

UNIVERSITY OF THE WESTERN CAPE



**An assessment of the Academic Literacy (AL) modules
offered at the University of the Western Cape: Towards an
embedded hybrid academic literacies model**

By

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degree of**

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Management Sciences at the University of the Western Cape**

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DECLARATION

I declare that *An assessment of the Academic Literacy (AL) modules offered at the University of the Western Cape: Towards an embedded hybrid academic literacies model* is my own work, it has not been submitted before for any degree or examination to any other university, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

Lutasha Abrahams-Ndesi

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Signed

13 August 2021

.....
Date



KEYWORDS

Academic development

Academic Literacies

Decolonisation

Embedded hybrid academic literacies model

Epistemological access

First-year students

Historically Black University

Holistic support

Students success

Three-year degree programmes



ABSTRACT

This study was about new incoming students' academic development needs and induction to higher education studies at a historically Black university in the Western Cape Province in South Africa. The overall purpose was to assess four of the seven faculties' academic literacies modules in order to ascertain whether they provided holistic support to first-year students who the university admits to its respective undergraduate degree programmes. The study had three objectives. The first objective was to determine each faculty's academic literacies module's theory and practices. The second was to evaluate the four modules to determine if they were addressing the needs of first-year students holistically. The third and last objective was to arrive at an embedded hybrid academic literacies model that faculties could use within their specific contexts and disciplinary fields.

This study was positioned in a qualitative research paradigm because the researcher wanted to examine the effectiveness of the academic literacies' modules and how the research participants' experiences and behaviours were shaped by their social, economic, cultural and physical contexts. As such, the study used a participatory evaluation research design that allowed the researcher and the research participants to actively engage and participate in the facilitation and progression of the study (Babbie & Mouton, 2007).

The conceptual framework was based on a combination of the strengths of the three academic literacies models as conceptualised by Lea and Street (1998, 2006) and Gutiérrez's (1993, 1999) hybrid language practice model's characteristics. The combined strengths and features allowed the researcher to construct an embedded hybrid academic literacies model consisting of four main dimensions: students' personal factors, students' academic factors, content knowledge and skills development factors, and ALs lecturers' pedagogical factors. Each of the dimensions had sub-dimensions, which formed the basis for the analysis of the data collected and the discussions and interpretations of the results in Chapter Seven.

The study had three participant groups. The first participant group was a group of first-year students conveniently selected in each of the four faculties (Faculty of Arts and Humanities, Faculty of Economic and Management Sciences, Faculty of Law, and Faculty of Natural

Sciences), totalling 167 students. The second group consisted of two academic development coordinators. The first coordinator was coordinating the English for Educational Development (EED) academic literacies modules in the faculties of Arts, Law, and Science. The second was coordinating the Academic Literacy for Commerce (ALC) academic literacies modules in the Faculty of Economics and Management Sciences. The third and final research participant group consisted of four academic development practitioners/lecturers responsible for teaching the four faculties' academic literacies modules.

The data collection methods included a self-reflective questionnaire for the student participants and semi-structured interviews with the two coordinators and four academic literacies' lecturers. Each module's module descriptor and module/course outline were also included as part of the data collected.

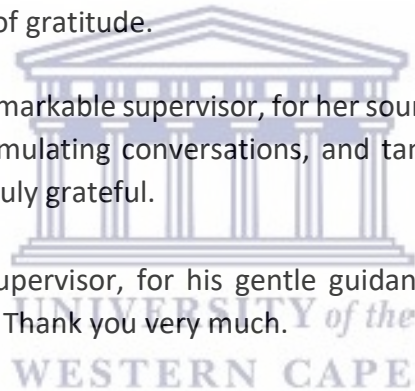
The contribution of the study's findings to the body of knowledge is twofold. First, the study's findings provide a different perspective to the field of academic development that was and still is dominated by homogeneous researchers from the West. Second, the researcher formulated a detailed and systematic process of how the embedded hybrid academic literacies model could be implemented within public universities in South Africa to support and empower first-year students so that they can succeed in their academic studies.

Based on the findings, recommendations were proposed for first-year students, their parents and families, the academic development coordinators and academic literacies lecturers, cognate discipline academics, the faculties and university's leadership, other tertiary institutions in South Africa, and the Department of Higher Education and Training.

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DEDICATION

This dissertation is dedicated to my beloved father, late mother and my children for being the 'sun beams and star lights in my sky' throughout this journey, and for consistently holding out the 'rainbow' of faith, love and hope for me to become the best that I can be.



LIST OF ACRONYMS/ABBREVIATIONS

AD	Academic development
ADC	Academic Development Centre
AIL	Academic Information Literacy
ALs	Academic Literacies
ALC	Academic Literacy for Commerce
ALD	Academic Literacy for Dentistry
ALDP	Academic Literacy Development Programme
ANC	African National Congress
ASPs	Academic Support Programmes
CADAD	Council of Australian Directors of Academic Development
CDE	Centre for Development and Enterprise
CE	Church of England
CHE	Council of Higher Education
CHS	Community and Health Sciences
CPUT	Cape University of Technology
CUT	Central University of Technology
DBE	Department of Basic Education
DUT	Durban University of Technology
DRC	Dutch Reformed Church
DET	Department of Education and Training
DHET	Department of Higher Education and Training
EED	English for Education Development
ECP	Extended Curriculum Programme
EMS	Economic and Management Sciences
Eng.	English



FAL	Foundation Academic Literacy
1 st	First year
FTE	Further Education and Training
GMS	Glasgow Mission Society
HBU	Historically Black University
HEIs	Higher Education Institutes
HEQC	Higher Education Quality Committee
HERDSA	Higher Education Research and Development Society in Australasia
HBU	Historically Black Universities
HWEUs	Historically White English Universities
HWUs	Historically White Universities
HSRC	Human Science Research Council
IL	Introduction to Information Literacy
IT	Information Technology
LAC	Language Across the Curriculum
LAM	Language Awareness Movements
LER	Learner Educator Ratio
L 126	Literacy for the Classroom
MUT	Mangosutho University of Technology
NAWC	National Access Consortium Western Cape
NCHE	National Commission on Higher Education
NDA	National Development Agency
NDP	National Development Plan
NLs	New Literacies
NMU	Nelson Mandela University
NP	National Party



NPHE	National Plan for Higher Education
NQF	National Qualifications Framework
NSFAS	National Student Financial Aid
PER	Participatory Evaluation Research
PR	Participatory Research
PTHE	Programme for the Transformation of Higher Education
PIRLS	Progress International Reading Literacy Study
RSA	Republic of South Africa
RU	Rhodes University
SAHE	South African Higher Education
SAHEIs	South African Higher Education Institutions
SAQA	South African Qualifications Act
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SPU	Sol Plaatje University
SMHU	Sefako Makgatho Health Sciences University
SUN	Stellenbosch University
TBVC	The Republics of Transkei, Bophuthatswana, Venda and Ciskei
TUT	Tshwane University of Technology
UJ	University of Johannesburg
UK	United Kingdom
Unisa	University of South Africa
USA	United States of America
UCT	University of Cape Town
UFH	University of Fort Hare
UFS	University of the Free State
UKZN	University of KwaZulu-Natal



UniZulu	University of Zululand
UP	University of Pretoria
UWC	University of the Western Cape
VUT	Vaal University of Technology
Wits	University of the Witwatersrand
WSU	Walter Sisulu University



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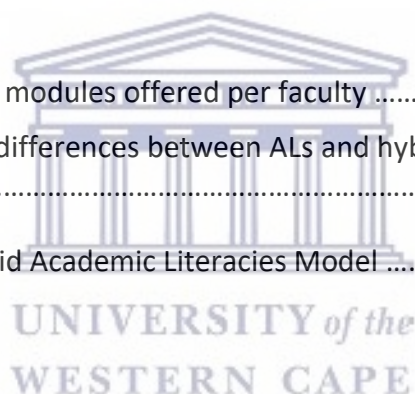
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DEFINITION OF KEY CONCEPTS USED

For clarity and better understanding, the key concepts used in the dissertation are defined and described below. These are the meanings and understandings used throughout the discussions in the different chapters.

Academic development: According to the University of Johannesburg (n.d.), academic development (and support) comprises multiple initiatives with the overall purpose of providing the best possible learning experiences for undergraduate students in South Africa to maximise retention, throughput and success.

Academic discourse: Hounsell (1998) identifies the concept 'academic discourse' as a specific way of doing certain activities with particular conventions in higher education, such as reading and writing. In this study, the concept refers to how the academic literacies' lecturers used the term to facilitate the ALs modules' content whereby the tacit nature of academic discourse is present and where its features are made more explicit to students.

Academic Literacies (ALs): In the British tertiary sector the concept 'academic literacies' "... comes primarily out of studies in language, literacy and ethnography, with a focus on descriptive studies of specific literacy practices, and has no particular disciplinary home" (Russell, Lea, Parker, Street & Donahue, 2009, p. 396). In this study the concept 'academic literacies' (ALs) is used as an umbrella term that encapsulates the multiple literacies skills and practices, such as reading, thinking, writing, referencing, information and digital literacies. It includes the English for Educational Development (EED), and the academic literacy modules offered to first-year students in the three-year degree programmes in the four faculties that formed the research sites of this study.

Academic literacy practitioners: Academic literacy practitioners are academic staff who works in academic development or teaching and learning development units, or within faculties, whose particular role is to work with lecturers and students to develop students' academic literacy practices. (Hallet, 2012; Lea & Street, 1998, 2006). They are also referred to as academic developers, or academic development practitioners.

Additional/second language: In the South African context this concept refers to any other language of communication which individuals may have in addition to their first/mother tongue language. For the purpose of this study, the concept also refers to students who may be bilingual and or multilingual as they can communicate in more than one language.

African: This concept is one of four racial groups instituted by the apartheid's government in South Africa. Race is defined as a social concept referring to a group of people who share distinct and similar physical characteristics (South African History Online, n.d.). During apartheid, the African population was referred to as 'Black'. Its use in this study refers to one of the four racial classification groups, which is still in use today.

Agency: As argued by Conradie (2013), the concept 'agency' is activated and manifests itself in the form of the following dimensions: increased abilities to apply reflective judgement, increase feelings of relatedness, autonomy of choice, success in goal pursuits, values, improved skills and competence, increased abilities and motivation. In this study, this concept refers specifically to students' ability to organise and regulate actions over time to work and achieve their academic goals (Larson, 2011).

Biographical information: This concept includes a person's personal information. In this study, it refers to the student participants' personal information which included their biographical, geographical and financial aspects.

Black: A derogatory term used to refer to persons with a dark skin pigmentation (Merriam-Webster Dictionary, n.d.). In this study, it refers to the derogatory connotation of the concept, which was widely used during apartheid in South Africa to negatively label citizens. It included the African, Coloured and Indian races.

Capabilities: Reflect the freedom of/or opportunity for individuals to achieve their valued functionings. It also represents the opportunities they have to undertake the actions and the activities that they want to engage with in pursuit of who they want to be (Conradie, 2013; Robeyns, 2005; Sen, 1985).

Cognate disciplines: A cognate discipline is a systematically connected subject/field, or defined niche area of study (University of South Western Australia (UNSW), Glossary, Handbook, 2015). For the purpose of the study, this concept referred to those particular niche areas of study within a specific field of education offered in the different faculties as part of the respective degree programmes.

Colonisation: The Cambridge Dictionary (n.d.) defines the concept 'colonisation' as the act of sending people to live in and govern another country. In this study, the concept refers both to external colonisation (the Dutch and British invasion and control of South Africa), and internal colonisation (the apartheid's government and how they further entrenched the notion of colonisation), with specific reference to education in South Africa. (Lekgoathi, 2006; Minkley & Rassool, 1998).

Coloured: This concept is used to refer to descendants from mixed races in South Africa. Its use in this study refers to one of the four racial classification groups, similar to the concept 'African'.



Coordinator: Is known as an individual who displays a leadership role in any organisation where s/he has to oversee different projects or people and assist them to work together in an organised manner in order to achieve something (Cambridge Dictionary, n.d.). In this study, this concept refers specifically to academics who oversee the academic literacies/EED modules in the different faculties at the university.

Course/module outline: Refers to documents that provide specific information pertaining to learning and teaching activities and main outcomes set out to be achieved in any discipline or field of study as decided by a university. In this study, it refers to the four ALs modules' content guides that serve as a 'contract' between the students and ALs lecturers (University of the Western Cape, Senate Academic Planning Committee, 2019).

Decolonisation: The concept 'decolonisation' is described as the process of undoing colonising practices. Within the educational context, this means confronting and challenging

colonising practices that have influenced education in the past, and which are still present today (University of Victoria, Centre for Youth and Society, n.d.). Ndlovu-Gatsheni (2018) defines it as ‘The search for a liberating perspective within which to see ourselves clearly in relationship to ourselves and to others in the universe.

Deficit approach: The concept ‘deficit approach;’ was used by former White universities as a ‘remedy’ for African/Black students who they admitted, because the view at the time was that African students ‘needed fixing’ and ‘was the problem’ (Boughey, 2002, 2009; McKenna & Boughey, 2014).

Dimension: Refers to an aspect, or feature, of a situation (Oxford Bibliographies, 2020). In this study, dimensions and sub-dimensions were discussed and arrived at based on the review of the three academic literacies and hybrid language practice models as explained in Section 4.5.

Disadvantaged: According to the Merriam Webster Dictionary (n.d.), people who lack the things (such as money and education) that are considered necessary for an equal position or opportunity in society. In this study, it specifically refers to the apartheid’s government and how they marginalised and disadvantaged the Black population (African, Coloured and Indian) of South Africa.

English for Educational Development (EED): The concept ‘EED’ denotes the concept ‘academic literacies’ (ALs) as described above. It was the first concept used at the University during the 1990s to provide academic development support to first-year students in the Arts, CHS, Law and Science faculties (refer Sections 1.1, 4.3 and 4.4).

Embedded: The concept ‘embedded’ means something is built into another to enhance a thought, experience, action, model or text which may be strengthened in one way or another (Collins Dictionary, 2020). The use of this concept in the study specifically referred to the collaboration of the ALs lecturers with the cognate disciplines academics within the faculties to embed the ALs content and assessments into the cognate disciplines.

Epistemological access: ‘Epistemological access’ as a concept refers to a student’s capacity to access new knowledge based on prior learning, or readiness that the student needs in order to engage with new concepts, practices and ways of thinking of a discipline at a tertiary level (Morrow, 1993, 2007).

Financial circumstances: This concept refers to the economic condition of individuals (Dictionary.com, n.d.). For the purpose of this study, it specifically refers to the student participants’ fiscal situation being indicative of whether they have access to or not to monetary resources.

First-generation (1st generation) students: Refer particularly to students who enrol at tertiary institutions as the first members of their families to access formal higher education studies (Dictionary.com, n.d.).

First language: It denotes the initial and authentic language which a person hears and learn to communication with from birth in his/her home environment (Dictionary.com, n.d.).

Four-year degree programme: The four-year degree programme refers to the extended degree programmes (ECP), which were introduced at the beginning of 2005 across the different faculties at the university (University of the Western Cape, General Calendar, 2005). Higher education institutions were requested by the Department of Higher Education and Training to introduce ECP degree programmes for students who show potential, but needed extra academic support. The extra academic support is provided in the first-year of study (Cape Peninsula University of Technology, n.d.).

Hybrid: The concept ‘hybrid’ or ‘hybridity’ means a combination (augmentation, blending) of one or more elements or aspects that enhance and strengthen an object, matter or model (Gutiérrez, 1995, 1999). In this study, the concept is understood to refer to the extraction of ideas, information and insights from learning theories and pedagogical practices within the facilitation of learning and teaching in the academic literacies’ modules.

Indian/Asian: This concept is usually used to refer to descendants from Asian origin in South Africa. Its use in this study refers to one of the four racial classification groups, similar to the concepts 'African' and 'Coloured'.

Language barrier: The absence [difficulty] of communication between people who speak different languages (Collins Dictionary, 2020). In this study, a language barrier means that students are learning in a second or additional language and not in their home language, which makes it difficult to express themselves clearly and logically in verbal and written communication.

Model: It refers to a pattern of something to be made or a type or design of product (Merriam Webster Dictionary (n.d.)). In this study, it refers to the three academic literacy models as conceptualised by Lea and Street (1998, 2006), and Gutiérrez's (1995, 1999) hybrid language practice model.

Module: The concept 'module' is part of a set, unit, block of distinct fragments that, when joined together, form a complete whole (Cambridge Dictionary, n.d.). For the purpose of this study, the concept 'module' is used to denote one subject, which is part of different subjects across students' degree programmes.

Module descriptors: A module descriptor includes information pertaining to the academic definition of a subject and its content, similar to the module outlines (University of the Western Cape, General Calendar, 2019). In this study it denotes the explanations of the four ALs modules in terms of its credit weighting, primary content, notional contact time and main outcomes as reflected in the module descriptors and outlines in Addenda 11, 12, 13 and 14.

Needs: A need refers to a physiological or psychological requirement for the well-being of an organism or individual (Merriam-Webster Dictionary, n.d.).

Personal needs: Refers to the students' unique basic essentials (such as food, clothing, shelter, self-concept and agency) necessary to assist them to focus on their academic work while studying.

Research participants: A group that is taken from a larger group and studied, tested, or questioned to obtain information (Merriam-Webster Dictionary, n.d.).

Second language: It refers to individuals' who have a first language, and who learn and speak an additional language to communicate with others. It includes speaking more than one language, given South African's language policy of eleven official languages.

Self-efficacy: The concept 'self-efficacy' was derived from Albert Bandura's Social Cognitive Psychological Theory (1977, 1987, 1997) which is understood as an essential role in student development support, and students' academic and career success. For the purpose of this study, the concept of academic self-efficacy includes students' self-observation, self-judgment, self-concept and self-reaction (Bandura, 1977).

Stand-alone: The concept 'stand-alone' refers to the Study Skills model that was introduced from a practical perspective as 'a stand-alone' module with a set of tools or mechanisms to provide students with techniques and skills that they could learn and transfer to other academic contexts. It was used by former White universities as a 'remedy' for African students whom they admitted, because the view at the time was that African students 'needed fixing' and 'was the problem', which is where the concept '*deficit approach*' was derived from (Boughey, 2009; McKenna, 2014). Hence, the concept meant that the academic literacy modules functioned completely on their own, with no input from the cognate disciplines nor collaboration with these academics.

Student: A person studying at a university or college (Collins Dictionary, 2020). In this study, a student refers to a person who is registered in one of the four faculties at the university.

Students' academic needs: Refer to a specific academic need as defined by the Merriam-Webster Dictionary, n.d.). In this study, it refers to the students' developmental, academic literacies and discipline specific (cognate) requirements for academic success.

