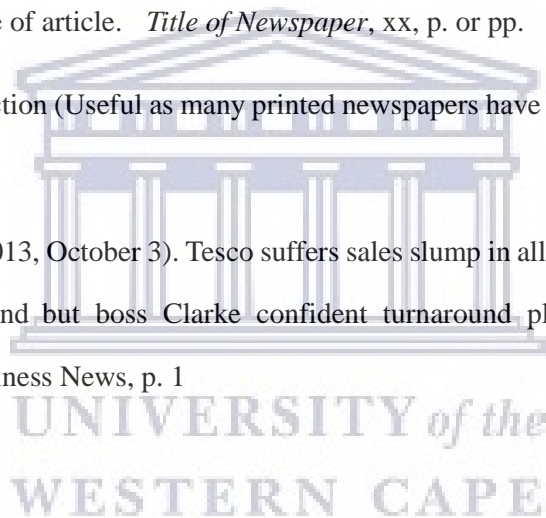
If the review is untitled, place the material in brackets immediately after the year. Retain the brackets to indicate that this is a description of the form and content, not the review's title.

Website

Author. (Year). *Title.* Retrieved month day, year, from URL

Only include the date the information was retrieved if the website is likely to change frequently, as in the case of this example (a blog). If the information is "published" with a static date (year) no date of retrieval is required.

Author of a website is usually a corporate author. However if you're citing a specific document on a website there may be personal authors.

Personal communication

Personal communications such as email, personal interviews, telephone conversations do not provide recoverable date and are not included in the reference list.

Use your judgment in citing other electronic forms of personal communication.

What you cite should have scholarly relevance.

Cite personal communications in the text as follows:

G. P. Mooney (personal communication, June 6, 2013)

Conference paper in published proceedings (journal format)

Last name, initial(s)., Last name, initial(s). (Year). Paper title. *Proceedings title***,** *volume,* page numbers. doi: number

Conference paper in published proceedings (chapter in book format)

Last name, initials. (Year). Title of paper. In initials editor's last name (Ed.), *Title of conference proceedings* (pp. page range). Place of publication: Publisher.

Conference (unpublished)

Last name, initials. (Year, Month). *Title of paper or poster.* Paper or poster presented at the

meeting of Organization name, Location.

Appendix E3: A selection of other resources used for instruction

<u>**Revision exercise on referencing used in Session U13 by LecU**</u>

LANGUAGE AND COMMUNICATION STUDIES

EXERCISE ON APA REFERENCING

1. Write a reference list in APA for an essay that uses the following:

A

Note perfect: an investigation of how students
view taking notes in lectures

Richard Badger[a],*, Goodith White[b], Peter Sutherland[c],
Tamsin Haggis[c]

[a] Centre for English Language Teaching (C.E.L.T.), Institute of Education, University of Stirling, Stirling FK9 4LA, Scotland, UK
[b] School of Education, University of Leeds, Leeds LS2 9JT, UK
[c] Institute of Education, University of Stirling, Stirling FK9 4LA, Scotland, UK

B.

Base Cation and Nitrogen Budgets for a Mixed Hardwood Catchment in South-central Ontario

Shaun A. Watmough* and Peter J. Dillon

Environmental and Resource Studies Program, Trent University, Peterborough, Ontario, K9J 7B8, Canada

C. Published in 2013 in Brisbane

2. Write a list of references for an essay from the fictitious details given below.

- We don't know who wrote this newspaper article. It was in the Guardian newspaper on Saturday November 6th this year. The title is: Divorced couple fights for frozen embryos. It is on page 18.

- Someone called Andy Gillett wrote this web page, which is very useful, and he worked at the University of Hertfordshire. It was published on May 6th this year. The title is: Using English for Academic purposes. The URL is http://www.uefap.com/ and I copied some information from it for this exercise on Sunday November 7th at 11.00 at night.

- This was published in 1991 in Oxford and is a book by Dr Morton Davies. The title of the book is: Basic Chemistry for Beginners and the publisher was Oxford University press.