Sub-dimension: An undersection of certain aspects or features of a situation (Oxford Bibliographies, 2020). In this study, the concept refers to the different sub-dimensions of the embedded hybrid academic literacies model.

Three-year degree programme: The three-year degree programme refers to the mainstream students who meet the admission requirements of the different faculties and who do not need extra academic support (University of the Western Cape, General Calendar, 2005).

White: Refers to the racial classification of people from Caucasian descent, which was used in South African history before democracy. The concept denoted privilege, superiority and socio-economic well-being.



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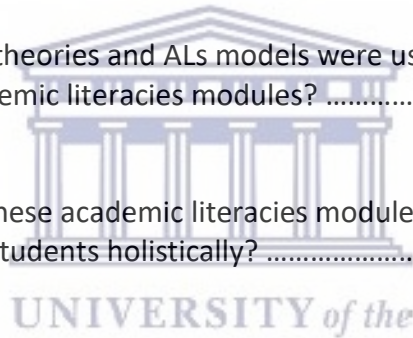


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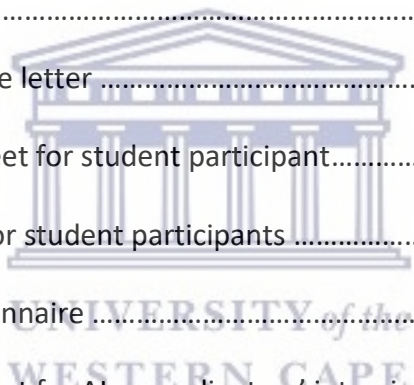
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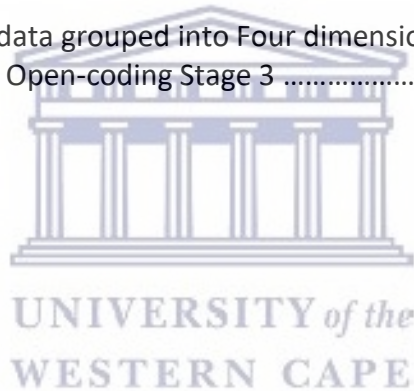
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CHAPTER ONE

INTRODUCTION

1.1 CONTEXTUALISING THE STUDY

This study was conducted at the University of the Western Cape (UWC) in the Western Cape Province, South Africa. The historical context of the UWC is an ideology of resistance and the drive for social justice, empowerment, and educational transformation. It began in 1959 when the apartheid government decided to establish a higher learning institution for the so-called coloured population. UWC opened its doors at the beginning of 1960 as an institution of higher learning for this population group only. However, UWC started to resist the ideology of separateness and division and went from 'bush college' to 'struggle university' to 'university of the working class' to the 'home of the intellectual left' (Council on Higher Education, 2010; Letseka, Cossier, Breier & Visser, 2010). A shift in focus to a concern with the 'development of Third World communities' in Southern Africa (University of the Western Cape, Mission Statement, 1982), has seen changes in the staff and student profile; attempts to democratise university governance including the administration, academic departments and Senate; and a concern for curriculum review and changed methods of teaching (Leibowitz, 2001; Walker & Badsha, 1993).

One fundamental change was its admission policy — a total change to 'access to all', in direct contrast to the existing statute at the time, to allow other ethnic groups access to the University (Volbrecht, 2002; Walker & Badsha, 1993). UWC adopted the slogan, *The Doors Of Learning Shall be Open*, which was in line with the National Access Consortium Western Cape's (NACWC) slogan, *Open The Doors Of Learning*. The Consortium was started based on a concern to build a new institutional forum that could broaden and expand access to education and training and, at the same time, could transform education and training practices that were underpinned by *apartheid* philosophies at the time (Holtman, Marshall (2004); Volbrecht, 2002; Leibowitz, 2001). UWC wanted to enhance the contribution that education and training could make to the broader society in South Africa.

In 1982, African students comprised 2% of the student population, which grew steadily to more than 55% by 2005 (University of the Western Cape: 2005). At the beginning of 2009, the total number of registered undergraduate students was as follows: 6 236 (50.1%) coloured students, 4 838 (39%) African students, 764 (6.1%) Asian students, 399 (3.2%) White students and other (which refers to international students) 205 (1.6%) (University of the Western Cape, 2009).

In 2019, the total number of registered undergraduate students was 18 855, consisting of 8 570 (36.4%) African students, 8 876 (37.7%) Coloured students, 601 (2.5%) Indian students and 2 097 (8.9%) White students and other (inclusive of international students) (University of the Western Cape, 2019). The majority of students 6 735 (28.6%) registered with English as their first language followed by 5 371 (22.8%) students with isiXhosa as their home language (University of the Western Cape, Office of the Institutional Planner, 2019).

As a result of UWC's *access to all* policy, the language of teaching and learning (which had been Afrikaans) was changed to a bilingual system consisting of Afrikaans and English because of the increasing number of African language speakers (Leibowitz, 2001; Volbrecht, 2002). By the end of 1992, however, the university had shifted overwhelmingly to English as the primary medium of instruction or, as termed in this dissertation, the language of learning and teaching (Academic Development Centre, 1998).

The UWC Teaching and Learning Strategic Plan sets out the university's development as an inclusive and highly flexible higher education institution. It aims to "provide students at UWC with an excellent teaching and learning experience that is contextually responsive to the challenges of globalisation and the needs of a society in transition" (University of the Western Cape, 2006, p. 6). However, UWC realised that many challenges needed to be overcome in order to achieve its aim. One of the most critical challenges that UWC faced was the profile of the students it admitted. The predominantly working-class students needed financial support, had fewer resources, and came with inadequate schooling preparation (Council on Higher Education, 2013; Leibowitz, 2001; Letseka & Maile, 2008; UWC Teaching and Learning

Strategic Plan, 2006). For this reason, UWC had a central Academic Development Centre (ADC) that provided academic support to staff and students. The ADC was disestablished at the end of 1999, and the Academic Development (AD) specialists were redeployed within the different faculties from the year 2000 onwards (Volbrecht, 2002).

The academic support provided to the students focused on developing the students' general English language proficiency through English for Educational Development (EED) modules (i.e. EED Arts in the Faculty of Arts; EED CHS in the Faculty of Community and Health Sciences; EED Law in the Faculty of Law; and EED Science in the Faculty of Natural Sciences). These modules were coordinated, managed and taught by lecturers in the English Department (Volbrecht, 2002). The Faculty of Education did not have undergraduate degree programmes until 2004, so they did not have an EED module. It was only in 2005 when this faculty introduced a new undergraduate degree (Bachelor of Education) that it developed its own academic literacy modules (University of the Western Cape, Faculty of Education, Calendar Part 5, 2006).

Similarly, the Faculty of Dentistry did not have its own EED module because the students had to register in the Faculty of Science during their first year of study and moved over to Dentistry in their second year of study until 2004 (University of the Western Cape, Faculty of Dentistry, Undergraduate University Calendar Part 3, 2004). The curriculum was adjusted at the beginning of 2005. The students started with the Bachelor of Clinical Dentistry (BChD) (currently known as Bachelor of Dental Surgery (BDS)) and the Bachelor of Oral Health (BOH) Degrees within the faculty, and a compulsory academic literacy module was introduced (University of the Western Cape, Faculty of Dentistry, Calendar Part 3, 2005).

Lastly, the Faculty of Economic and Management Sciences (EMS) also did not have any EED or ALs modules until 1999. The Academic Literacy for Commerce (ALC 101) module was introduced as a compulsory yearlong academic literacy module for all the first-year students in the different degree programmes since 2000 (University of the Western Cape, Faculty of Economic and Management Sciences, Undergraduate Calendar Part 4, 2000). The yearlong module was changed to two semester modules, ALC 131 for the three-year degree

programme students, and ALC 132 for the four-year degree programme students in 2009 (University of the Western Cape, Faculty of Economic and Management Sciences, Undergraduate University Calendar Part 4, 2010). Currently, six of the seven faculties have credit-bearing academic literacy modules for new first-year students. Some are still named English for Educational Development (EED) and some academic literacy (ALs).

Based on the above context, this study evaluated the ALs/EED modules offered to first-year students in four of the seven faculties' three-year degree programmes at UWC. The study's overall purpose was to assess the ALs/EED modules to determine whether they provided holistic support to first-year students who the university admits to its respective undergraduate degree programmes. Thus, this study was about new incoming students' holistic needs and induction to the university environment through the ALs/EED modules, which they were registered for during their first year of study.

1.2 PROBLEM STATEMENT

More and more students enter tertiary institutions ill-prepared, which remain a common phenomenon within the South African higher education sector (Council on Higher Education, 2013, 2016; Venter, 2020). Learners are often not adequately equipped with the necessary subject knowledge and skills and literacies needed to succeed. The Council on Higher Education (2013, 2016) states that the higher education sector in South Africa is characterised by high failure and dropout rates. The reasons for most of these challenges can be traced back to the apartheid's government's discriminatory and marginalised policies and laws against the Black population of South Africa. These challenges include socio-economic factors such as poverty, class and race, and policy developments related to learning and teaching within the country's public schooling systems, which leaves learners underprepared and disadvantaged from the start of their academic studies (Rantsi, 2016; Venter, 2020).

In addition, many of the students who enter the university often do not have English as a first language. Many of them have one of the other ten official languages as their mother tongue, which means that they are learning and constructing new knowledge in a second or additional language. Some of them are also first (1st) generation students who do not have the cultural

capital and advantage of someone in their families who could provide extra academic support (Venter, 2020). Moreover, many students have not acquired the necessary digital literacies in primary and high schooling due to the lack of technological and digital resources in public schools in South Africa. This key factor has been exacerbated by the worldwide COVID-19 pandemic, where prolonged strict lockdown measures were instituted since March 2020 in South Africa to curb its spread. This directly impacted face-to-face interaction at universities when completing this study, as universities currently had to resort to online learning and teaching. Due to these factors, students accessing institutions of higher learning are faced with even more challenges. These challenges include (but are not limited to) adjusting from high school to university, meeting high academic demands and expectations about a heavy workload and effective time management skills, the urgent need for adequate digital literacies skills and resources, not having self-confidence and not using their agency to become self-regulating students.



Many studies conducted on these factors have indicated that the first year of study is the most crucial determiner of students' success in academia as it is in the first year that the most failure and dropouts occur (Bowles, Fisher, McPhail, Rosentreich & Dobson, 2014; Council on Higher Education, 2013, 2016; Rawa, 2019; Strydom & Mentz, 2010; Tinto, 2000, 2006). Therefore, it is vital to assist and support new incoming students to adjust and develop into self-regulating students to strengthen their chances for success in their respective degree programmes.

1.3 AIM AND OBJECTIVES OF THE STUDY

Given the context described above and the fact that the different faculties have their own ALs/EED modules, this study examined how the four faculties embed academic literacies into their learning and teaching contexts. It evaluated whether the students who UWC admits to its undergraduate degree programmes needed a generic embedded ALs model or a hybrid embedded ALs model. A generic embedded ALs module would be one module based on one specific theory and practice that all faculties could use. A hybrid ALs model on the other hand, would be a model that draws on all three ALs models as conceptualised by Lea & Street (1998,

2006) and the elements of the hybrid language practice model as advocated by Gutiérrez (1995, 1999), which will provide flexibility to accommodate discipline-specific domains and requirements.

Consequently, this study aimed to evaluate the ALs' modules within four of the seven faculties at UWC to ascertain what each faculty's theories and practices were based on, and how academic literacies were embedded within the cognate disciplines to provide holistic support to first-year students.

The study had three objectives, namely, to:

1. Determine what each faculty's ALs module's theory and practices were based on;
2. Evaluate the four ALs/EED modules to ascertain if they were addressing the needs of first-year students holistically; and
3. Arrive at an embedded hybrid academic hybrid model that faculties could use within their contexts and disciplinary fields.

It is argued that such a hybrid academic literacies model will enable a holistic approach to academic development and students' support. This will enhance first-year students' overall learning experiences and strengthen their opportunities at succeeding in their studies.

1.4 RESEARCH QUESTIONS

The main research question was: *Were the current academic literacies modules addressing the needs of the first-year students holistically in the four faculties at UWC?*

Three sub-questions guided the data collection and analysis process, namely:

- Which theories and ALs models were used within the four faculties' academic literacies modules?
- Were these academic literacies modules addressing the needs of the first-year students holistically?
- How could these academic literacies modules be changed or improved to strengthen first-year students' chances of succeeding in their respective degree programmes?

1.5 FOCUS OF THE STUDY

The focus of the study was on the academic development of first-year students registered in the three-year degree programmes at UWC. It assessed the provision of ALs/EED modules offered to new incoming students in the faculties of Arts, EMS, Law and Sciences. It sought to ascertain whether or not the ALs/EED modules provided holistic support to these cohorts of students. The overall objective was to develop an embedded hybrid academic literacies model that faculties could use within their specific contexts and disciplinary requirements. The argument was that, given the students backgrounds and the fact that most of them are underprepared, all incoming students need academic development support to adjust to a new and advanced learning environment that could be perceived as foreign and alienating (Kaçire, 2015; Mann, 2001).

Chapter Two reviewed literature about formal education (primary, secondary and higher education) within South Africa before, during, and post-apartheid to contextualise the initial colonisation of education. The review provided a systematic overview of education in a highly complex and marginalised context. It also reflected that education in South Africa was externally colonised by the Dutch and the British, which continued under the apartheid regime. The literature review demonstrated that AD work and the learning and teaching of ALs, particularly within the historically White English universities (HWEUs) in South Africa, remained colonised by its theoretical underpinnings and framework, and its practical applications (refer to Section 2.3). The discussions highlighted that higher education in South Africa would have to address the growing need for further transformation with sustainable long-term benefits for a more assertive, diverse, hybrid, and technologically advanced student population.

The literature reviewed and discussed in Chapter Three centred on the discourses of academic development and how it evolved globally and nationally. The grounding of the international literature offered key directives about the expansion of academic development and the three academic literacies models on a national and local level in South Africa. I argued that the debates around the three academic literacies models and how these models were perceived and implemented by historically White universities (HWUs) were and are problematic. The

Study Skills Model was used as an ‘easy fix’ for African students’ ‘underpreparedness’ because they were perceived as ‘being the problem that needed fixing’ by the White academics at the time (Boughey, 2002, 2009; Hlatshwayo, 2000). Hence, the notion of a ‘deficit approach’ and the corresponding critique against the Study Skills Model led to a ‘rejection’ of this model (Boughey, 2009; Mckenna, 2014). I proposed that the manner in which this model was implemented at HWUs and its connotations are problematic, not the model itself and what it could have achieved.

The second model, the Academic Socialisation Model, was perceived as better than the Study Skills Model, while the third model, the Academic Literacies Model, was supposedly ‘the best’ of the three (Boughey, 2012; Hlatshwayo, 2000). Following Lea and Street (1998, 2006), this notion does not consider that the three models should not be viewed as mutually exclusive. Instead, the strengths of each of the three models should be combined to determine how best to address the needs of first-year students holistically (Lea and Street (1998, 2006).

These discussions provided contextual background information for the discussion of Chapter Four, where a historical overview of UWC as the research site of this study was provided. A detailed discussion of the background of academic development at UWC, the challenges that the students faced during their schooling years, and how academic development support has evolved into ALs/EED modules in its seven faculties, formed part of this chapter. The last part of this chapter presented the conceptual framework which is based on combination of the strengths of the three academic literacies models and Gutiérrez’s hybrid language practice model’s characteristics. I arrived at an embedded hybrid academic literacies model centred around four main dimensions: *students’ personal factors; students’ academic factors; content knowledge and skills development factors; and ALs module structure and pedagogical factors.* These dimensions had sub-dimensions used to analyse the data collected, which formed the basis for the discussion and interpretations in Chapter Seven, the discussion chapter of this dissertation.

Therefore, as problematised in Section 1.2, South Africa’s apartheid past severely inhibited African, Coloured and Indian students’ chances to succeed at university level. I argue that an embedded hybrid academic literacies model will assist ALs specialists and academics in

learning and teaching to provide holistic support to incoming students. In so doing, first-year students would be empowered to develop into self-regulating students, which would decrease the failure and dropout rates, and increase the pass and throughput rates at post-school institutions in South Africa.

1.6 SIGNIFICANCE OF THE STUDY

Much research has been conducted in academic development, and more specifically, on students' learning needs and challenges (Letseka & Maile, 2008; Letseka, Cosser, Breier & Visser, 2010; McGhie, 2012; Rantsi, 2016; Strydom & Mentz, 2010; Venter, 2020). However, not many studies used a different lens on evaluating the offering of ALs modules to first-year students at public universities in South Africa. As such, there are at least five reasons why this study is significant.

Firstly, first-year students are not adequately prepared at public high schools in South Africa for higher education studies because of systemic issues such as their socio-economic background and home environments as problematised in Sections 1.2 and 4.2. More than half of the undergraduate student population at UWC stem from these backgrounds, with inadequate subject content knowledge and low self-esteem and self-confidence in their academic abilities (Leibowitz, 2001; Letseka & Maile 2008; McGhie, 2012; UWC Teaching and Learning Strategic Plan, 2006). An embedded hybrid academic literacies model can assist and empower these students during their first year of study. Its four dimensions and sub-dimensions allow for flexibility within the cognate disciplinary fields.

Secondly, most students in South Africa's public schooling system are learning in a second or additional language and not in their home language, and the students at UWC are no different (Council on Higher Education, 2013, 2016; Venter, 2020). An embedded hybrid academic literacies model can assist the students in gaining confidence in the use of English as their second or additional language, as was the case for more than half of the student research participants in this study.

Third, the transition from high school to university studies is challenging (an increased workload and more demanding work than high school), a lack of practical time management skills, and taking responsibility for their own learning. Adjusting to the university environment is one of the fundamental reasons why first-year students fail and ultimately drop out of university studies (Kaçire, 2015; Strydom & Mentz, 2010; Tinto, 2000, 2006). An ALs model that takes cognisance of these crucial factors and provides a safe and conducive learning environment for new incoming students will strengthen and enhance their self-efficacy and resilience.

Fourthly, some African and Coloured students are first-generation students and do not have family or friends who can provide further academic support and cultural capital at home. It is another reason why some students fail or drop out or take much longer to complete their respective degree programmes (Hlatschwayo & Fomunyam, 2019; Kaçire, 2015; Strydom & Mentz, 2010). ALs modules that are designed to be flexible, with AD practitioners who understand the diversity of the student body and their diverse needs, can provide decolonised academic support that is needed to enable and empower first-year students and aid their induction to the university environment.

Lastly, it is imperative to contribute to the growing body of ALs research that has been dominated by studies from former historically White institutions, both nationally and internationally. Accordingly, I am not only providing a different perspective of how the three academic literacies' models should be understood and used, but I designed an embedded hybrid academic literacies model that was used to analyse the data, and that formed the basis for the discussions and interpretations of the results in Chapter Seven. It assisted me to validate the dimensions and sub-dimensions that I decided to include in the embedded hybrid academic literacies model. As a consequence, I could propose recommendations for the different role-players in the learning process in Chapter Eight. A detailed and systematic method of implementing the embedded hybrid academic literacies model within public universities (and others) in South Africa is the most important contribution this study makes to the body of knowledge.

1.7 RESEARCH METHODOLOGY

This study is positioned in a qualitative research paradigm. A key feature of qualitative research is its attempt to view the world through the people's eyes (Babbie, 2016; Babbie & Mouton, 2007, 2010; Creswell & Creswell, 2018). Hennink, Hutter and Bailey (2011, p. 9) explains, "Qualitative research allows a researcher to examine in detail the experiences of people within their natural setting and to identify how their experiences and behaviour are shaped by the social, economic, cultural and physical context that they live in". The qualitative research paradigm was well suited for this study as the researcher examined the theories and practices on which the ALs modules were based in four of the seven faculties at UWC. The data collection took place in the 'natural setting' of the research participants, which enabled the researcher to understand the content of each of these AL modules, and whether or not they succeeded in providing holistically in the needs of first-year students. A detailed discussion and justification of the qualitative research approach are presented in Section 5.2.

1.7.2 Research design

Since this study evaluated the four ALs modules used in four different faculties, a participatory evaluation research design was employed (Babbie, 2004, 2016). This particular research design considers the input of both the researcher and the research participants within the entire research process. Key factors linked to this type of research design include reciprocity, relationality, partnership and agency (Babbie & Mouton, 2007; Creswell & Creswell, 2018). In this context, the researcher and the participants play an active, engaging role in the facilitation and progression of the research project. In addition, the research participants and the researcher collectively reflect on each other's contributions as a self-monitory and empowering method. As such, this research design aims to ensure that both parties gain maximum output and satisfaction from the research venture (Cousins, 2009; Cousins & Earl, 1992).

I attempted to use the "participatory evaluation" research (PER) design to ensure that all the research participants involved in the study gained meaningful educational value during the various research stages. It was envisaged that as the research participants and researcher shared information relevant to the study, they would reflect on their involvement and sharing

of information. Together with the research participants, we engaged in our metacognitive processes within the research process to evoke and illicit the practice of agency in the study (Cousins, 2009; Creswell & Plano Clark, 2011).

I endeavoured to remain open-minded and transparent about the data that was collected, the analysis thereof, and discussion and interpretation of the results, which is another feature of a participatory evaluation research design (Babbie & Mouton, 2007; Cousins & Earl, 1992). A comprehensive discussion of the research design is presented in Section 5.3.

1.7.2 Research site and research participants

As indicated in Section 1.1, UWC was the research site of this study because I evaluated ALs modules offered to first-year undergraduate students in four of its seven faculties. A further reason why UWC was chosen as the research site was to document and report on the learning and teaching activities that made UWC a university of choice for many prospective students in South Africa (Pretorius, 2019).

ALs modules are specially designed to address the challenges first-year students experience in the learning process. Academic development practitioners at UWC know and understand this, and they attempt to assist and empower new incoming students with knowledge and skills that could induct them into the discourse of academia. The research site is further discussed in Section 5.4.2.

The study had three participant groups. The first participant group was a group of first-year students conveniently selected in each of the four faculties (faculties of Arts, Economic and Management Sciences, Law and Natural Sciences). The second participant group consisted of two academic development coordinators who managed the ALs modules in the four faculties. The first coordinator managed the EED ALs modules of EED Arts, EED Law, and EED Science. The second coordinator managed the Academic Literacy for Commerce (ALC) ALs module in the EMS faculty. The research participants and their selection process are discussed in Section 5.4.3.

1.7.3 Data collection methods

Qualitative research allows for multiple data collection instruments (Creswell & Creswell, 2018; Yin, 2014). The data collection methods included a self-reflective questionnaire for the student participants and semi-structured interviews with the AL lecturers and two coordinators. Each ALs module's course outline and module descriptor were also obtained from the lecturers and are included as Addenda 11, 12, and 14.

The data collection process took place during the 2019 academic year. Class visits took place during the middle of term two of the first semester of 2019, where the first-year student participants were selected and completed the questionnaire. It was important to wait until the middle of the second term to give the students a chance to settle in and engage with each module's content, practices, and graduate attributes. The semi-structured interviews with the lecturers and co-ordinators took place at the beginning of Term three, during the second semester of 2019. Justification for the data collection methods is provided in Section 5.4.4

1.7.4 Data analysis

Qualitative and quantitative data were collected from the three participant groups. The quantitative data set consisted of the first part of the student's self-reflective questionnaire, which focused on their biographical information. This information was analysed having used Excel software and presented in Table 5.1, which is referred to as data set number one. The questionnaire had open-ended questions as well, and these responses were analysed through content analysis, using a three-stage open-coding process (Henning, 2004). This was data set number two.

Henning (2004) identifies discourse analysis, content analysis, biographical or narrative analysis as qualitative data analysis methods. The content analysis allowed the researcher to work systematically through the raw data (referred to as open-coding stage one). After which it was grouped and sorted (referred to as open-coding stage two), and lastly, further grouped and sorted into themes and sub-themes (referred to as open-coding stage three). The data analysis was deductive as the researcher used the four dimensions and sub-dimensions of the embedded hybrid academic literacies model as a guide. The data analysis process is comprehensively described in Section 5.4.5.

1.8 DISSERTATION STRUCTURE

Chapter One provided contextual background to the study in terms of UWC as the research site of the study, the students who registered for undergraduate degree programmes, and why academic development in the form of academic literacies modules during the first year of study are needed. It also defined the problem, stated the aim and objectives, and outlined the research questions. It explained the focus and significance of the study and briefly described the research methodology process followed in the study.

Chapter Two provides an overview of education within South Africa before, during, and post-apartheid to contextualise the initial colonisation of education. The transformation process that took place in education since the dawn of the democratic government in April 1994 is also discussed.

In **Chapter Three**, literature on gaining a global perspective of how academic development and academic literacies evolved in Australia, the United Kingdom (UK) and the United States of America (USA) is reviewed. In addition, a literature review of how academic development evolved in South Africa and why and how the academic literacies models became relevant and were used within tertiary institutions in a post-apartheid dispensation in the country is also provided.

Chapter Four offers an overview of UWC as a historically Black university (HBU) in South Africa, and the challenges its students faced during their schooling years, and a comprehensive discussion of the background of academic development and how it evolved into academic literacy/English for Educational Development (EED) modules. It also discussed the study's conceptual framework, which is based on a combination of the three academic literacies models of Lea and Street (1998, 2006) and Gutiérrez's (1999) language practice hybrid model. An embedded hybrid academic literacies model is conceptualised, consisting of four dimensions and sub-dimensions. The four dimensions and sub-dimensions formed the basis for the data analysis process, and the discussions and interpretations of the findings in Chapter Seven.

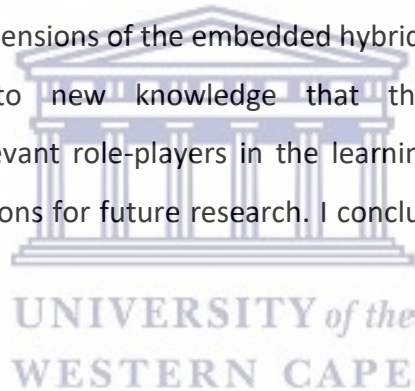


In **Chapter Five**, the research methodology process is described, explained and justified based on existing research methodological experts, procedures and practices.

Chapter Six encapsulates the results of the data analysis process.

Chapter Seven presents the discussion and interpretation of the results according to the dimensions and sub-dimensions of the embedded hybrid academic literacies model. The chapter concludes with a synthesis of the observations made from the discussions and interpretations.

Chapter Eight, the final chapter of this dissertation, starts with a summary of the findings and relates the findings to the literature reviewed and discussed in Chapters Two to Four, as well as the dimensions and sub-dimensions of the embedded hybrid academic literacies model. It explains the contribution to new knowledge that the study makes, proposes recommendations for the relevant role-players in the learning process, notes the study's limitations, and make suggestions for future research. I conclude the study with a personal reflection of my PhD journey.



CHAPTER TWO

CONTEXTUALISING EDUCATION IN SOUTH AFRICA

2.1 INTRODUCTION

This study is situated within an academic development context. It has to do with the induction of new incoming students to a higher education institution through academic literacies modules. Students have to attend twelve years of schooling (seven years primary and five years secondary education) and must pass their final year of secondary education (Grade 12) with a Bachelor pass as the minimum requirement for admission to a degree programme at university. As such, this study is about the provision of formal education in South Africa. Therefore, this chapter contextualises formal education in South Africa, given its apartheid's past and the systemic issues that are still prevalent as a direct consequence of its apartheid's ideologies and practices. I start the discussion with a review of literature about education in South Africa before, during and post-apartheid to contextualise the initial colonisation of formal education. Thereafter, I discussed the transformation process that took place in education since the dawn of the democratic government in April 1994. The chapter concludes with a summary of what was presented.

2.2 EDUCATION IN SOUTH AFRICA BEFORE APARTHEID: THE SLAVE AND COLONIAL ERA

This history of education in South Africa is often traced from the seventeenth century onwards. During this century, South African education was marked by the various Christian missionaries from Europe, the Dutch Reformed Church (DRC) and later the Church of England (CE), who settled in the country by 1658 (Jansen, 1990; Keto, 1990; Tabata, 1980). The main aim and purpose of these missionary settlers were to 'Christianise and civilise' the native inhabitants of the country (Horrell, 1964; Hlatshwayo, 2000). However, some South African education historians have recorded that education certainly existed before the colonial period. The first inhabitants of the land, namely the Khoi-San and other indigenous people, used oral tradition to educate themselves and the generation to follow (Dube, 1985; Jansen, 1990; Minkley, 1986). According to education specialist Jonathan Jansen (1990), South

Africa's education history can be characterised by five key phases, "Traditional, Slave, Mission, Native and Bantu education" (pp. 195-196).

2.2.1 Traditional education

Traditional education referred to local tribal chiefs and elders who mainly transmitted information verbally to the members of a particular community (Murphy, 1973; Mwiria, 1991). The day-to-day lived experiences informed this oral form of communication of the people living in their various communities. In addition, verbal communication took place in the mother-tongue language of that specific community where all cultural, customs, values, norms and standards formed an integral part of establishing not only order and civility, but also an ethos of ordinary existence within that society at the time (Bozzoli & Deluis, 1990; Dean, 1983; Lekgoathi, 2006; Minkley & Rassool, 1998).

2.2.2 Slave education

Slave education was introduced by the European settlers that colonised South Africa in the early seventeenth and eighteenth centuries (Armstrong, 1979). The Dutch commander and leader of the first Dutch settlers, Jan Van Riebeeck, settled in the Cape in 1652 (Behr, 1988). The arrival of the Dutch to the Cape in 1652 brought adverse consequences for the natural-born inhabitants of South Africa in terms of socio-economic living conditions, and their political and educational rights (Patterson, 1982; Thompson, 2000). The introduction of slave education in South Africa was marked by the presence of Christian religious instruction used to indoctrinate, inculcate and cultivate a submissive slave mentality through the first Dutch missionaries in 1658 (Loram, 1917; Molteno, 1984). This phase paved the way for the third period of black education in South Africa during the mid-1700s, which saw school mission education being introduced (Du Plessis, 1911; Walker, 1957).

2.2.3 Mission education

Mission education was established in South Africa by various Christian missionary organisations through the DRC, the CE and the Glasgow Mission Society (GMS) (Du Plessis, 1965; Walker, 1957). The Glasgow Mission Society played a pivotal role in establishing the former Lovedale Seminary in the previously named Natal Province in 1834. Education was

offered to blacks and the children of missionaries (Behr, 1988; Horrell, 1964; Molento, 1984). This education period within South Africa was characterised by a liberal arts curriculum from a more secular perspective, whereby girls were also allowed to access education in 1805 (Michelman, 1975). By the 1850s, pupils at these missionary schools were later trained and equipped with practical skills mainly for domestic manual labour purposes inside and outside the home, for example, in households, mining and farming, which were low ranked occupations (Chonco, 1987; Pells, 1938).

Moreover, the rift between rural and urban education was also noted during this period. Rural communities were prone to hold onto the conservative Christian teachings through the various missionary churches (McKerron, 1934). These churches' education curriculum mainly focused on catechism, which resulted in a growing membership. In contrast, the urban communities were more open and welcoming to the idea of embracing a more industrialised secularised education (Jansen, 1990; Malan & Hattingh, 1976). This more progressive secularised form of education later became contested by the apartheid government in 1948 as it was viewed to be offering the blacks more instruction than what they needed if they were only going to be allowed to occupy the low rung vacancies within society (Behr & Macmillan, 1971; Burchell, 1976; Horrell, 1964).

2.2.4 Native education

The fourth wave in South Africa's education history is referred to as Native education, which came into existence in the 1920s (Plaatje, 1982). South Africa became a Union in 1910 (Van Der Poel, 1935). During this period, black schools were gradually and systematically dismantled as the first state-mandate of segregated policy and curricular was introduced in the country (Nkomo, 1981). The minimal liberal education blacks received from the British Christian missionaries and related organisations during the slave education period was steadily rejected and ruled out (Ntuli, 1999; Vilakazi, 1999; Wa Thiong'o Ngugi, 1986). In the South African education system, the Whites had gained power and control over the state in the early twentieth century (Bahlmann, 1983). The oppressive White leadership at the helm in the 1910s, argued that it was 'senseless' to educate a black person if he/she was not going

to use the education received (Jansen, 1990; Muya, 2007). It was envisioned that black people's sole purpose was to serve the White minority's greed and need (Jansen, 1990; Muya, 2007). For this reason, it was argued that education in South Africa at that time become discriminatory towards black people. The White people received a much more superior quality of education than black people (Mazrui, 1978; Mmola, 2010; Nkondo, 2012).

2.2.5 Bantu education

Bantu education was ushered in at black schools by 1953 when the National Party (NP) apartheid government came into power in 1948 (Horrell, 1964; Nkowe, 1955). This unjust education system came into being after the Eiselen Commission on Native Education was established in 1949 to investigate curriculum change within the education system of South Africa at the time (Eiselen Report, 1951; Murphy, 1973). The investigation was conducted over a three-year period (1949-1951). A report was submitted wherein the entire education curriculum and system of South Africa up to that point were negatively and subjectively critiqued and overhauled along racially segregated lines (Jansen, 2006; Ndimande, 2013; Rose, 1965). Consequently, the Bantu Education Act of 1953 came into being. Interestingly, this new curriculum introduced by the apartheid regime in 1956 at black schools was not critiqued by the liberal White missionary Churches and organisations (Kallaway, 2004; Kamwangamalu, 2003). They initially introduced a more secular yet, colonised curriculum for the significant reason that the overall curriculum still retained its "Western character" of education (Murphy, 1973, p. 237). The Act also saw the elevation of Afrikaans as the Nationalist Party government's preferred language, which automatically subjected English to a more inferior language of the state at the time (Kallaway, 2004; Mamdani, 1996). The shift to Bantu education was formalised and entrenched through the apartheid's policy of segregation and separateness, which was implemented from 1948 to 1993 within South Africa (Farrah, 2007; Fedderke, de Kadt & Luiz, 2000; Giliomee, 2009; Soudien, 2002; Wieder, 2002).

Based on the above phases of education in South Africa's history, I argue that South African education was colonised from an external and internal perspective. Traditional education in South Africa was initially not recognised and acknowledge. It was regarded as a form of

'informal' education in the country's history that existed long before the colonialists arrived (Murphy, 1973; Mwiria, 1991). As such, the introduction of slave and specifically, mission education, saw the imposition of the colonisation of South African education through foreign outside (external) imperialists. These outsiders were of European descent; namely, the Dutch and the British commanders and settlers who came from external borders into South Africa and conclude that no 'formal education system' was in place. Thus, they took advantage of this vulnerable situation in the country and began to impose their colonial education system onto the native inhabitants of the land whilst disregarding what was already in existence (Lekgoathi, 2006; Minkley & Rassool, 1998).

Similarly, I argue that with the implementation of Native and Bantu education in South Africa, the externally colonised education system in South Africa gave impetus and leverage for internal colonisation. It entrenched and cemented the country's education system once again with the imposition (this time around) of the internal oppressive machinery and architecture of apartheid. The Nationalist apartheid government of 1948 were the inside leaders and subjects. They intentionally and internally used the apartheid segregated policies and laws to oppress the majority of the black population of South Africa. They used the apartheid's political system to solidify the colonisation of the education in South Africa. Finally, I argue that, unfortunately, this is the status quo for education in South Africa today, with specific reference to the curriculum in basic and tertiary education. Hence, the purpose of this discussion was to illustrate and contextualise how the South African education system was colonised from both an external and internal point of view. The next section presents a discussion of South Africa's education during apartheid.

2.3 EDUCATION IN SOUTH AFRICA DURING APARTHEID

This section is divided into two parts, basic education and higher education. Basic education included primary schooling (Sub A to Standard 5) and secondary schooling (Standard 6 to Standard 10) (Bantu Authorities Act of 1951). Higher education included universities and technikons (Walker & Archung, 2003). It is important to note that the education system in general was and remains primarily based on the British colonial schooling system (Rich, 1984;

Rich, 1992). Its existing influence and impact are still present and felt, especially regarding curriculum design and benchmarking criteria (Frankema, 2012; Kros, 2002).

2.3.1 Basic and secondary education

It is important to note that South Africa was already racially and geographically separated by the Masters and Servants Act of 1856 into four different colonies, namely the Cape, Orange Free State, Transvaal and Natal (Enslin, 1988; Giliomee, 2003). These four colonies later became provinces whilst retaining their original names to form the Union of South Africa in 1910 (Enslin, 1988; Giliomee, 2003). The apartheid government, through the Population Registration Act No. 30 of 1950, began to classify South Africans into the four racial groups: White, Black, Coloured and Indian/Asian (Bantu Authorities Act of 1951, National Education Policy Investigation, 1993). Subsequently, separate education systems followed in 1963, with one for Coloureds, another for Indians in 1964. In 1967, an Education Act for Whites only were passed (Bantu Authorities Act of 1951; Cross, 1986; Thobejane, 2013).