- This small book is called: learning purpose and language use. It was written by Henry George Widdowson and published in 1983. Like all his books it was published in Oxford by Oxford University Press.

- This newspaper article was written by Jane Martinson in New York. The title of the article is: Microsoft faces defining moment, and it was in the Guardian on page 10 on Saturday November 6th, 1999.

- This book, like many dictionaries, does not say who wrote it. The title is: Collins COBUILD English language dictionary and it was published in 1987 by HarperCollins in London.

- An article in the journal: Applied Physics. It was written in 2001 by E Bialystock and M Sharwood-Smith. The title of the article is: Applied physics and its contribution to human development: the Biogas movement of rural India. It was published in volume 6 and it is from page 101 to page 117.

- An article in a collection of articles edited by Vorster von Dijk. Harnessing solar energy and it was written by Robin Campbell and Roger Wales. It was on pages 242 to 260. The book of articles was called: clean fuel for the twenty first century and it was published in 2005 by Bauber in Calgary.

- An article by Robert Cooper called: Design considerations in intravenous tubes. It was published in 2007 in the journal Medical Designs. It is on pages 303-314 in volume 4 issue 2.

- A very important book written in 2000 by W F Mackey. It was called: Communicating designs to grassroots. It was published in Port Harcourt by Harcourt Brace Publishers.

3. In each of the following, state the mistake made by the writer of the reference list. Please note that the writer was using APA referencing format.

   a) Belcher, D. D. (1989) How professors initiate non-native speakers into their disciplinary discourse communities. *Texas Papers in Foreign Language*
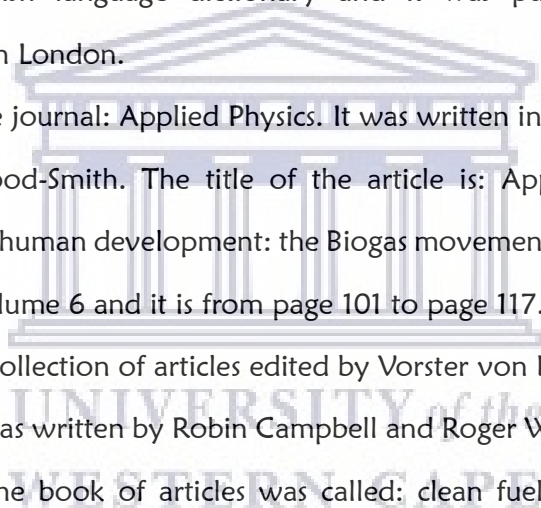
Education, *1*, 207-225.

b) Brett, P. 1994. A genre analysis of the results sections of sociology articles. *English for Specific Purposes*, *13*, 47-59.

c) Bridgeman, B., & Carlson, S. B. Survey of academic writing tasks. *Written Communication*, *1*, 247-280.

d) Campbell, A. F. (1983). Organise your English. London: Hodder and Stoughton.

e) Clyne, M. (1983). Culture and discourse structure. In Smith L. E. (Ed.), *Readings in English as an international language* (pp. 163-167). London: Prentice Hall.

f) Collinson, D. J. (1982). *Writing English.* Wildwood House.

g) Dudley-Evans, A. (1984). "A preliminary investigation of the writing of dissertation titles". In G. James (Ed.), *The ESP classroom: Methodology, materials and expectations* (pp. 40-46). Exeter: University of Exeter.

h) Grellet, F. (1981). *Developing reading skills.* Cambridge.

i) Hamp-Lyons, L. & K. B. Courter (1984). *Research matters.* Rowley, Mass.: Newbury House.

j) Hopkins, A. & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes*, *7*, 113-121.

k) Hopkins, A. (1989). Perspectives. London: Longman.

l) Horowitz, D. (1986). Essay examination prompts and the teaching of academic writing. *English for Specific Purposes*, *5*.

m) Horowitz, D. (1986). What professors actually want: Academic tasks for the ESL classroom. TESOL Quarterly, 20, 445-462.

n) Horowitz, D. (1989). The undergraduate research paper: Where research and writing meet. *System*, *4*, 347-357.