However, as early as 1922, primary schools during the Native education historical period became segregated and black learners were taught in their vernacular or indigenous languages. Later in 1974, Afrikaans was decreed to become the primary medium of instruction at schools during the apartheid government's reign (De Lange, 1981; Department of Education and Training, 1978; Natal Legislative Assembly Debates, 1984). Black pupils were taught practical skills to work on farms and or in the mines when industrialisation took over South Africa's economy, while academic subjects such as Mathematics were taught at White schools (Bantu Authorities Act of 1951; Chisholm, 1988). This kind of oppressive educational curriculum ensured that black learners remained subjugated to primarily meet the needs of the apartheid regime's 'grand plan' of a segregated South Africa (Enslin, 1984; Thobejane, 2013).

The schooling curriculum designed during apartheid was often linked to the ideology of Afrikaner Nationalism via Christian national education (Lewis and Steyn, 2003). Curricular was mainly developed by the different racially established education departments, which was closely monitored and controlled by the apartheid powers at the time (Bantu Authorities Act

of 1951; Carrim, 1998; Mashamba, 1990). The chief aim and purpose of the schooling or curriculum under apartheid were to use it as a mechanism to inculcate its message of separatism. In this way, blacks were viewed as inferior to Whites, who were to be seen as superior to any other race grouping in South Africa. This was done to create a nationalist identity and culture through education which was the vehicle for the entrenchment of segregated ideology, establishment and development during apartheid (Christie, & Collins, 1982; Taylor, 1995).

Another factor attributed to identity and culture is language (Palmberg, 1999; Mutua & Swadener, 2004; Horsthemke, 2009; Spolsky & Hult, 2010). In this regard, the apartheid government enforced the Afrikaans language as the sole medium of learning and teaching in all schools, including black schools, in 1974 (Jansen, 2004; Sonn, 1989). The institution of Afrikaans as the language of instruction in South African schools was rejected by the black masses of learners present at the time, which gave rise to the Soweto student uprising in 1976. Black students took to the streets in mass protest against Afrikaans as the primary language of instruction at schools during apartheid (Ndlovu, 2011; Nkomo, 1990). Many young black children, adolescents and adults lost their lives during similar protest actions in the 1980s and early 1990s. However, the 1976 Soweto student-led protest is hailed as the most critical and pivotal 'turning point' in the history of South Africa under the apartheid regime (Bundy, 1987; Horsthemke, 2009). In response, the apartheid government introduced the Education and Training Act of 1979, which was intended to bring about the following changes (a) classification, (b) waiver of tuition fees, (c) new registration requirements and (d) the appointment of a Minister of Education to assist with the evaluation and monitoring of black schools (Bunting, 2006; Fiske & Ladd, 2004).

2.3.2 Higher education

Similar to primary and secondary education, higher education was also racially separated into White universities and Black universities. Most of the Black universities were located in the homelands, known as 'Bantustans', with only a few outside of this area in the early 1960s and 1980s (Bergh, & Soudien, 2006; Bunting, 2006). These universities were erected with a mostly

'western style' syllabus to educate the predominantly black masses in South Africa, but limited resources were allocated to operate and manage the universities (Fedderke, Kadt & Luiz, 2000). During the 1980s, the apartheid government brought into being four separate 'republics', which were The Republic of Transkei, Bophuthatswana, Venda and Ciskei (TBVC) within the one Republic of South Africa (RSA) to legislatively formalise the racially segregated areas and land in the country (Bunting, 2006; Kamwangamalu, 2003). Moreover, the Nationalist Party established a new Constitution in 1984 exclusively for the RSA, which only catered for the rights and representation of the minority White population of the country during that period (Bunting, 2006; Hlatshwayo, 2000).

Coloureds and Indians were combined under 'general education affairs', while Whites were separated under 'own affairs' (Badat, 2005). A Department of Education and Training (DET) was established to deal with educational matters pertaining to Africans during apartheid (Badat & Sayed, 2014). By 1985, thirty-five post-school institutions were established during the apartheid dispensation through the Constitution of 1984. The post-school institutions were classified into two categories, technikons (learning and teaching spaces for applying knowledge) and universities (academic areas for knowledge production) (Bunting, 2006; Winberg, 2005). Table 2.1 below reflects the number of universities (20) and technikons (15) during apartheid.

Table 2.1: Number of universities for the different racial groups during apartheid

Racial category	Universities	Technikons
Whites	10 universities	9 technikons
Coloureds	1 university	1 technikon
Indians	1 university	1 technikon
Africans	4 universities	4 technikons
TBVC	4 universities	

2.3.2.1 White universities

The apartheid's government used the universities and technikons to further plant, nurture and develop its racist tenets through even more vigorous policies of suppression, exclusion and oppression of the black masses in the country (Gerwel, 1987; Habib, 2001; Jansen, 2001; Mamdani, 1998). The White institutions were identified as Afrikaans and or English medium, and dual-medium. Table 2.2 below reflects the three categories (Bunting 2006).

Table 2.2: Three categories of White universities

HISTORICALLY WHITE UNIVERSITIES (HWUs)	
(a) Afrikaans medium universities (5):	(b) English medium universities (4):
1. University of Stellenbosch	1.University of Cape Town
2. Rand Afrikaans University	2.University of Natal
3. University of Pretoria	3.Rhodes University
4. University of Potchefstroom	4.University of the Witwatersrand
5. University of the Free State	
Dual medium university (1):	
1. University of Port Elizabeth	

Significantly, the Afrikaans medium universities fundamentally supported the apartheid policies and contributed to the upkeep and installation of its prolonged existence in South Africa at the time (Bazana & Mogotsi, 2017; Ratele, 2015). Afrikaans medium universities freely took on this role and responsibility. They directly benefitted from the lavish and generous funding flowing in their coffers that they received from the governing party (Bunting, 2006). Therefore, it is argued that the learning, teaching, research and community outreach (if any) was subjective as its core aims and outcomes were to reinforce the unjust separatist philosophy of the apartheid regime (Moodley, 2013; Vilella, 2011).

The White English universities fervently tried to oppose the oppressive regime's policy, beliefs and philosophy of domination and conservatism. These institutions were referred to as being 'liberal' in terms of their sophisticated understanding of education, which they argued was meant for the empowerment and enrichment of all humankind (Cloete, 2002; Mnguni, 2016; Moodie, 1994). From the 1985s they discreetly admitted black students at their institutions. They also offered them student accommodation in residences designated for Whites only (Bunting, 2006; Greyling, 2007; Mbembe, 2016). However, although these universities were opposing the National Party's apartheid laws, they were still largely dependent on the

government's funding. They were aware of this challenge and systematically began to raise their own funds by sourcing it predominantly from Britain and the USA (Bunting 2006; Macupe, 2016).

By trying to be less dependent on the apartheid state for funding, these universities intentionally or unintentionally perpetuated colonialism through sourcing funds from the UK and the USA (Bozzoli, 2015). This could be viewed from how the British imposed their education system on the local native inhabitants in South Africa before apartheid as discussed under Section 2.2 above. By their very nature, these universities upheld the philosophy of segregation as the British education system's ideologies continued to penetrate deeper into South Africa's education system during apartheid (Bozzoli, 2015; Khunou, 2009).

The White liberal institutions were critiqued that, although they sourced most of their funding from international funders and partially opened their doors to black students during apartheid, they continued to progress and flourish from the privileged funding they continued to receive from the apartheid state (Bozzoli, 2015; Gerwel, 1987). Their existence was partially sustained and more pertinently aligned with the western, European education system, which ultimately led to their isolation from the rest of the South African educational communities (Jansen, 2006).

2.3.2.2 Black universities

According to the apartheid government's vision and mission during the 1980s and 1990s, Black universities were never intended to become the institutions they are today (Jansen, 2006; Pityana, 2006). In stark contrast to the White universities with all their privileges from government-funded support, Black universities, with far less financial and other resources, were the institutions of higher learning that outright rejected the racist separatist ideology of the National Party government (Meyer, 1974; Subotzky, 1997). These institutions played a pivotal role in toppling the apartheid regime that ruled from 1948-1990 (Jansen, 2006; Moodie, 1994; Pityana, 2006). These universities risked and undoubtedly sacrificed much in the face of numerous adverse circumstances during the 1980s to help realise South Africa's free, equal and just democratic society in 1994 (Jansen, 2004, 2006; Moodie, 1994).

Although these institutions displayed tenacity and resilience in the fight against imperial rule by the then apartheid regime, it had come at a massive cost (Davies, 1996). This factor was exacerbated by the types of students that stemmed from harshly impoverished educational, home and community backgrounds. Through their strategic policies of equitable access to all South Africans, they decided to cater for these students from its inception to the current day. Table 2.3 below reflects the number of universities for the African, Coloured and Indian population groups during apartheid.

Table 2.3: Black universities under apartheid

'African' universities	Indian and Coloured universities:
1. Medunsa university	1. University of Durban-Westville
2. University of the North	2. University of the Western Cape
3. Vista University	
4. University of Zululand	
TBVCs universities	
1. University of Transkei	
2. North-West University	
3. University of Venda	
4. University of Fort Hare	

Table 2.3 reflects that there were eight universities for the African population and only one university for the Coloured and Indian populations respectively. In summary, as can be seen from Table 2.1, there were a total of nineteen post-school institutions established for the White population compared to the sixteen for the Black population of South Africa under apartheid. It shows how the White population was privileged if one considers that the estimated Black population was 25 531 000, while the White population was 5 044 000 in 1990 (Statistics South Africa, 2000).

2.4 EFFECTS AND IMPACT OF APARTHEID ON SOUTH AFRICAN EDUCATION

Education in South Africa during apartheid is probably the most noticeable evidence of the negative ramifications of such a brutal, oppressive and unjust system on people. One of the main effects of apartheid on education in South Africa is that it created inequality through its separatist ideologies, laws and practices (Gerwel, 1990; Gwala, 1998; O'Connell, 1991;

Ramphele, 1995). This inequality is visible in schools and tertiary institutions and in communities that were and to a large extent remains racially divided. Contrastingly, White citizens have been able to access education without any barriers, restrictions, and constraints (Jansen, 1990). With the implementation of Bantu education by the apartheid regime, an undeniable sub-standard of education was offered to blacks in South Africa during this period. As Jansen (1999, 2004) and Van der Berg (2007) pointed out, Bantu education was created to oppress the minds of millions of black people living under apartheid and, in so doing, also colonise their minds.

The dire need for literacy rates to increase in South Africa in a post-democratic state remains a mammoth task. The basic education sectors are being saddled with this responsibility. Similarly, the case of numeracy rates in South Africa seems to be far more distressing and worrisome. A study conducted in 2005 and 2013 by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ, 2013) reflected that 80 percent of grade six learners were not proficient and competent in the basic attainment of mathematics together with their general arithmetic abilities were far below standard (Rademeyer, 2014). This indicates that the lack of literacy skills directly impacts numeracy and many other skills required for productivity and self-actualisation, particularly in a developing country such as South Africa (McCarthy & Oliphant, 2013; Spaul & Kotze, 2015). These low literacy and numeracy rates in South Africa also have a dreadful impact on the high failure and dropout rates at universities (Council on Higher Education, 2013, 2016; Higher Education, Science and Technology, 2011; Moodley & Singh, 2015). Hence, the need for Academic Development (AD) work and the learning and teaching of academic literacies course directly affects the throughput and success rate amongst young aspiring South Africans (Higher Education, Science and Technology, 2011).

Moreover, apartheid had a catastrophic effect on equitable access to higher education in South Africa, not only through the Nationalists' apartheid's reign, but even way before when native, slave and missionary education were introduced in the early seventeenth and eighteenth centuries. For this reason, during the 1980s and 1990s, tertiary institutions began to introduce various support programmes that would assist in this endeavour to offer disadvantaged black students with epistemological access. However, these support

programmes and theories were mostly derived from a European and British context and not a South African context (refer to Section 3.6) (Vally & Tleane, 2002). Boughey (2002, p. 70) summed up this notion of epistemological access by stating “Understanding epistemological access as developing a set of skills that will allow students to engage with tertiary study continues to compete with understandings that relate epistemological access to the development of the new identities that will enable them to graduate”. Therefore, the apartheid’s government deprived the majority of the Black population in South Africa from gaining an education that could empower them to prosper into productive and self-sustained citizens. Black South Africans were left with poverty, a lack of financial and other resources, and no cultural and academic capital that could assist them to make a meaningful contribution to the economy of South Africa (Gerwel, 1990; Gwala, 1998; O’ Connell, 1991; Walker & McLean, 2013).

2.5 EDUCATION IN POST APARTHEID SOUTH AFRICA

The period in South Africa’s history since 1994 is marked by its transition from an exclusionist apartheid regime to a democratic state where all the people who live in it are included to freely participate in its various decision-making processes through the right to vote (Motala & Pampallis, 2002; Weldon, 2010). Not only did the democratic government recognise the deprivation of the majority of its people from education through the apartheid laws, but it also strove to overhaul the oppressive education system of the past to offer equitable access to those who have been denied from accessing educational opportunities. Against this backdrop, the National Commission on Higher Education (NCHE) (1996), the White Paper No. 3 on education (A Programme for the Transformation of HE) (1997), the Higher Education Act (1997), the National Plan for Higher Education, the South African Qualifications Act (SAQA) (1995) and the National Qualifications Framework (NQF) Act No. 67 (2008) were instituted. A brief discussion on the purpose and role of these policies is provided below.

2.5.1 The National Commission on Higher Education (NCHE) 1996

South Africa's first democratic president, the late Nelson Mandela, passed a decree to establish a new NCHE in 1996. The Commission's main purpose was to assist with participatory policy making to bring about transformation within higher education. Its role

was to reflect on the past, disregard what has not worked, retain elements that worked well and introduce new changes that will focus on eradicating the apartheid separatist ideologies, policies and various structural mechanisms. All of this was to be done to prepare higher education institutions (HEIs) in a new democratic country to provide equitable access for all, and ultimately, prepare the country to become a key role player in the globalised era (National Commission on Higher Education, 1996).

2.5.2 The White Paper 3: Programme for the transformation of higher education (PTHE) 1997

The White Paper 3, a Programme for the Transformation of Higher Education (PTHE) was introduced in 1997 through a process which began with a reflection on the National Education Policy Investigation of 1992, the African National Congress's (ANC) Policy Document for Education and Training in 1994 as well as the National Training Board's National Training Strategy Initiative also in 1994. The aim of the White Paper 3 was to bring about one national co-operative system that would ensure that all South African citizens who have been denied access to meaningful education, will now be able to receive it. Furthermore, the White Paper 3 was a visionary document that focused on creating opportunities and required resources for skills development needed by South Africans. This was done to empower Black South Africans to contribute to rebuilding and further growth of the country's economy (White Paper 3: Programme for the Transformation of Higher Education, 1997).

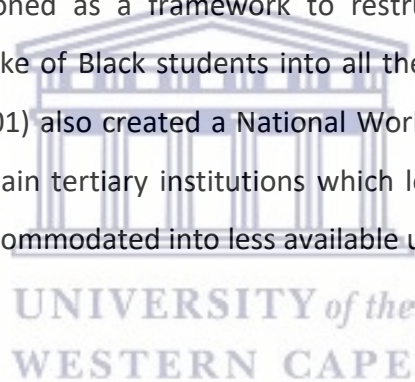
2.5.3 The Higher Education Act of 1997

The Higher Education Act came into existence in 1997, where it underpins and standardises all higher education matters in the new South African democratic dispensation (Higher Education Act, 1997). Its principal rationale was to endorse a good quality and standard of education beyond the basic (primary and high school) levels, regulate higher education in South Africa, and govern all the legislation related to the Council on Higher Education (CHE). Together with these aims, the act also oversees the funding and operation of public higher education institutions. It also offers support for the appointment and functions of an independent evaluator and the registration of private institutions (Higher Education Act, 1997). This document remains the foundation from which all higher education institutions

operate within a democratic South Africa. It has been amended several times from 1999 to 2012, to make provision for more improved high-quality education in post-apartheid South Africa (Higher Education and Training Laws Amendment Act 23 of 2012).

2.5.4 The National Plan for Higher Education (NPHE) 2001

At its core, the National Plan for Higher Education (NPHE) 2001 has outlined the structural framework and strategies for the revamping of the higher education system so that the policy goals espoused in the White Paper 3 PTHE (1997) could be realised within a feasible time frame of between ten to fifteen years. The NPHE (2001) designed a five-year plan to begin focusing on the critical aspect of efficiency and effectiveness regarding tertiary education students' throughput rates at various institutions of higher learning in post-apartheid South Africa. The NPHE was envisioned as a framework to restructure the higher education landscape to increase the intake of Black students into all the universities in South Africa. Controversially, the NPHE (2001) also created a National Working Group to investigate the possible amalgamation of certain tertiary institutions which left the question of how high admission rates were to be accommodated into less available universities (National Working Group, 2002).



2.5.5 The South African Qualifications Act (SAQA) (1995) and the National Qualifications Framework (1995)

The South African Qualifications Act (SAQA) was instituted in 1995 as a policy document to offer guidelines for the National Qualifications Framework (NQF) for two main purposes. One, to institute the South African Qualifications Authority, and two, to supply the necessary support for aspects stemming from and bound to it (South African Qualifications Act, 1995). Subsequently, the National Qualifications Framework (NQF) was established in 1995 from the South African Qualifications Act, No 58. The NQF was responsible for rendering philosophical strategies, values and principles for a unified democratic education and training sector for the South African nation. Fundamentally, the NQF (1995) includes regulations and guidelines by which accounts of student attainment are recorded. The reason was to facilitate the national creditability of obtained proficiency and knowledge, and having an amalgamated organisation

that promoted learning for life. In a nutshell, the NQF was a framework to enable the democratisation of knowledge and facilitation of equitable access for South Africans to ascend from no qualifications for low-paying positions to higher education qualifications, for higher remunerated jobs (National Qualifications Framework, 1995).

2.5.6 The Council on Higher Education (CHE) 1998

The Council on Higher Education (CHE) was initiated in 1998 as an advisory board to the Minister of Higher Education on matters about excellence in education. It is a participatory body that seeks to build constructive and productive partnerships with all higher education institutions in South Africa. Its responsibilities and duties range from planning and organising local and national training and development opportunities, offering short courses and organising various conferences, and conducting research on higher education in South Africa (Council on Higher Education, 1998). It promotes excellence in teaching and learning via the Higher Education Quality Committee (HEQC). Through this committee, the CHE advises the minister on aspects related to the democratisation of higher education with specific reference to rectify access. In addition, the CHE provides the minister with advice regarding research, quality promotion and assurance, the structure and planning of the higher education system, language policy, the allocation of public funds, and student financial aid and support services (Council on Higher Education, 1998).

2.5.7 The National Qualifications Framework (NQF) ACT NO. 67 (2008)

This National Qualifications Framework (NQF) ACT No. 67 replaced the South African Qualifications Authority Act of 1995 in 2008. The broad aim and purpose of the NQF Act No. 67 (2008) was to expand the initial NQF, to serve as a monitoring and regulatory mechanism for the further implementation of the national qualifications' framework and to aid access to mobility and development within education, training, growth and work. The NQF (2008) offers guidelines on comparing qualifications and then explaining the link connecting the diverse stages of a national educational system with the level of workload about the learning outcomes of specific qualifications.

There was a strong driving force to implement all policies where necessary and applicable within SAHEIs in 2009. There was also a sharp focus on improving many inefficiencies and lack of delivery about education during this period. Following these developments, a separate minister for higher education was appointed in 2010 to oversee the continued implementation of the NQF. This appointment aimed to ensure accountability and the monitoring and evaluation of policies and regulations, which regularly had to be reported to the government (Department of Higher Education and Training, 2010/2011). This process gave rise to another White Paper in 2014, which also saw the uprising of students at universities, making various demands, including 'free education' and the 'decolonisation of education' in 2015 (Lange & Luescher, 2016).

The implementation of new policies also led to the amalgamation of certain universities, and the change in name and status of the technikons to universities of technology (Department of Higher Education and Training, 2010/2011). The White universities became known as historically White universities (HWUs) and the Black universities as historically Black universities (HBUs). As a consequence of merging universities and technikons, a new category, comprehensive universities, were also established (Department of Higher Education and Training Department of Higher Education and Training, 2019/2020). Thus, today, post-school institutions in South Africa are classified into traditional universities (12), which are more theory driven; comprehensive universities (6), which are the mergers of traditional universities and technikons; and universities of technology (8), which are the former technikons that were more practical oriented, in total, twenty-seven universities (Department of Higher Education and Training, 2019/2020). Because of the mergers, the names of some of the universities and technikons were changed as well. Table 2.4 below reflects the three categories of universities in South Africa today.

Table 2.4: Three categories of universities post-1994

Traditional universities	Comprehensive universities	Universities of Technology
University of Cape Town (UCT)	University of Johannesburg (UJ)	Cape University of Technology (CPUT)
University of Fort Hare (UFH)	Nelson Mandela University (NMU)	Central University of Technology (CUT)
University of the Free State(UFS)	University of South Africa (Unisa)	Durban University of Technology (DUT)
University of KwaZulu-Natal (UKZN)	University of Venda (Univen)	Mangosutho University of Technology (MUT)
University of Limpopo	Walter Sisulu University (WSU)	University of Mpumalanga
North-West University (NWU)	University of Zululand (UniZulu)	Sol Plaatje University (SPU)
University of Pretoria (UP)		Tshwane University of Technology (TUT)
Rhodes University (RU)		Vaal University of Technology (VUT)
Sefako Makgatho Health Sciences University (SMHU)		
Stellenbosch University (SUN)		
University of the Western Cape (UWC)		
University of the Witwatersrand (Wits)		

To conclude the discussion of education in South Africa, the plans, frameworks, and policies during the first decade of democracy (between 1994-2000) were instrumental for their role in shaping and transforming the higher education landscape. This was achieved by focusing on matters of urgency, which were, equitable access, the rectification of past educational exclusionary injustices and the overall democratisation of higher education in South Africa. However, some education policy experts argued that some of the policies put in place at the

university level were often marred by the individual institutions' own 'limited' interpretation thereof (Allais, 2012; Ensor, 2004; Jansen, 2006). This kind of autonomous interpretation of the different policies at various higher education institutions during the first decade after apartheid raised serious questions. These include questions of how, for example, historically White universities were understanding and implementing these policies, and how the policies impacted their historical identities, leadership, and operations concerning both students and staff (Allais, 2012; Ensor, 2004; Jansen, 2006).

There is no doubt that these policies were crucial for the transformation of higher education in South Africa. However, its failure to transform tertiary education curricula is a cause for serious concern (Allais, 2012; Ensor, 2004; Jansen, 2006). These policies have (indeed) only 're-dressed' the structural and outward frame of higher education in post-apartheid South African, whereas it has not addressed the central, core and inward aspect of curriculum transformation within universities in a democratic dispensation. Therefore, my study aims to contribute to this much-needed debate.

2.6 CONCLUDING SUMMARY

In this chapter, I attempted to contextualise education in South Africa during specific periods, before, during and after apartheid. It provided contextual background for why academic development through the provision of academic literacies courses are needed to enable and empower Black students. The discussions have also highlighted the fact that education and, more specifically, higher education, is still to a large extent colonised. Hence, there is a need to address the growing need for further transformation with sustainable long-term benefits for a more inclusive, diverse and technologically advanced student population. To this end, students have raised the 'alarm bells' for more meaningful change at universities across the country with regard to a decolonised curriculum in South Africa, and innovative preparation for a technologically revolutionised work environment in the future.

Chapter Three in which I discuss academic development, is presented next.

CHAPTER THREE

ACADEMIC DEVELOPMENT: A GLOBAL AND NATIONAL PERSPECTIVE

3.1 INTRODUCTION

The previous chapter contextualised education in South Africa. It aimed to provide historical context of why there is a divide between Black and White South African students, and why academic development as it relates to students, is imperative to students' success in higher education in South Africa. Accordingly, this chapter presents a review of literature on the discourses of academic development and how it evolved globally and nationally. I begin with a discussion of how academic development and academic literacies evolved in Australia, the United Kingdom (UK) and the United States of America (USA). Thereafter, I focus on how academic development grew in South Africa, and why and how the academic literacies models were used within the different tertiary institutions in South Africa. I conclude the chapter with a summary of what was discussed.

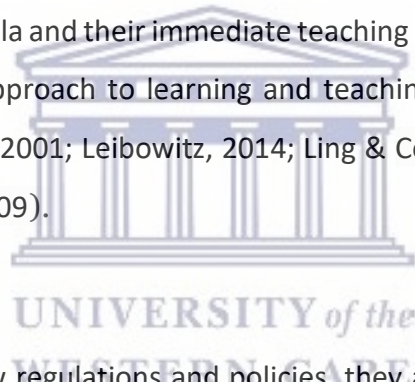
3.2 A GLOBAL PERSPECTIVE OF HOW ACADEMIC DEVELOPMENT EVOLVED

Academic development (AD) has emerged as an important practice in higher education internationally over the past forty years. It has been influential in shaping the terms for debates about learning and teaching in higher education. AD has shifted its focus from the individual lecturer to strategic interventions at institutional and national levels (Clegg, 2008). Moreover, due to significant political policy changes in developed countries during the 1960s and 1970s in the higher education arena, AD work emerged as a field to directly address some of the challenges of diversification, growth and expansion at universities (Grant, Lee, Clegg, Manathunga, Barrow & Kandbinder, 2009).

As a distinct field of practice, academic development emerged as a result of significant policy change in the history of western universities (Koh, Lee & Lim, 2018). After World War II, significant pressures meant that traditional ways of operating, including modes of learning and teaching, came under question (Lee & Kaluarachchi, 2020). Throughout the 1960s,

small numbers of academics began to build knowledge and skill in teaching undergraduate students (Kendall, 2009). From these relatively 'informal' beginnings and via different pathways, AD was gradually incorporated into universities' formal structures and functions (Rowland, 2002; Webb, 1992, 1996).

Hence, a significant transformation began to occur in higher learning institutions as new learning and teaching methods had to respond to the new world order (Bath & Smith, 2004; Lee & Kaluarachchi, 2020). Academics realised that with the significant changes that came about, tertiary institutions had to remain proactive in exploring new and relevant ways to support all students, especially those who enrolled for their first degrees. The diversification and rapid growth of the student population at tertiary institutions demanded that academic institutions review their curricula and their immediate teaching methodologies to incorporate a more diverse and holistic approach to learning and teaching (Fraser & Ling, 2014; Holt, Palmer & Challiss, 2011; Land, 2001; Leibowitz, 2014; Ling & Council of Australian Directors of Academic Development, 2009).



As universities adapted to new regulations and policies, they also had to ensure that more enabling opportunities and environments were created to support a more diverse student population that did not exist before World War II. From within this context, AD as a discourse came into being not merely to respond to the rapid changes in higher education at the time, but also to support an ever-expanding and miscellaneous undergraduate student population effectively (Manathunga, 2006, 2007, 2011).

The new political world recognised the inclusivity of people from varied races, gender, cultures and religions (Manathunga, 2011). Lecturers were no longer the supreme custodians of knowledge within higher education institutions as new and diverse student cohorts who enrolled at universities brought new ways of acquiring knowledge, different academic needs, possibilities, and challenges (Lee & Kaluarachchi, 2020; Leibowitz, 2014; Manathunga, 2011). Hence, AD was an attempt to respond to these challenges more holistically and

systematically in theoretical and practical ways, so that students could become successful in their various fields of study.

3.3 OVERVIEW OF ACADEMIC DEVELOPMENT IN AUSTRALIA

Initially, academic development (AD) work in Australia's higher education sector referred to the training and development of academic staff, for example, lecturers (Baker & Irwin, 2015). Within this setting, Australian higher education institutions have identified the need to offer continuous training for academics to enhance their teaching skills and hone their expertise. However, it was noted that although the field of AD started expanding rapidly, very few of the new academic staff entering the profession knew much about the historical nature and overview of AD work in Australia. As such, there was a need to enlighten academic staff to work from a base of knowing and understanding the past to enable the future growth and development of the AD discourse (Dearn, Fraser & Ryan, 2002; Sorcinelli, Austin, Eddy & Beach, 2006).



Consequently, the Australian higher education system undertook a study to trace the origins and reasons why and how AD work began in the Australian context. The study was entitled "Making a place" and data was collected in the form of oral representations, which were recollections from ageing pioneer academics in Australia who were the founders of the AD movement within Australian higher education between the period 1950s to 1980s. (Hayden & Parry 1997; Lee & McWilliam, 2008). The study was conducted by the Higher Education Research and Development Society of Australasia (HERDSA) (Lee, Manathunga & Kandlbinder, 2008). As the data was being collected for this study, it became apparent to Australian researchers that HERDSA as an academic organisation in higher education was significantly instrumental with the inception processes of AD work in Australia (Hicks, 1999). From the study, two pertinent themes (among others) emerged which gave shape to AD work in Australia.

Firstly, there was and remains a productive tension between whether AD should or should not include research conducted by academics within the various disciplines on learning and teaching related matters. The second theme related to political changes within the Australian higher education landscape at the time, which was inevitably accompanied by vigorous protesting activities by both students and academic staff calling for more accountability for both the learning and teaching contexts at Australian universities (Bath & Smith, 2004; Land, 2003; Lee et al., 2010). Both these themes also highlighted the current tension and debate in AD both nationally and internationally, which was whether AD practitioners should focus on supporting 'good' teaching practice for learning to take place in an enabling environment for students to achieve success only, or whether AD specialists should focus on researching learning and teaching matters only (Bath & Smith, 2004; Lee et al., 2010).

Subsequently, within the Australian context, AD work became characterised by practitioners researching how to improve teaching within universities. This was evidenced in the following, "Institutional research was an integral part of the early initiatives in developing teaching. In these early days the importance of research was undisputed at a high level within the sector; ..." (Lee et al. 2010, p. 312). In addition, between the 1970s and 1980s, early AD practitioners joined forces with existing research department(s). These departments had already managed to research the following specific areas, namely, "... attrition, failure rates, student procedures, mature age students, students' socioeconomic backgrounds..." (Lee et al. 2010, p. 312). Interestingly, when numbers increased, the student failure rates were being blamed on 'bad' teaching (Clegg, 2008). Also, it would seem that when students were performing unsatisfactorily, they needed academic support or intervention to pass and complete their degrees successfully (Clegg, 2008). To this end, Clegg (2008, p. 403) states

Academic development has emerged as an important new site of practice in higher education internationally over the past 40 years. It has been influential in shaping the terms of debate about teaching and learning in higher education. Academic development has shifted its focus from the individual teacher to strategic interventions at institutional and national levels.

This author's views shifted the debates to a focus on teaching and learning (or as I use the concept in this study learning and teaching) and not so much on conducting research.

In addition, Fraser (2001) explains that AD in Australia could be categorised into three main areas, which were (i) teaching and learning issues, (ii) the scholarship of teaching and learning, and (iii) a focus on 'non-teaching and non-learning issues' (p. 57). The latter factor was initially the first understanding of what AD meant within the Australian higher education context (Anderson, 1995). During the 1970s, institutions of higher learning were forced to give heed to the demands of students when they were not performing well and were struggling to achieve academic success (Anderson, 1995; Baker & Irwin 2015).

Students in the 1960s and 1970s became more concerned and vocalised their needs in becoming successful graduates, which implies that they were not performing well at universities (Baker & Irwin 2015; Bennett, Hodges, Kavanagh, Fagan, Hartley & Schofield 2012). Students protested because they felt that the academic institutions were not keeping abreast with the massification of students and the diversification of students, which became a growing phenomenon worldwide. It would appear that the question as to who was responsible for students' failure at universities became a more complex issue at Australian institutions at the time (Baker & Irwin 2015; Gray & Irwin, 2013). Thus, AD work that focuses on students began to take on a more prominent role at Australian universities (Anderson, 1995; Baker & Irwin 2015).

An inference can be made that students were ultimately blamed for their failure at universities as lecturers could provide numerous reasons for performing poorly. Some of these reasons supplied on behalf of the students included students, were 'underprepared', lazy, they do not take their study opportunities seriously enough, and lack career guidance before entering university (Mann 2008; McInnis 2001; Palmer, O'Kane & Owens 2009).

However, the Australian government and students began to challenge the notion of blaming and labelling students for their unsuccessful performance at universities. Thus, they began to think of ways to address this challenge (Brailsford, 2011). This vantage point exhibits the fact that "...the growing realisation amongst academics, students and policymakers in the 1960s that lecturers could not be entirely left to their own devices given the potential harm poor teaching could have on student performance" (Brailsford 2011, p. 30). This author explains that university teaching was no longer a private matter because of the pressures from the New Zealand government and university students over the quality of teaching (Brailsford, 2011). Professional development units to enhance the teaching capabilities of academic staff members were created (Brailsford, 2011).

Against this backdrop, AD had risen to prominence to informed policy and became part and parcel of decision-making about educational policy monitoring, implementation, and evaluation. This also ushered in a culture of research into teaching and learning matters at Australian universities, which grew and later developed into strong sources for future reference and ongoing research within the field of academic development (Clegg, 2008; Eggins & Macdonald, 2003; Manathunga, 2006). Thus, from the Australian context, one can infer that the various stakeholders (the state, academics and students) managed to successfully highlight that AD work evolved to support both academic staff and students at higher education institutions. It also demonstrates that, to enable students' success and support, academic staff needed to become more effective in their teaching professions (Biggs, 1999; Marton & Säljö, 1984; Ramsden, 2003). In addition, there were significant policy changes within the Australian higher education system due to what Anderson and Eaton (1982a; 1982b) described as the 'awareness-raising of the fiscal significance of information capability construction', which in turn validates the need for AD work at post-school institutions globally.

A further debate arose, which was whether "educational" and "academic" development were synonyms or two contrasting views (Fraser, 2001). Fraser (2001) conducted a study to this effect where the research participants expressed different opinions. Some interviewees

conceived educational development as focusing ‘exclusively on issues of teaching and learning’, while others included ‘issues of research and supervision as well’ (Fraser, 2001, p. 5). Thus, AD work in Australia branched out into two areas, (i) focusing on matters related to learning and teaching, and (ii) the scholarship of teaching and learning (Fraser, 2001).

These developments contributed to establishing the Council of Australian Directors of Academic Development (CADAD) in 2011 (Council of Australian Directors of Academic Development, 2011). The CADAD was designed as a standardisation and benchmarking body to continue monitoring and evaluating various educational policies by making relevant contributions to AD work’s constant improvement and development within higher education institutions in Australia. It also provided funding opportunities for research publications and outputs within the area of learning and teaching. Funding in this regard is also used to quality check and control through a three-tiered understanding namely through, student evaluations on learning and teaching, peer reviews offered by colleagues, and curriculum appraisal conducted regularly (Council of Australian Directors of Academic Development, 2011). Lastly, CADAD enables AD work to become and remain an integral part of curriculum assessment, enhancement, and improvement regarding the renewal and development of resources at universities to contribute towards ongoing relevant curriculum development. An element of community outreach in various projects was also implemented to uplift the tertiary institutions’ publications ratings and the local, national and international communities it engages with (Council of Australian Directors of Academic Development, 2011).

3.4 OVERVIEW OF ACADEMIC DEVELOPMENT IN THE UNITED KINGDOM (UK)

Similar to the historical development of AD work in Australia, the United Kingdom (UK) established AD work due to the influx of mostly adult students entering higher education since the 1990s (Russell, Lea, Parker, Street, & Donahue, 2009). It was during this period that higher education institutions in the UK experienced rapid transformation. This transformation occurred due to implementing the 1992 Education Act that eradicated the separate functioning of technikons and universities. Moreover, the change involved integrating poly technikons and universities into one administrative and academic system (Russell et al.,

2009). The instant growth of mature students in academic institutions gave rise to a need for students to be supported in literacies, and hence, educational development units were established. These units were spaces that were created for students to "...receive one-on-one or small group support which their lecturers were no longer in a position to provide" (Russell et al., 2009, pp. 397-398). Within this context, various literacies practitioners began to document the challenges of the diverse mature student body that entered universities at the time. In addition to creating educational development units, student learning centres were also developed (Russell et al. 2009). According to Russell et al. (2009), academic development units and student learning centres were distinct because the former supported faculty staff with learning and teaching issues, while the latter focused on work with students only.

The understanding was that students' literacies needs were at the centre of the academic units (Burke & Hermerschmidt, 2005; Fraser 2006, Hounsell, 1998). Various theories underpin the literacies practices of the academic staff that supported students with their challenges in reading and writing for academic purposes. These theories were informed by research that practitioners have conducted while assisting in identifying students' writing challenges in their classes (Fraser 2006, Hounsell, 1998, Ivanic and Lea, 2006).