End of semester examination administered in the EAP course

MALAWI UNIVERSITY OF SCIENCE AND TECHNOLOGY

BINGU SCHOOL OF CULTURE AND HERITAGE

DEPARTMENT OF LANGUAGE AND COMMUNICATION STUDIES

END OF SEMESTER EXAMINATIONS

LCOS 111: LANGUAGE AND COMMUNICATION STUDIES

DATE: 12th February 2019   TIME: 9:00-12:00

(NAMES OF EXAMINERS)

INSTRUCTIONS

1. This paper has **4 QUESTIONS**; Please check.

2. Answer **all** questions.

3. Marks for each question are indicated against it.

4. Marks will be deducted for mistakes such as in spelling, grammar and punctuation.

QUESTION ONE

Using relevant examples, explain how you have applied the time management concepts you learned in the LCOS module for your everyday activities at MUST

                    [16]

QUESTION TWO

a) Explain any **two** problems that would be encountered by a university   student

who fail to adapt reading strategy to purpose.   **[4]**

b) Explain any **two** reasons why critical reading is suitable for university students.

[4]

c) Explain the importance of skimming the following parts of the book:

   i) Blurb   **[2]**

   ii) Index   **[2]**

   iii) Glossary   **[2]**

   iv) References   **[2]**

   v) Author   **[2]**

d) Read the text below and make notes using the mapping method.

Our talk today is on how water is purified. Firstly, I will talk about why water is purified; in other words, why water should be made suitable for drinking. This must be made clear before we can talk about the process of purification.

Water needs to be purified because it is almost impossible to discover a natural source of water, and secondly because, as well know, impure water may contain living organisms called germs, that can greatly harm people. Some of the diseases caused by germs are cholera and typhoid.

Now, are there any natural sources of pure water? Well, snow, which falls in very cold regions, is probably the purest natural source of water, and next is probably rain. However, rain contains dissolved poisonous gases of the air, such as carbon monoxide, chlorides and sulphates. Although these substances are there in very small quantities, it mean that rain water is not completely pure. Other water sources, such as mountain streams and lakes, often contain dissolved organic salts. Water found in lowland regions is totally polluted with all kinds of bacteria.

So it seems clear that all these sources of drinking water need to go through a purification process. We will accordingly look at three methods used in water purification, and these are by storage, by filtration and finally by chlorination. This is how each method is conducted.

The first method is storage, and this is done by keeping water in a reservoir. Furthermore, the water is aerated, and chemicals are added to the water. This treatment makes three things happen. The impurities in the water settle, and the odours and gases are removed. Furthermore, bacteria lose their power when kept in water in a storage tank. This is how storage purifies water.

The second method is by filtering water through sand. This also removes many impurities and bacteria. Various methods of filtering have been established, and the most successful of these is one that forces the water through the sand mechanically and at great speed.

Nowadays, a common method of water purification is chlorination. This is a very cheap, quick and efficient method. About four kilograms of chlorine is added to about five million litres of water. This is enough to destroy almost all the bacteria that may be in the water.

These them are the reasons why water needs to be purified and the methods of purification. Next time you drink a glass of water, remember the processes it goes through.

[16]

QUESTION THREE

a) Explain the importance of the following in the listening exercise:

    i. Making guesses on what is to be presented.   [2]

    ii. Following signaling devices   [2]

b) Imagine you are listening to a presentation. What would each of the following statements signal about what the presenter is about to do in the course of the presentation?

    i.   "As we have all read…"   [1]

    ii.   "I want to highlight…"   [1]

    iii.   "This is shown by the following examples…"   [1]

    iv.   "I'd now like to move on to…"   [1]

    v.   "In my presentation today…"   [1]

QUESTION FOUR

a) Write a two paged essay on the following topic: [20]

The role of technology in development

b) Use the APA referencing format to write a reference list for the following items:

A book written by Erik Lokensgard titled Industrial Plastics: Theory and Applications published in New York in 2010 by Demar. This is a 9th edition.