Until this time, little attention had been paid to issues of students writing. The general assumption, although rarely articulated, was that students would learn how to write through their tacit acculturation into the norms and conventions of single-subject disciplinary frameworks (Ivanic & Lea, 2006). Hounsell (1998) explained that first-year students, in particular, seemed to be challenged by the new learning and teaching environment at university and the novel-writing conventions that they are expected to acquaint and equip themselves with. Academic discourse was identified as "a particular kind of written world, with a set of conventions, or 'code', of its own" (Hounsell, 1998, p. 161). This illustrated how students needed to be aware to different disciplinary ways of framing in their writing and highlighted the tacit nature of academic discourse, calling for its features to be made more explicit to students (Hounsell, 1998). This is a similar notion and understanding that earlier American researchers such as Bizzell (1982) and Bartholomae (1986) espoused. Subsequently,

the Australian scholars Ballard and Clanchy (1988) also came to this conclusion regarding how students acquire and apply the various writing conventions they encounter for the first time upon entering university.

It appears that literacies in the UK had focused mainly on theory as opposed to practice at the roots of its growth and development. Subsequently, due to the various challenges' teachers were faced with regarding students' writing needs at university, they realised that the focus should not only be "limited" to research and theory, but that it should also include and focus on how literacy is practised within the context of it also being identified as a socially constructed concept (Hounsell, 1998; Ivanic & Lea, 2006).

It was against this backdrop that one of the UK's forerunners in the literacy field, Street (1984), provided influential research that came to be known as the "New Literacies Studies" (NLS) group. In the mid-1980s, Street made a critical distinction between two different notions of literacy. Street (1984) firstly, arguing that any literacy that seeks to be taught as an independent discourse is futile. In contrast, the second peculiarity he argued was that literacy should be taught as a social practice. Street refers to the former understanding of how literacy should be taught as the "autonomous model", and the latter was identified as the "ideological model" (Street, 1984). Street's key argument was that "Literacy... is not something that once acquired can be effortlessly applied to any context requiring the mastery of the word" (Russell et al. 2009, p. 399).

Thus, Street's argument is fundamentally based on the understanding that literacy can only effectively be facilitated as socially situated and as contextualised practices (Street, 1984). This notion of literacy has its tenets in both sociolinguistics and linguistic anthropology (Street, 2001). It is also imperative to highlight that academic literacy in the UK "... comes primarily out of studies in language, literacy and ethnography, with a focus on descriptive studies of specific literacy practices, and has no particular disciplinary home" (Russell et al., 2009, p. 396). This explains why academic literacies specialists were established because their

roles now had to function across multiple disciplines and discourses. A critical debate was whether ALs specialists should work collaboratively with discipline specialists within a specific course. In this space they would be expected to work from a premise whereby they offer generic support across various disciplines (Russell et al., 2009; Street, 2001).

It is important to note that the UK's literacies researchers mainly drew insights from American scholars who have a long history in academic literacy. The most prominent US body of work which UK literacies specialists drew from came from scholars such as Bazerman (1989), Bartholomae (1986), Russell et al., (2009) and others. UK researchers and practitioners found Bazerman's (1998) work most valuable because it mainly focused on writing from various recognised academics. However, his writing framing fundamentally highlighted that making meaning in one's writing involves several diverse options (Bazerman, 1998). Although Bazerman's work focused on experienced academic writers, UK researchers also found that a valuable framing in understanding novice student writing (Ivanic, 1998; Lea, 1994; Lea & Street, 1998, 1999; Lea & Stierer, 1999; Lillis, 2001, 2008; Turner, 1999).

Notwithstanding the above, UK literacies specialists made their own unique contribution to the various contested notions of how academic literacies, and writing amongst students in particular, should be further understood. UK researchers' contribution highlighted that meaning-making for student writers also includes the role and impact of "power, authority and identities" on student academic writing (Ivanic, 1998; Lea, 1994; Lea & Street, 1998; Lillis, 2008).

Hence, Lea and Street (1998) argued that challenges, which student writers were experiencing at university, were not merely based on notions of how to write, but that these challenges stemmed from a tension between meaning-making and choices that beckons the questions for whom, by whom, and to whom does the academic writing make sense or not. This understanding of students' writing focuses on the student writer's own identity, the teaching staff and students' authority and relations about who holds power and whose authority is

recognised as meaning-making (Lea & Street, 1998). This new insight into the research of student's academic writing was the impetus of Lea and Street's (1998) creation of the three different models for students' writing. These models include the Study skills, Academic socialisation and Academic literacies models. These three models will be expanded on in the latter part of this chapter to explain their significance towards the development of academic literacies within South Africa, and in the discussion of the conceptual framework of Section 4.5.

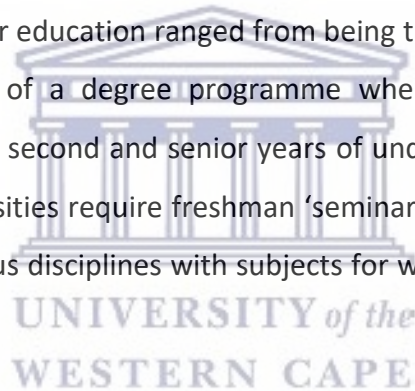
3.5 OVERVIEW OF ACADEMIC DEVELOPMENT IN THE UNITED STATES OF AMERICA (USA)

The origins of AD work in the United States of America (USA) spans more than four decades since the 1970s and came about for the same reasons as AD work in the UK (Bartholomae, 1986; Bazerman, 1988, 1998; Russell et al., 2009). The main reason was that higher education institutions had to include the previously excluded population of students in the USA. This move placed emphasis not only on the access policies of universities but also on their learning and teaching policies, portfolios, and practices to include and accommodate all newcomers into academia (Russell et al., 2009). In addition, AD work in the USA was founded on "...the century-old US tradition of university-level "composition" courses, required of almost all first-year university students" (Russell et al., 2009, p. 8). However, these courses were often taught in various English departments of the universities with a heavy emphasis on English deficiency amongst the new 'incomers' into academia. This kind of teaching model is indicative of the first model (study skills "deficit") of academic literacies espoused by Lea and Street (2006).

A distinct difference from ALs in the UK was that the process of embedding ALs into discipline-specific courses started with the Americans introducing it in the mid-1970s. Hence, the abbreviation WAC, which refers to "Writing Across the Curriculum", a term first coined and presented by the British educational theorist and reformer, James Britton (1975) together with his colleagues who taught at the University of London, Institute of Education (Russell, 1991). They initially framed their work as "Language Across the Curriculum (LAC) or Language

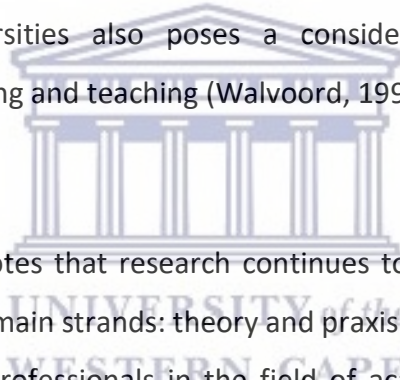
Awareness Movements (LAM)” with specific reference to secondary schooling. However, these movements were short-lived in secondary schools within Britain but were carried forward by ALs researchers and teachers in the USA (Russell, 1991).

According to Russell (1991), the central tenet of Britton’s (1975) work in this area was to argue that for ALs to be taught effectively and meaningfully, it cannot be taught as a course on their own. Instead, it should be facilitated where it is infused into the curriculum and, most importantly, across the various disciplines. Furthermore, Britton (1975) was influenced by Vygotsky’s (1978) learning theory of social constructivism. This theory, at its core, promotes that learning takes place within a social context and acknowledges that learning involves various key role players from which meaning can be drawn from and made. How these ALs modules were offered in higher education ranged from being taught indirectly alongside the curriculum that formed part of a degree programme where ALs were scaffolded and mainstreamed across the first, second and senior years of undergraduate studies (Monroe, 2006). However, some universities require freshman ‘seminars’ instead: a first-year writing course taught by staff in various disciplines with subjects for writing drawn from their fields (Monroe, 2006).



The process of infusing ALs into discipline-specific (cognate) courses has been the hallmark of WAC within various American universities (Britton, 1975; Russell, 1991). Discipline specific lecturers were afforded opportunities to empower themselves and others with new and relevant knowledge on how best to support their students (Devitt, 2004; Fairclough, 1992, Fairclough, 1989). Cognate discipline academics discussed the specific needs and resources for their students’ writing and how writing works differently in each of their disciplines. The epistemology of ALs for each discipline specific course also formed part of these training sessions as well as how students can be best supported in their literacy’s practices (Devitt, 2004; Fairclough, 1992, Fairclough, 1989).

Therefore, AD work in the USA has been at the forefront of offering cutting-edge knowledge and skills on how to embed ALs into the various subject-specific courses. Furthermore, WAC has introduced a workable structure for practising ALs at the various institutions of higher learning (Britton, 1975; Russell, 1991). For example, they would often establish writing centres in centralised offices within the university or each faculty. These centres would employ senior students (final-year undergraduate or postgraduate) to serve as tutors and mentors across various disciplines and faculties to support students mainly with their writing needs (Delpit, 1993). Literacies experts also trained the tutors employed in these writing centres to avoid offering “dumb down” or remedial practices to students (Burke & Hermerschmidt, 2005). However, as promising as these structures appear to be, staff complaint that this kind of support towards students impede their already stretched workloads and it impacted their research negatively. The ever expansion of the large student population at various universities also poses a considerable threat to the quality enhancement aspects of learning and teaching (Walvoord, 1997).



Nonetheless, Russell (1991) notes that research continues to form an integral part of the WAC, which is focused on two main strands: theory and praxis that focuses on both the work and writing contributions of professionals in the field of academic development and the involvement of students’ participation. For the WAC, learning and teaching, and research are taught practically and in an integrated or infused manner. Therefore, according to WAC, students acquire new knowledge by having been put into action by the processes of feedback provided by their peers and lecturers. In essence, WAC espouses that students being put back into action fosters and ensures that they learn by actively ‘doing’ (learning to write through the writing itself). In so doing, students become creators and contributors towards new knowledge (Dias, Freedman, Medway, & Pare, 1999).

A summary table with the similarities and differences regarding AD work in the three countries is presented in Table 3.1 below.

Table 3.1: Summary of similarities and differences of the three countries AD work

Similarities of	Differences between	Differences	Differences
Student population growth explosion after World War II and after many other political transformations globally.	Australia AD work encompasses both staff and student development	UK Academic Literacies (ALs)	USA Writing Across the Curriculum (WAC)
Having to include students into universities that were previously excluded and disadvantaged	Students initiated AD work by holding academic staff to account for teaching and learning matters to enable success for them.	ALs research stems from human beings' holistic composition that includes their cultures, customs, habits, mutual differences in communication and applied linguistics.	WAC research that comes out of the study of linguistic societal evolution and how individuals use everyday conversation to construct a common-sense view of the world
The main objective was to transform higher education and focus on student and academic development "support" within higher education institutions.	Higher education institutions also used AD as a platform to enable facilitators of learning to improve their teaching skills as they seek to be relevant and current in academia.	ALs movement is not as vast and miscellaneous as WAC	WAC movement is more extensive and more varied about its expanded networks
Writing and literacy were used to break down unfathomable approaches to writing for both students and staff.	AD work in Australia was benchmarked and standardised by the Council of Australian Directors of Academic Development (CADAD 2011)	ALs has focused more on theory and research that has often shaped to development of ALs at universities.	Whereas WAC has focused more on praxis (practical implementation) that has been institutionalised in various faculties
Universities rejected basic (dump down) notions of teaching and learning academic literacies.	Consistent, tangible evidence is available as to how AD work, particularly within ALs, positively impacts both students and educators in higher education.	ALs focuses on further education and training in which much progress has been made in research and academic development into the scholarship of teaching and learning.	WAC, on the other hand, focuses on adult learning or lifelong learning, which they have not fully developed as yet

From the similarities, it is deduced that due to large scale massification at universities since the Second World War, AD work was established and grew to become a prominent feature

within the structures of tertiary institutions at the time. Moreover, the previous historical setting of higher education institutions, being of a homogeneous nature, was forced to transform rapidly. It had to include students from diverse backgrounds in terms of race, gender, class and religion. Important educational policies had to be implemented at universities as it now had to ensure that it no longer only catered for an exclusive elite group of students only. Around these circumstances, AD researchers in the UK introduced the three different models on ALs, especially the third model, namely, the academic literacies that continue to directly address the issues of equity of access and power relationality in the classroom at universities. Thus, AD work paved the way for overhaul and positive transformation within the Australian, UK and USA tertiary institutions.

Differences regarding AD work in Australia, the UK and the USA yield interesting insights. AD work within the USA excerpts a longer history (since the 1970s) at universities than its two other counterparts, Australia and the UK who began approximately a decade after the 1970s. It is also the American academic institutions that have been the pioneers in implementing and practising the learning and teaching of ALs using the third model of academic literacies as introduced by the UK AD researchers. Furthermore, the USA tertiary institutions were also the first to embed academic literacies into the discipline-specific discourses. One reason for this could be that America soon realised after the Civil Rights movement in the 1960s that it could no longer discriminate and exclude individuals seeking access to higher learning based on the colour of their skin. In addition, the USA's long-standing tradition of welcoming immigrants to its shores may have impacted various policy changes that came about in the tertiary sector to include people.

However, although American universities broke new ground as stipulated above, they mainly focused on praxis rather than research into learning and teaching discourse. This was when the UK's AD researchers were at the forefront of producing research by focusing on expanding theories in grounding the field of AD work in terms of both staff and student development since the early 1980s. Therefore, laying the foundation for the academic literacies' models introduced by the British AD scholars. Although these theories have become pivotal in

teaching ALs, the differences reflect that theory would be useless without the practical implementation thereof for any discourse to become and remain relevant, especially within higher education institutions.

AD specialists in the USA have begun to take the lead on strengthening AD work amongst adult students as lifelong learners at various universities across the country. This difference may be due to cost of living factors and the high cost of tertiary studies, particularly within the USA, where one often encounters students who hold down two or more jobs to keep up with their tuition fees. These differences in Australian, American and British higher education systems about AD work reflect the unique needs, challenges and opportunities that arose for both staff and students.

3.6 ACADEMIC DEVELOPMENT WORK IN SOUTH AFRICA

Academic development (AD) work in South Africa can be traced back to the early 1980s (Thesen & Van Pletzen, 2006; Van Schalkwyk, 2008). Its conceptual origins go back to 1980, to the 'Academic Support Programmes' (ASPs) founded in 1980 or shortly thereafter at the English-medium 'liberal' universities. ASPs were established to facilitate the entry and integration of black students into these institutions, which had been statutorily for Whites-only institutions since the so-called Extensions of University Education Act of 1959. According to Van Schalkwayk (2008), "The work of recent researches in the field of academic literacy highlights the development that has taken place and has had considerable influence on "research and pedagogy associated with writing at tertiary level", particularly in the United Kingdom" (p. 108). From the start, AD work in the South African context drew strongly from the UK perspective whereby academic literacies specialists also used the theoretical ALs models to underpin its various practices within the different universities.

Thus, the main objective of AD work in South Africa was to support students who were previously excluded from entering universities due to apartheid, which is similar to the Australian, UK and USA university context regarding the massification and diversification of students (Boughey, 2000; Leibowitz, 2014). Since the dawn of South Africa's democracy, HWU

were forced to open their doors to provide multitudes of black students access to higher education (Boughey & Volbrecht, 2004). However, although these former White academic institutions made way for black students to enter, these students came from an apartheid education system that offered black pupils Bantu education widely understood as a sub-standard form of education (Jansen, 1990; Fataar, 2000). Therefore, it is generally understood that previously disadvantaged students entering university for the first time during the post-apartheid era were at a disadvantaged and needed academic support. AD specialists and practitioners identified this major systemic challenge as the “articulation gap” (Boughey, 2009; Scott, 2006, 2009a; Leibowitz, 2014).

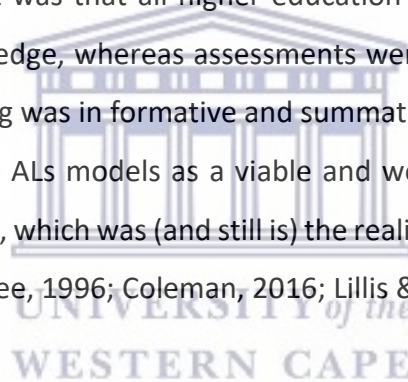
Due to the articulation gap challenges identified by AD specialists and other educationists, AD work in South Africa ushered in various foundation modules in critical discourses by the mid-2000s. This gave further rise to what is known as ‘foundation programmes’ or ‘Extended Curriculum Programmes’ (ECPs) within universities across South Africa by the mid-1980s (Hofmeyr & Spence, 1989). The main purpose of AD work in South Africa was to address not only the articulation gap but also to enable ‘equitable access’ and ‘equitable outcomes’ (Department of Education, 1997; Scott, Yeld & Hendry, 2007).

AD specialists soon realised that introducing these intervention programmes at the foundation level to address equity issues in higher education was insufficient. They continue to lobby and advocate for transformation within the entire mainstream sector of universities whereby the curricula and teaching methods “...developed the capacity to accommodate talented students from all communities and educational backgrounds” (Scott, 2009b, p. 27). Fundamentally, AD specialists called for a holistic transformation of higher education learning and teaching, curriculum design and development (Moulder, 1991; Scott, 2009b).

AD specialists pursued an attempt to offer ‘equity of access’ and ‘equity of outcomes’ to previously disadvantaged students within South African higher education institutions during its democratic dispensation and looked at Britain and Australia for guidance and direction on how to support African and Coloured students who now had gained access into universities after decades of being excluded (Scott, 2009a, 2009b). Moreover, South African AD specialists identified strongly with literacies specialists who have produced seminal research from the

UK around academic literacies (Boughey, 2012; Boughey & Volbrecht, 2004; Lea, 2004; Lea & Street, 2006; Lillis, 2001).

As stated in the Section 3.4 above, academic literacies originated from the researchers associated with the New Literacies Studies (NLS) group who pioneered a framework to understand students' academic writing in an academic development context (Barton, 1994; Gee, 1996; Lea & Street, 1998, 2006; Street, 1984). Academic literacies practitioners and scholars in South Africa at the time argued that the work and research of the NLS group remain pivotal in attempting to address the challenges of equitable access and outcomes (Boughey, 2009). This was the thinking in the previously White only and 'liberal' academic institutions of higher learning in the country (Boughey, 2009; Leibowitz, 2004; Scott et al., 2007; Thesen, 1997; 2007; Thesen & Van Pletzen, 2006). Their argument was based on two fundamental notions. The first was that all higher education institutions used reading and writing to produce new knowledge, whereas assessments were still mainly focused on how 'good' or 'bad' students' writing was in formative and summative assessments. Secondly, AD specialists could use the three ALs models as a viable and workable framework to redress academic access and inequality, which was (and still is) the reality in South African universities (Archer, 2006; Barton, 1994; Gee, 1996; Coleman, 2016; Lillis & Scott, 2007).



More specifically, the South African AD practitioners and specialists resonated with the third ALs model, namely, Academic Literacies. It addressed the issues of identity in writing by having made use of Gee's (1996) notion of discourse, power relations, and socio-cultural contexts and practices (Coleman, 2016; Gee, 1996; Jacobs, 2005; Street 1984, 1991 & 1995; Thesen, 1997; Paxton, 2004). Similar to the UK context, AD specialists have been pioneering this notion and vision of ALs, which was widely implemented and used within the South African context. For this purpose, a summary of the three ALs models as conceptualised by Lea and Street (1998, 2006) is provided below in Table 3.2.

Table 3.2: Summary of the three ALs models as conceptualised by Lea and Street (2006)

Study skills model	Academic socialisation model	Academic literacies model
<p>Writing and literacy as an individual and cognitive skill</p> <p>Focuses on the surface features of language form</p> <p>Transfer knowledge of writing and literacy from one context to another</p>	<p>Students' acculturation into disciplinary and subject-based discourses and genres</p> <p>Acquire the ways of talking, writing, thinking, and using literacy</p> <p>Typified members of a disciplinary community</p> <p>Disciplinary discourses and genres are relatively stable</p> <p>Once learnt and understood the academic discourse can to reproduce</p>	<p>Concerned with meaning making, identity, power and authority</p> <p>Foregrounds what "counts" as knowledge in any academic context</p> <p>Similar in many ways to the academic socialization model except more complex, dynamic, nuanced, situated, and involving both epistemological issues and social processes (power relations and social identities)</p>

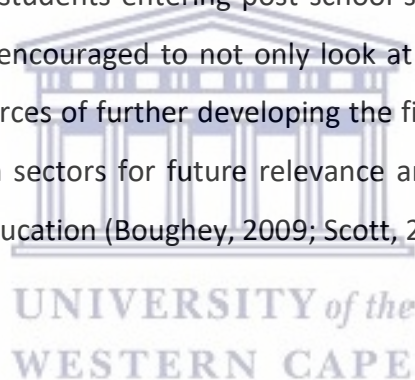
It is important to note that Lea & Street (2006) argue that the three models are not mutually exclusive, they overlap in at least two ways:

1. All three models could be used to help students understand and apply literacies practices in any academic context; and
2. Theoretically, all three focus on the relationship between epistemology and acts of writing and literacy in subject areas and disciplinary fields.

As such, these authors advise that the three models should be built on to arrive at the best possible academic support for students (Lea & Street, 1998; 2006). I agree and support these arguments because there are two main reasons why the Study Skills model is viewed as a 'deficit approach'. As already alluded to in Section 1.5, this model was used as an 'easy fix' for African students' underpreparedness by White academics during the earlier years of its inception because the students were viewed as 'being the problem who needed fixing'

(Hlatschwayo & Formunyam, 2019). The second reason has to do with the fact that the Study Skills model was implemented as a 'stand-alone' model and was not embedded (no collaboration and contact) within the cognate disciplines (Boughey, 2002, 2004; McKenna, 2004). It is, therefore, understandable why these negative connections are associated with the Study Skills model. Following Lea and Street (1998, 2006), I propose that a different approach where the strengths of each of the three models are combined with South American scholar Gutiérrez's (1995, 1999, 2009) hybrid language practice model will best support students coming from diverse, multilingual and multicultural contexts (refer to Section 4.5).

In support of my proposal are the findings of a recent study conducted by Khumalo (2020) at the University of Kwazulu Natal in which she argues that the Study Skills ALs model has its place and relevance to provide in the academic development needs of South Africa's multilingual and multicultural students entering post-school studies. Moreover, in the late 2000s, AD practitioners were encouraged to not only look at the developed northern and western countries for new sources of further developing the field, but to also look at South American, African and eastern sectors for future relevance and enhancement of AD work within the context of higher education (Boughey, 2009; Scott, 2009a, 2009b).



3.7 CONCLUDING SUMMARY

This chapter contextualised academic development work globally and in South Africa. The main objective in the discussions was to explain why, when and how AD work began, and how it evolved and unfolded to what it is today. Secondly, the chapter included a detailed discussion on how academic literacies formed a fundamental basis of AD work in Australia, the UK, the USA and in South Africa. Lastly, a summary of the ALs models was presented to provide context regarding how they were and continue to be used in South African higher education institutions. Therefore, this chapter provided a literature review of AD work and ALs practices to set the scene for the discussion in Chapter Four, in which the structure and practice of academic literacies modules at UWC is presented.

CHAPTER FOUR

ACADEMIC DEVELOPMENT AT THE UNIVERSITY OF THE WESTERN CAPE AND CONCEPTUAL FRAMEWORK

4.1 INTRODUCTION

The previous chapter presented a global and national perspective of academic development. In this chapter, I contextualised academic development at the University of the Western Cape (UWC) as the research site of this study, and present a detailed discussion of the study's conceptual framework. I begin with an overview of UWC as a historically Black university in South Africa and the challenges its students faced at public schooling. This is followed by a discussion of the background of academic development at UWC and how it evolved into academic literacy/EED modules in its seven faculties. Thereafter, I discuss the conceptual framework of the study, which is based on a combination of the strengths of the three academic literacies models of Lea and Street (2006), and Gutiérrez's (1999) hybrid language practice model's characteristics. The combined strengths and characteristics assisted me to arrive at an embedded four-dimensional hybrid academic literacies model, which formed the basis for the discussion and interpretation of the results in Chapter 7. The chapter is concluded with a summary of what was presented.

4.2 OVERVIEW OF THE UNIVERSITY OF THE WESTERN CAPE AS AN HISTORICALLY BLACK UNIVERSITY IN SOUTH AFRICA

As described in Section 1.1 and listed in Table 2.3, the University of the Western Cape (UWC) was a historically Black university that was a driving force against apartheid due to its policy focus on equity and access to all (Lalu & Murray, 2013). In 1960, the university accepted its first cohort of undergraduate students (Badsha, 1993). The institution had approximately 160 Coloured students enrolled and was located in one of the local primary schools in Bellville-South, known as Kasselsvlei Primary School (Lalu & Murray, 2013). The language of learning and teaching at the time was Afrikaans as most Coloured communities were fluent in communicating in Afrikaans. Because UWC resisted the ideology of separateness and division,

and opened its doors to other racial groups, the language policy was changed to a bilingual one (Afrikaans and English) in 1990, and finally changed to English only at the end of 1992 (Leibowitz, 2001; Volbrecht, 2002). As reflected in Section 1.1, the undergraduate student body was 18 855 in 2019.

Changing the language of learning and teaching to English brought about language learning challenges for the students they continued to admit to the different degree programmes. This was an added challenge, given the students' profiles who made up the larger part of the undergraduate student cohorts (Boughey, 2000; Leibowitz, 2001; UWC Teaching and Learning Strategic Plan, 2006). As stated in Section 1.1, UWC opted to cater for the working class and lower income students in order to provide them with opportunities to further their education and in so doing, strengthen their opportunities to find good employment and raise their standards of living (University of the Western Cape, Mission Statement, 1982).

Consequently, the students who UWC admits come from poor socio-economic backgrounds and under-resourced public schooling, which rendered them underprepared for the demands of higher education (Boughey, 2000, 2012; Council on Higher Education, 2010, 2016; Letseka, Cossier, Breier & Visser, 2010). Because of their poor socio-economic backgrounds, which was and is a direct consequence of apartheid as discussed in Sections 2.2, 2.3 and 2.4, the students had to and are still dealing with challenges relating to a lack of literacy and numeracy skills, a language barrier, large class sizes and absenteeism, under-resourced and dysfunctional schools, underqualified teachers, a lack of parental involvement and support, and being under-prepared and hence, not having epistemological access to higher education studies. A brief discussion of each of these challenges is presented below.

4.2.1 A lack of literacy and numeracy skills

A lack of literacy and numeracy skills is a key challenge in South Africa's public schooling system. South Africa was the lowest-performing country (mean score of 320) out of 50 countries in the 2016 Progress in International Reading Literacy Study (PIRLS) study (Mullis, Martin, Foy & Hooper, 2017). The study showed that 78% of South African Grade 4 learners

could not understand what they were reading in any of the 11 languages. That is, they could not “focus on and retrieve explicitly stated information, interpret and integrate ideas and information; evaluate and critique content and textual elements” (Mullis et al., 2017, p. 3). The percentage in the United Kingdom was 3% (Mullis et al., 2017). On the PIRLS scale, approximately 40 score points are equal to a year’s schooling, which implies that South African learners’ literacy skills may be six years behind the top-performing countries (Howie, Combrinck, Roux, Tshele, Mokoena & McLeod Palane, 2017). Similarly, Spaul (2019) pointed out that in almost half (45%) of South African public primary schools, not a single learner could read and make suggestions.

The statistics above reflect that learners have not mastered reading with understanding in the foundation phase of schooling. The same applies to numeracy skills. South African learners performed the poorest when compared to other middle-income countries and low-income African countries that participated in an international study about assessments, and specifically in Mathematics (Centre for Development and Enterprise (CDE), 2013). Likewise, according to Spaul (2019), in 47% of South Africa’s public high schools, not a single learner could reach the Intermediate International Benchmark in Mathematics.

Unfortunately, due to their socio-economic statuses, not many African and Coloured learners (the Indian learners have better results) have opportunities to learn and practice early numeracy skills. They perform poorly in the early years of primary school and continue to perform poorly throughout their schooling career (Jordan, Spaul & Kotze, 2015; Spaul, 2019; Taylor & Von Fintel, 2016).

Given the above statistics, there should be an urgency on the side of the Department of Basic Education (DBE) to promote literacy and numeracy skills in the early phases of schooling for South African learners in public schools because these skills are paramount not only for access to higher education, but also for academic tasks and assessments at universities. They will also assist them with critical thinking, text analysis and problem-solving, and creative and

innovative thinking so that they would become self-regulating and independent thinkers. Therefore, the reality is that the students who UWC admits to its undergraduate programmes were already disadvantaged at an early childhood level, and they will remain disadvantaged because of the public schooling they received.

4.2.2 A language barrier

Language proficiency is needed when the students arrive at post-school institutions. Consequently, Pretorius and Klapwijk (2016), and Songxaba, Coetzer and Molepo (2017) argue that a lack of language proficiency is one of the most important reasons for the poor levels of reading comprehension among South African learners. It is known that language is an integral part of the learning process, and the learning and teaching language will not only affect the learner's communication within their schools or universities, but more importantly, it will also influence their interpretation and understanding of the content in the different subjects (Dalvit, Murray & Terzoli, 2009; Jantjies & Joy, 2015; Nieman, 2006; Pennycook, 1994).



In addition, the Department of Basic Education (2014) views listening and speaking, reading, writing and presenting as indispensable tools in the learning process as the learners move across the curriculum, from primary to high school. It is for these reasons that Desai (2001) and Le Roux (1993) (amongst others) argue that learners need to be taught in their home language until the end of Grade 6 to develop a good language foundation. However, the current language policy in South Africa is that learners must be taught in their first language from Grade 1 to 3 (which is an African language for more than 70% of the learners), and must then switch over to English as the language of instruction from Grade 4 onwards (Department of Basic Education, 2010). In this regard, the South African Demographics Profile of 2018, indicates that only 9,6% of South Africa's population has English as a first language (IndexMundi, 2018). Hence, the majority of South African students learn in the English language, which is their second or additional language.

4.2.3 Large class sizes and absenteeism

Large class sizes in South African public schools and learners' absenteeism are further challenges to successful learning at school level. The national average learner-educator ratio (LER) for public primary schools is one teacher to every 35,2 learners, and 27,7 learners to a teacher in public high schools (BusinessTech, 2018). Still, in many primary schools, especially those in rural areas, the LER is much higher and could be as high as 150 learners per teacher (Marais, 2016). Teachers experience many challenges in teaching large classes. It is not only a physical constraint (a teacher cannot move freely in an overcrowded classroom), teachers cannot give individual attention to all the learners, and especially to the struggling ones (Imtiaz, 2014; Marais, 2016). The result is that the weaker learners slip through the cracks and are at a greater risk of failing or dropping out (Imtiaz, 2014; Marais, 2016; Mlachila & Moeletsi, 2019). Moreover, due to large class sizes, teachers might jeopardise the quality of the work as they most probably will not assess the work submitted thoroughly because they would be under pressure to complete the marking to meet set deadlines. They might feel overwhelmed and overworked (Imtiaz, 2014; Marais, 2016; Mlachila & Moeletsi, 2019).

Absenteeism is another challenge at public schools in South Africa. Coetzee and Venter (2016) state that absenteeism often occurs 'involuntarily' due to learners' social and economic circumstances. Sometimes learners missed the school bus and stay at home as a consequence, or they needed money for travelling, which their parents did not have, resulting in non-attendance (Coetzee & Venter, 2016). Absenteeism affected learners on many different levels. On an intellectual level, learners fell behind with schoolwork as it became challenging to stay abreast with the various learning and teaching demands, and with catching up on work missed. Such learners will continue to struggle academically and are at greater risk to eventually drop out of school (Coetzee & Venter, 2016; Mboweni, 2014). These authors argue that learner absenteeism is another reason for poor academic performance at school level and drop outs (Coetzee & Venter, 2016; Mboweni, 2014).

4.2.4 Under-resourced and dysfunctional schools

Due to the apartheid's policies and laws, the democratic government classified public schools in South Africa into five quintiles, where schools that are situated within poor communities

and townships being classified as quintiles 1 to 3, which are no-fee paying schools. The schools that are situated in middle class and more affluent communities were grouped as quintiles 4 and 5, which are fee paying schools (Dass & Rinquest, 2016; Department of Basic Education, 2017). The percentage of learners in public schools that do not pay school fees is 69,7% and the percentage of learners in schools receiving social grants is 62,9% (South African Market Insights, 2018). The quintiles 1 to 3 schools are fully funded by the Department of Basic Education, and the quintiles 4 and 5 partially funded as they can raise their own funding (Department of Basic Education, 2017).

Unfortunately, the funding provided by the DBE is not sufficient to sustain and provide for all the needs of the quintiles 1 to 3 schools. Such schools are also not able to raise their own funds to augment the funding received due to their locations within poor communities, and the inequalities that originated during apartheid (Amin & Ramrathan, 2009; Burch, Sikakana, Gunston, Whittle & Murdoch-Eaton, 2018). Ineffective school management practices and poor access to basic resources such as textbooks and information technology are further challenges to quality education in quintiles 1 to 3 schools (Burch et al., 2018; Taylor, 2011). Spaul (2013a, 2013b) explains that apart from the 25% of schools that are mostly functional, public schools in South Africa are not able to equip learners with the necessary foundational knowledge and skills they should be acquiring at school. Khumalo (2018) agrees that teaching in most public primary and high schools in South Africa is not effective, which has resulted in the deterioration of quality education and an increase in the number of dysfunctional schools.

4.2.5 Underqualified teachers

Qualified and competent teachers are key to the facilitation of learning and knowledge construction at school level. Regrettably, due to apartheid, many public schools in South Africa do not have a qualified teaching corps (King & Newman, 2001; Modisaotsile, 2012; Spaul, 2019). Spaul (2019) found that the majority of teachers (80%) lack the content knowledge and pedagogical skill to teach the subjects they are currently teaching. For example, 79% of Grade 6 Mathematics teachers could not obtain 60% in a Grade 6/7 level Mathematics test (Spaul, 2019). Muller (2016) explains that a reason why the mathematical

abilities of primary school teachers is a challenge, is because primary school teachers are trained as generalists. Thus, it is in primary schools where the numeracy learning backlog begins because the crucial foundations for Mathematics are not laid, while secondary schools struggle to retain the specialist who might be able to address the problem (Bernstein, 2015; Muller, 2016).

In addition, South Africa is currently experiencing a shortage of teachers (National Planning Commission, 2011). It is estimated that South Africa will need as many as 30 000 additional teachers by 2025. To this effect, Marais (2016) explains that the shortage of qualified teachers and resources are some of the reasons for the overcrowded classrooms, which are systemic challenges due to South Africa's apartheid past. Hence, Legotlo (2014), Modisaotsile (2012), and Desimone, Smith and Ueno (2006) propose that the social demand for better public schools, effective principals, qualified and committed teachers, and better opportunities for all, places a huge challenge on the democratic government to protect the rights of all citizens in South Africa.



4.2.6 A lack of parental involvement and support

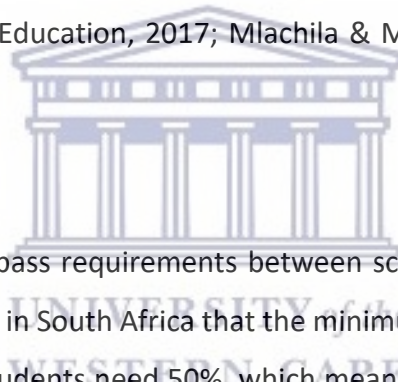
Parents are regarded as the primary educators of a child's early years, and they remain a major influence throughout the child's schooling career (Page, 2016). Research shows that children whose parents are more involved in their schooling are more likely to experience academic success than children whose parents are less involved (Hill & Craft, 2003; Singh & Mbokodi, 2004).

Unfortunately, many African and Coloured parents have never had the opportunity to attend school themselves, and do not know how to read and write due to the previous dispensation (Modisaotsile, 2012; Page, 2016). Also, parents in poor communities might work longer hours, which will prevent them from spending time with their children and be involved in their schoolwork. Moreover, poverty is the major driver behind low educational attainment for African and Coloured learners as it dictates where learners will go to school, with whom, and by whom they will be taught (Gándara & Mordechay, 2017). It also determines the resources

they have available outside of school, where they spend the majority of their time, the kind of nutrition they have, the kind of healthcare they receive (or do not receive), and the amount of time that their parents will spend with them (Gándara & Mordechay, 2017). Thus, poverty became a barrier that could prevent parents from being involved in their children's schooling careers.

4.2.7 Being under-prepared and hence, not gaining epistemological access

The preceding challenges discussed above all contribute to the under-preparedness of learners when they start with a post-school qualification. When the foundation for literacy and numeracy is not laid in the early schooling years, reducing learning gaps and developing the potential of learners, regardless of their home language and socio-economic backgrounds, is in vain (Equal Education, 2017; Mlachila & Moeletsi, 2019; Spaul & Kotze, 2015).