A chapter titled influence of alcohol on human health written by Yulip D. Gamburg in a book edited by Yulip D. Gamburg and Giovanni Zangari published in New York in 2011 by Springer. The book's title is Health and Development. This chapter is found on pages 550-561.
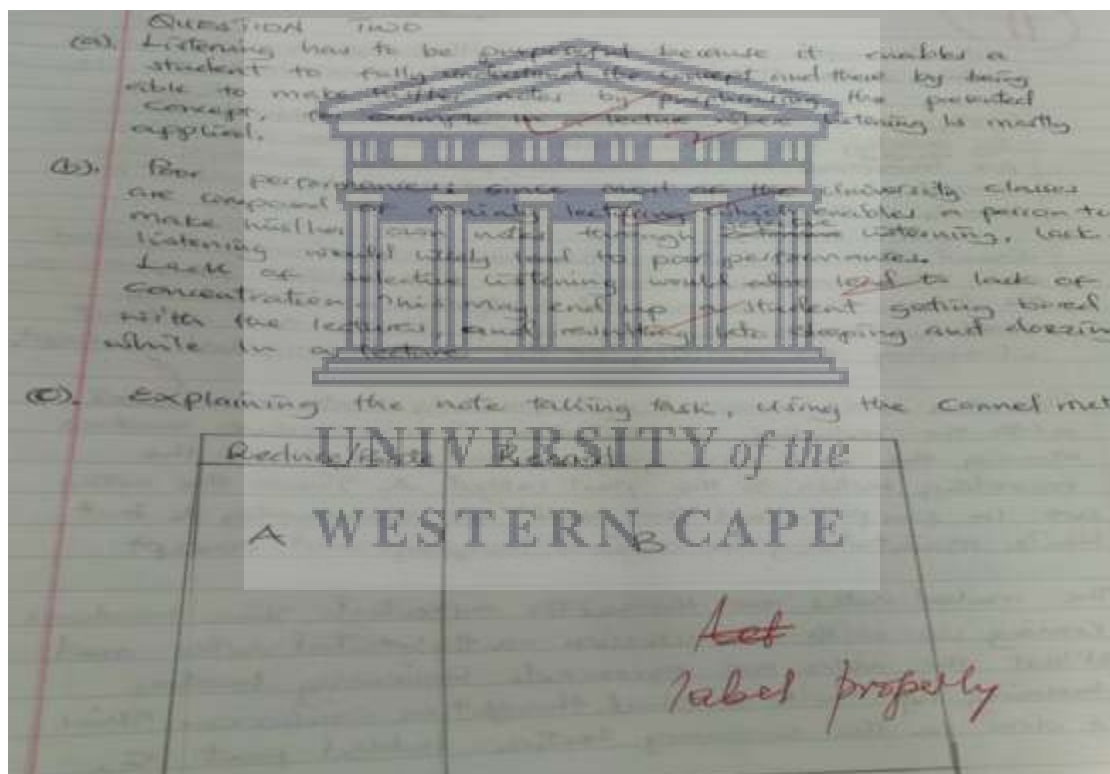
A book by Mukesh Doble, Anil Kumar Kruthiventi and Vilas Ganajan Gaikar titled Biotransformations and Bioprocesses published in Florida in 2004 by Marcel Dekker.

A journal article titled Understanding students behavior and performance in the university by Jonathan K. Lassila, Susan L. Bernstein, James L. Kiney, Seith D. Axen, and Cheryl A. Kerfield. It appeared on pages 2217-2228 in volume number 426 issue 2 of the Journal of Educational Psychology published in 2017. The journal's DOI number is 10.1016/jmb.2017.02.025.

[21]

End Of Question Paper

_____

Examples of written assessment feedback

(a) Setting a goal to my academic ...
In relationship to this year of 2018, I
end of four years from this year of 2018, I
should be able to go and study my masters degree
abroad. This will be done by working hard, attending
lectures and having extensive personal studies
using the library resources. This will help me to
pass my degree with good grades, and be thereby
having access to study my Masters degree abroad.

i) Setting a goal
In relation to my academic studies life at MUST, by the
end of four years from the year 2018, I should
be able to 50 and find obtain my academic studies of
the ol

). In relation to my academic life at MUST, 3
by the end of four years from now, I should be
able to go and study my Masters degree abroad.
How relevant is you goal

b) The goal obt is to Obtain a Masters degree, which is
totally possible, because there are people who are one
masters degree (Masters). By attending lectures, working
hard, being self disciplined and having extensive libra studies
and researches will help the goal to be successful, since
they will lead to good performances, this makes it to
be attainable and achievable. Obtaining a Masters
degree will mean getting more chances and opportunities
of getting a job, this thereby making the goal to be reasonable.
The goal is set from few years from now, making

Out line format
→ To day am going to talk about time effecsising
looking how good this is and the structure of time in
our life, according to the scientists and ecologists
→ There are six way of thinking about time first two are
categorized into personal time zones
→ first based on positive past positive thinkers
These spend their time focusing on marriage
time marriage
→ second one are negative great thinkers that earlier
focus these thinker come up with regrets failures and
poor decision making
→ Present great thinkers are good time thinker about that
its people avoid time in fate whether powers religous
and society change time life.
→ future time zones they classify the time thinkers as
planner and goal setters these thinks that
indeed is not a decision in certain place this is not
only experience it self what they success is their live

3a. It important to understand the quadrants of time management
matrix because a student can be able to prioritize
the most important and urgent thing to be done at
a particular ~~amount~~ moment and she/he can be able to
ignore things that can waste his/her time which are
not important and also not urgent. As a result of
prioritising the thing to be done a students academic
performance can increase and she/he can manage his/her
time well since academic tasks can be done in time
leaving time to her/him to attend to personal matter and also
a student is able to manage stress ~~that~~ ~~academic~~ ~~that~~ ~~due~~
~~to~~ which comes due to ~~pressure~~ poor planning, interruption
when attending to academic tasks.

Explain each quadrant separately
& how helpful are the activities
in each Quadrant.

[red ink annotation] Explain the different Quadrant separately

	Urgent	Not urgent
important	• helps in prioritizing helps in planning **1**	**2**
unimportant	**3**	**4**

HOW TO IMPROVE ACCESS TO HIGHER EDUCATION

A nation rich in human resource is a wealthy nation in many sorts of ways. Both the government and the private institutions require trained personnel to operate their services and production. High education is the main source of the workforce that that is required by these institutions. It is therefore important for every nation to have improved access to higher education in order to produce the adequate amount of trained human resource play a role in the development of a country. Many advanced nations have put up strategies that can be adapted by the developing countries such as Malawi and many other third world countries in order to produce their own work force. They use improved higher education to acquire personnel in the health, education, science, agricultural and all other sectors necessary for development.

[red ink annotation] how ??

[red ink annotation] It does not say the HOW

[red ink annotation, circled] 5/10

3(a) Time management matrix is very important to a student in a way that managing activities in quadrant one which involves activities that are urgent and important the end result is stress, but activities in this quadrant involves assignments and personal one Activities in quadrant two for example studying for examinations involves planning and preparation. Managing these activities shows that your perspective balance and responsible. These activities are important but not urgent. Urgent and not important activities are found in quadrant threes. These activities include, meetings answering phone calls just to mention a few. Spending more time doing these activities shows failure because they are academically benefitted. All activities which are not important and not urgent are found in quadrant four. These activities include watching television gossip and others. Spending time doing these activities shows that you are irresponsible and interdependent on other. Activities in quadrant two are more important sometimes than quadrant 1. In general time management matrix helps student to prioritise activities hence managing time more effectively.

(b) (i) Crisis management - This can be solved by prioritise activities as important, urgent, not important and unnecessary

(ii) Procrastination can be stopped by never pull off today due tomorrow.

(iii) planning behaviours. These are behaviours which guide you what do to do at what time. This involves making a to-do list which tells you that this time its for that activity.

1

PERSONAL TIME TOOLS

A. Past

  i. Positive thinkers
    - think about marriages, birthdays
  ii. Important achievements
    - keep books and album photos

B. Past failures

  i. Negative time thinkers
    - poor decision makers
  ii. Think how life could be

C. Present

  i. ~~Good~~ Good time manager
    - social media
    - immediate sensing
  ii. How to control time

D. Present failures

  i. Poverty
  ii. Resist temptations
    - ~~bad habits~~
  iii. Religions

E. Future

  i. Planners and goal getters
  ii. Decisions made under potential consequences
  iii. Think about work.

F. Future Failures

  i. Fails to success
  ii. Make poor decisions

PERSON'S TIME

PERSON TIME

(a) Past Positive Time
  (i) Remembering memos
  (ii) Keep families record
      - Photo album
      - Books

(b) Past Negative Time
  (i) focussing on bad things
  (ii) Regreting
  (iii) Failures
  (iv) Poor decision

(c) Present A hedness
  (i) Thingking about Pleasure
      - Have good time to resist Pleasure.
  (ii) Gtures or circumstances

(d) Future Time
  (i) Making discussion
  (ii) Planning
  (iii) work to resist temptations.

(e) Furtellistic Time
  (i) Think about after dead
  (ii) Think about judgement day.

b.a) Procrastination —what is it?
- Never put off till tomorrow what can be done today.

b) Interruptions —what is it?
- Working in areas/area
- Working in area where you feel not disturbed.

C.i) Planning behaviours which involves setting up goals, planning tasks and having the to do list that would contribute to prioritizing of tasks.

ii) Time assessment behaviours that involves aware of one's present time and future to and awareness of one's use of time. This plays a role in a way, one can accept task and responsibilities accordingly to one's li use of time.

1. Personal Time
- people have positive and negative in 20

2. Past Time
- in remembering past event people get frustrated
- involve in the decissions
- becomes affected.

3. Future Time
- people resist temptations
- Thinks of working according to term

③

4. Present Time
- people learn from regrets and the bad moments They encountered.
- So they pray to avoid the pains

5. Future Realistic
- pple expects death

- Check your style
- use short sentences

Outline method

TIME

1. how people think about time and how time affect our lives.
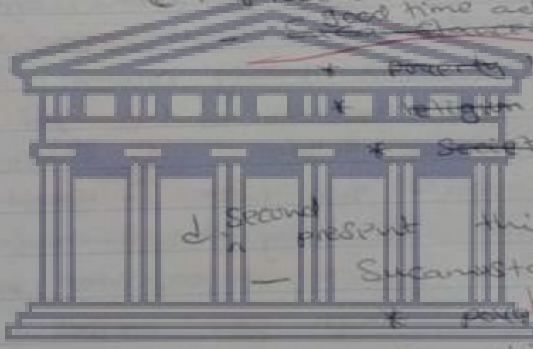
A. 6 ways how psychologist think about time.
   a. past positive thinker
      - important achiev. in life
         * marriages
         * birthdays

   b. past negative thinker
      - Spend time thinking
         * regreate
         * poor decision
         * failures.

   c. present thinker first
      - loose time and avoid pain
      - chances seal fate.
         * poverty   live peacefully
         * religion
         * society.

   d. second present thinker
      - circumstances and fa
         * poverty
         * religion
         * society

CONTINUED in #F the END OF
QUESTION FOUR

9) By the end 2022, I will _____ a degree passed with distinction in the field of water quality management. This _____ will be fulfilled, attending lectures each and every working day, come in class 30 minutes before classes and submitting assignments in the recommend time. This will be done after 4 years here at MUST. *how relevant is this goal?*

2) My goal is spesific to the degree in field of water quality management. Measurable; the goal will be fulfilled after four years of staying here at MUST. Achievable whereby most distinction students were got ~~distinction~~ in this field. Which means I can also manage as well. This is also relevant as most student got their degrees passed with distinction. Time bund whereby, by the end of 2022 ~~the~~ my goal will be achieved.

3

goal principles not well presented

2a) It helps _____ _____ students to understand the _____ topics of lecture's presentation. 2

b) If he _____ _____ busy get confused because there is _____ lecturer's presentation which is not important _____ its just joking _____ _____

c) They _____ instead of properly understanding the things that they _____ _____ _____ proposed _____ thing.

(C)	
Reduce the task by selecting only important ~~points~~	records the tasks according to my understand during presentation.
5	*just tabble the explanation, present the explanation as written*
Summary of tasks as written	

Explaination

Firstly, there is need to record the tasks according to understanding in the recording box as show above. Then the tasks is reduced, by select only the important points in first left handside quadrant. This process of reducing tasks also

40   MY GOAL   goal not well presented

In the end of four year of studying here at MUST, I want to have awarded with of degree with a distinction. This goal can only be achieved by attending lecture having good relationship with lectures and working hard on my studies. It is important for me to achieve this because I want to motivated as get not have a degree with a distinction not a MUST after four years of study.

d ~~going~~ moving on to something
ii Changing direction

3 It enables a student to know what must be done first and what must be come next. A student can also know on which things he/she is supposed to add much effort. urgent things are the one's that are supposed to be done first and when a student understood each of the four quadrants he/she can not waste time in doing unimportant things instead of important.

b Interruptions - It can be solved by working in areas where you are less likely to be disturbed.

* Procrastination - Never put off till tommorow what you can do today

c Time assessment ~~behaviour~~ this is being aware of hereseknow of past present and future and ones awareness of the time

* Monitoring behaviour. This involves observing one's use of time while performing activity goal setting activities

4 During mid semester holiday I want to finish reading all biology topics that I missed during lecture time. So that after the holiday I should focus on other new topics

b The goal ~~above~~ is general. It is specific in a such away that it is targeting a course and topic ~~that I am targeting~~ The goal is also measurable because I can choose how much effort

Question-two Answering two

(a) helps listener to be attension and listen activity that at the end he work can summarise what he listen or test other the gear of the message listened.
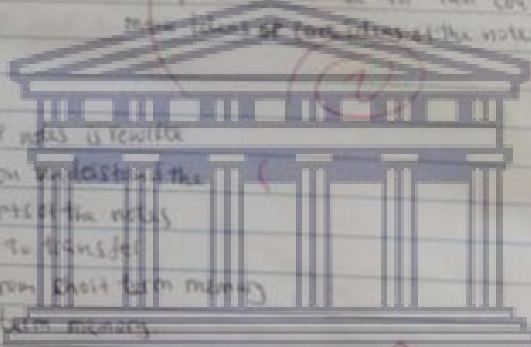
(b) redundance of the words this happen when the listener is not aware of the gear of the task

(c)

corner method

```
┌──────┬──────┐
│  2   │  1   │
│      │      │
├──────┴──────┤
│      3      │
└─────────────┘
```
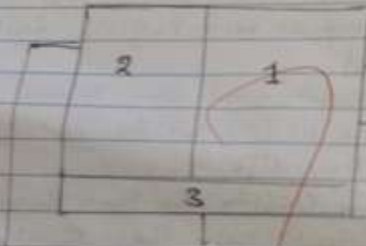
→ This is where notes is recorded at first time

→ This is where notes is written at first time, this done for easy indicate and reduces concept. It also slit for viewing

This part summarise all and contain only main ideas of concept than the notes used

→ In this part notes is rewrite to try if you understand the major concepts of the notes this helps to transfer message from short term memory to long term memory

(d) (i) It showing the major relationships
(ii) It clarifying some certain centre ideas