The discrepancy between the pass requirements between school and university is another challenge. It is generally known in South Africa that the minimum pass requirement at school is 30%, but at university, the students need 50%, which means that the learners who do not obtain the bachelor's pass requirements cannot proceed to university studies, even if they wanted to. To this end, Chetty and Pather (2015) explain that large gaps exist in students' subject content knowledge and skills, which are preventing them from entering and/or succeeding in higher education. The under-preparedness of first-time entering students result in an inability of the students to adapt to a new curriculum and environment, to use their cognition, to take notes and deal with a heavy workload, to apply effective planning, time management and study skills, and to cope without family support (Frick, 2008; Mahlangu & Fraser, 2017; Nyamupangedengu, 2017).

Moreover, despite the transformation process that was put in place by the democratic government (refer to Section 2.5), South African public universities are still battling with many systemic challenges (Morrow, 2009; Pather, 2015; Speckman & Mandew, 2014; Van Breda,

2018). The consequences of apartheid policies and governance are still impacting on how African and Coloured students access and participate in higher education (Morrow, 2009; Pather, 2015; Speckman & Mandew, 2014; Van Breda, 2018). Statistics South Africa (2019) reported that, for the 2017 academic year, 35.3% of White students attended a post-school institution, 27.1% of Indian/Asian students, and only 10.2% of African students and 8.2% of Coloured students. In addition, from the cohort of students who enrolled in 2011, an average of 29% completed their degree programmes in the prescribed period of three years (end of 2013). Another 29% took three more years to complete, while the remaining 42% dropped out, with the highest percentage of dropouts happening in the first year of study (Council on Higher Education, 2016).

It is because of the above challenges and statistics that Morrow (2009) argued that the intention to widening formal access to higher education studies did not provide African and Coloured students with epistemological access. Epistemological access refers to students' abilities to acquire new knowledge based on prior learning and knowledge constructed (thus, a solid foundation that was built at school level), where students need to meaningfully engage with the concepts, practices and ways of thinking and reasoning at post-school level (Lewin & Mawoyo, 2014; Morrow, 2009; Scott, 2006, 2009a). Regrettably, the education that was and is provided to the learners in most of the public schools do not provide the learners with sound content knowledge and skills, which they can build on at post-school studies. It is for these reasons that Spaul (2013) states that the current patterns of poverty on the one hand, and privilege on the other, will continue, unless there is an acknowledgment and understanding of the existing inequalities in South Africa's basic education system.

4.3 HISTORY OF ACADEMIC DEVELOPMENT (AD) AT UWC

Base on the above challenges, UWC's open access policy to all students fundamentally gave rise to the need for academic development work at the university (Boughey & Volbrecht, 2004). Also, a need was identified that specifically highlighted the plight of the student intake who needed an enabling and supportive learning and teaching environment that took into

cognisance the diverse backgrounds from which they stemmed. Badsha et al. (1990, p. 1) asserted at the time that,

UWC's teaching methods are not always successful at enabling these students to transfer their talents into the learning situation. UWC thus has the responsibility, both towards its student body and the wider community, to ensure that an environment is created that allows students to develop to their full potential and graduate with skills relevant to the country's needs.

Furthermore, the review of the language policy at UWC also prompted an overhaul of the entire learning and teaching practices, curriculum and pedagogies. This was done to align with a post-apartheid society's outcome and needs (University of the Western Cape Teaching and Learning Strategic Plan, 2006).

As discussed in Sections 2.3.2 and 2.4, 'Academic Support Programmes' (ASPs) were initially introduced at former HWUs in South Africa when they began to provide access to a small minority of African students in the 1980s. These diverse students were not first language speakers of English, which posed a challenge to these universities. These students were viewed as being 'underprepared' for tertiary education due to the inadequate schooling system they were exposed to. UWC faced this same challenge with English as the language of learning and teaching when its student population steadily increased in the early 1970s and 1980s (University of the Western Cape, General Calendar, 2005). For this reason, various ASPs were offered to the underprepared students. These programmes were essentially aimed at addressing the 'deficits' of the students not being able to satisfactorily communicate academically due to their lack of English language proficiency.

However, concerned and interested AD academics realised that an ASPs' approach was initially introduced at HWUs universities (Boughey, 2002; Scott, 2009b; Volbrecht, 2002). They deemed the ASPs not suitable for HBUs where the diversity of students' contexts was more complex and nuanced. With this realisation, AD academics at UWC put forward the argument that ASPs were flawed (Boughey, 2002, 2012; Leibowitz, 2014). They focused and

placed undue blame on the African students entering universities for the first time and their lack of specific academic capabilities. Thus, a shift was made to move towards a more holistic AD approach. This approach was aimed at addressing not only the needs of African students, but to improve the overall teaching practices and methodologies which included a focus on staff development as well (Boughey, 2000, 2002; McKenna, 2004; Scott, 2006, 2007, 2009a, 2009b; Volbrecht, 2002). The following definition captures the essence of AD work at universities in South Africa, including UWC,

“A field of research and practice that aims to enhance the quality and effectiveness of teaching and learning in higher education, and to enable institutions and the higher education system to meet key educational goals, particularly in relation to equity of access and outcomes.” Academic development encompasses four interlinked areas of work; student development (particularly foundational and skills-oriented provision), staff development, curriculum development and institutional development (Council on Higher Education, 2007, p. 74).

This definition offered a more encompassing approach towards student and staff development, and institutional and national progress to produce well-rounded graduates in an ever-revolving society in need of sound nation-building. At this juncture in 1990, UWC's Senate approved the establishment of an academic development centre (ADC) whose core function was to offer academic support and development to all its students (Academic Development Centre, 1995, 1996, 1998). The proposal for the ADC was pioneered through a collective effort of researchers and an informal AD team. This team embarked on a research project that they conducted between 1988-1990 at UWC (Volbrecht, 2002). The research project focused on three key areas, (i) the management of AD work, (ii) the communication of various capabilities within AD as an occupation, and (iii) the teaching and learning of literacies as part of AD facilitation. In this regard, AD work was characterised and underpinned by adopting an “infused model” (Volbrecht, 2002).

The theoretical framework for this infused model drew on the work of social theorists such as Bernstein (1996), Bourdieu and Passeron (1994) and of cognitive psychologists (Bruner,

1990; Dewey, 1997; Piaget, 1972), who acknowledged the role of social context as espoused in Vygotsky's (1978) learning theory, of "Zone of Proximal Development". Moreover, the learning and teaching theory of Social constructivism also formed an important part of the infused model for AD work at UWC (Volbrecht, 2002).

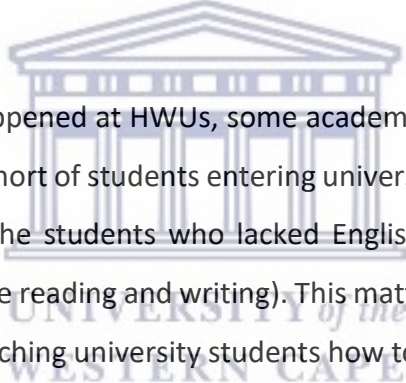
The implementation of this model came about through the original research project's findings and recommendations produced, which was presented to the university's Senate committee in a comprehensive report (Volbrecht, 2002). According to the original research project, an "infused" academic development model was defined as,

... a process ... to be infused within the mainstream of the university, i.e. at departmental and faculty level, unlike the adjunct academic support model which attempts to integrate educationally underprepared students within the traditional university system. It is worth noting that, even within traditional universities, the academic support programmes are being challenged and redefined to enable them to play a role in institutional change (Academic Development Centre, 1995, p. 7).

However, the notion of an infused model at its initial inception of conceptualisation referred to a blending of the educational syllabus that began to acknowledge and consider the complex academic experiences and needs of African students who were entering universities, including UWC. This was envisioned to be aligned with the social transformational agenda, project and context within higher education in post-apartheid South Africa (Boughey & Badsha, 1990; Walker & Badsha, 1993). The English department within the Arts faculty was tasked to implement the EED modules and thus, the EED module was first introduced in the Arts faculty during the 1990s after which it was also offered to a few of the other faculties. This was done as part of the former ADC's Language project, which also included establishing a Writing Centre together with the various Language Departments (Volbrecht, 2002). The EED modules were introduced to support first-year students with language skills, but they were not a compulsory module for all students at the time (Volbrecht, 2002).

In addition, the infusion model called for an expansion of AD work in specific units, centres or programmes into the mainstream. Staff in a central department at various tertiary institutions

were required to organise and assist with the overall management and implementation of the infusion process, usually through AD-related committees which was the case at UWC (Boughey & Badsha, 1990; Walker et al., 1992). However, from the onset, Volbrecht (2002) noted that although exceptional contributions were made towards these projects by equally hard-working staff in the various departments, the infused model itself was fundamentally flawed. According to this author, the infused model "...does not provide an approach to literacy development that engages all staff and students in a fully inclusive narrative of organisational learning" (Volbrecht, 2002, p. 224). This is an important form of critique against the notion that the second and third academic literacies' models were better than the Study Skills ALs modules. An inference can be made that the infused model did not involve all the staff and all the students, and hence, it was flawed because it was exclusionary, which corresponds with the notions of a 'deficit approach'.



At the time, similar to what happened at HWUs, some academics at UWC viewed the lack of literacy amongst the diverse cohort of students entering university as a serious 'problem' and often misplaced the fault on the students who lacked English literacy practices and skills (generally understood to include reading and writing). This matter was compounded by some academics who argued that teaching university students how to read and write was not their job, but rather that their duty and responsibility was to teach students the content of their cognate disciplines. Thus, these academics expected other persons (AD practitioners) to take responsibility for ensuring that university students were equipped with the necessary literacy practices and skills to succeed at university level.

In summary, the ADC was closed in 1999 at UWC, with the university management indicating that funding was one of the major causes for its closure (Volbrecht, 2002). Although this process seemed to have projected a negative outcome, it ironically, may have given impetus for more informed and creative opportunities for renewed possibilities regarding AD work at UWC as it was decentralised to the different faculties from 2000 onwards. In this regard, UWC owes a considerable debt of gratitude to all the past (and present) AD staff members who may have created a much-needed platform from which AD work emerged to support all first-year students in achieving success at the university.

4.4 DECENTRALISED ACADEMIC DEVELOPMENT WORK: HISTORY OF ACADEMIC LITERACY COURSES/MODULES AT UWC

As noted in Section 1.1, when the ADC was disestablished at the end of 1999, the academic development (AD) specialists were redeployed within the different faculties from the year 2000 onwards (Volbrecht, 2002). The English Department continued to offer English for Educational Development (EED) modules to the Arts Faculty (EED Arts), the Community and Health Faculty (EED CHS), the Law Faculty (EED Law), and the Natural Sciences Faculty (EED Science). In other words, the English department continued to outsource the learning and teaching of the EED module to the CHS, Law and Science faculties. As was also noted in Section 1.1, the faculties of Dentistry, Economic and Management Sciences, and Education did not have EED/academic literacy modules prior to 2000. A brief description of how each of the seven faculties' academic literacies/EED modules started and how they are structured, is provided below.

4.4.1 Faculty of Arts (EED/English (Eng. 105/6 Arts))

The Arts faculty has used the EED/Eng. 105/6 modules, (initially a yearlong module and later semesterised modules) for almost thirty years, from 1991 to the present day. Eng. 105 is offered in the first semester, and Eng. 106 in the second semester for students who have failed the first semester. They are hosted in the English Department and taught by an academic from the English Department. These modules were and are offered to students enrolled in the three-year degree programmes. The criteria were that students who obtained a pass percentage of 60% and above in English as a subject at school were exempted from enrolling for the EED module, while those who had a pass percentage below 60% had to enrol for the EED module (University of the Western Cape, Faculty of Arts Calendar Part 1, 1990).

Subsequently, the EED modules were overhauled and transformed twice in the space of five years (2000-2005). In this regard, the EED module first changed to focus on supporting students with developing language skills at university. For this reason, the module was renamed in 2001 to "English Intensive" offered across two semesters (University of the Western Cape, Faculty of Arts Calendar Part 1, 2001). The second change saw the EED

modules transformed to English 105 for the first semester, and English 106 for the second semester (University of the Western Cape, Faculty of Arts Calendar Part 1, 2005, p. 17). The English 105/6 modules were recommended to three-year degree students who achieved a 'D' or lower symbol for English in matric. Additionally, any other registered students at the time who thought and felt that they needed and wanted to learn more about literature and improve their academic literacies skills were welcome to register for either one of the two modules (M Patel, personal communication, May 02, 2017). The weighting of the EED modules is 15 credits, which is in line with the other first-year modules in the faculty (University of the Western Cape, Faculty of Arts Calendar Part 1, 2005, p. 17).

The English 105/6 modules have two main aims. Firstly, the modules aim to engage students with literature and the world around them by encouraging an open-minded attitude, curiosity and critical thinking. Secondly, the module intends to prepare students for the requirements of academic writing. It introduces them to key literary concepts and skills that they need to become well-rounded and successful university scholars (refer to Addendum 11).

4.4.2 Faculty of Community and Health Sciences (EED CHS 111/121)

The EED (CHS) modules have been offered to first-year students since 1997 to date. The EED (CHS) modules are hosted in the English Department. All the first-year students in the various four-year degree programmes must enrol for the EED (CHS) module, which are semester modules. The only students exempted are the Nursing degree students who receive their own discipline-specific academic literacy development and support within this specific degree programme. The three-year degree students are not required to register for the module (J Chipps, personal communication, May 15, 2019). The weighting of the module is 10 credits (University of the Western Cape, Faculty of Community and Health Sciences Calendar, 2019). These modules are also hosted in the English Department and taught by a staff member from the English Department. The primary aim of the EED (CHS) module is to equip students with basic communicative competencies and academic literacies skills. These skills are relevant to the CHS discourse that will enable students to achieve academic success and prepare them for the work environment in their various professions (University of the Western Cape, Faculty of Community and Health Sciences Calendar, 2019).

4.4.3 Faculty of Law (EED Law 101)

The Law faculty has used the EED programme since 1997 to date. The EED module within the Law faculty was and is offered to both the four- and five-year degree programmes students. It is a year-long module, with 15 credits, which are in line with the other four- and five-year modules. Similar to the previous two faculties, the module is also hosted in the Arts faculty, but taught by a staff member from the Law faculty (M Patel, personal communication, May 02, 2019). The main aim of the EED (Law) module is to introduce and induct law students into the basic literacies' skills within the field of law, which they require to qualify and practice as lawyers in the world of work (refer to Addendum 12).

4.4.4 Faculty of Natural Sciences (EED Science 117/127)

The Natural Sciences faculty has made use of the EED Science module from 1997 to date. Initially, it was not a compulsory yearlong module for all first-year students. Instead, students from any level of their studies within their various science degree programmes could register for the EED Science (University of the Western Cape, Faculty of Science Calendar Part 7, 1999). In 1999, the EED (Science) module was offered to all first-year students on a compulsory basis and later in the early 2000s, was reduced from a year-long module to a semester one, and certain degree programme students were excepted from the modules (J Volschenk, personal communication, May, 18 2019). The modules are hosted in the English Department and taught by an academic from the English Department similar to the CHS faculty. The key aims of the module are to provide language communicative and academic literacies skills, specifically within a scientific context for students to gain competence in the creation and production of scientific knowledge (refer to Addendum 13).

4.4.5 Faculty of Dentistry (Academic Literacy for Dentistry (ALD) 110)

The Dentistry faculty has been offering academic literacies for dentistry (ALD) since 2003. However, initially, in the early 2000s, the Dentistry faculty did not offer its own EED module as its students had to enrol in the Faculty of Science for their first year and then in their second year move to be registered in the Dentistry faculty (University of the Western Cape, Faculty of Dentistry Calendar Part 3, 2004). During this period, first-year Dentistry students had to

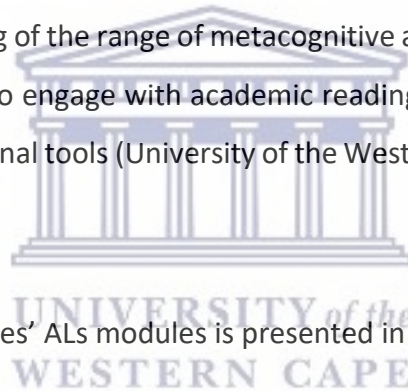
register for the EED Science module before the Dentistry curriculum was changed in 2005. The curriculum change introduced the Dentistry faculty's own academic literacies module (ALD 110) which is currently offered as a year-long module to all its first-year students and taught by a staff member from the Dentistry faculty (University of the Western Cape, Faculty of Dentistry Calendar Part 3, 2005). The module's credit weighting is 10 credits, which is similar to the CHS faculty's EED module. The module has two main outcomes. The first is to provide Dentistry students with the necessary life competencies, such as critical and analytical thinking for sound decision-making. The second main is to develop the students' academic capabilities, such as reading and writing for scientific purposes, and study strategies, include digital literacy (University of the Western Cape, Faculty of Dentistry Calendar Part 3, 2005).

4.4.6 Faculty of Economic and Management Sciences (ALC 131/132)

As stated in Section 1.1, the faculty did not have ALs modules prior to 2000. The Academic Literacy for Commerce (ALC 101) yearlong module was introduced in the faculty as a compulsory yearlong module for all first-year students at the beginning of 2000, with a credit weighting of 20 credits (Faculty of Economic and Management Sciences, Undergraduate Calendar Part 4, 2000). It is the faculty's own module, but the initial two academics who taught the module were seconded from the English Department. It was changed to semester modules in 2009 and the credit weighting was reduced from 20 to 15 credits, which was in line with the other first-year modules in the faculty (Faculty of Economic and Management Sciences, Undergraduate Calendar Part 4, 2010). It changed from ALC 101 to ALC 131 for the three-year degree programme students, and to ALC 132 for the four-year degree programme students (Faculty of Economic and Management Sciences, Undergraduate Calendar Part 4, 2010). Currently, the academic staff who is responsible for teaching the modules are staff members in the faculty with linguistic and educational backgrounds. The main aim of the ALC modules is to induct first-year students to the academic discourse. That is, developing students' academic literacy skills and general English language proficiency so that they could function at a higher education level (refer to Addendum 14).

4.4.7 Faculty of Education (EED, IL 121& IL 126)

Similar to the EMS faculty, the Education Faculty did not have academic literacy modules prior to 2004. The module EED was introduced in the faculty in 2005 when the undergraduate programme, Bachelor of Education (B. Ed.) commenced for the three-year degree programme students. In this degree programme, all first-year students had to register for EED, which was hosted and taught by an academic from the English Department (University of the Western Cape, Faculty of Education Calendar Part 5, 2005). The EED module was ceased at the end of 2015 because the faculty decided to designate the responsibility to its language department located directly within the faculty (P Plüddemann, personal communication, May 05, 2019). Subsequently, at the beginning of 2016, a foundation academic Literacy (FAL) 101 module was introduced as a yearlong module for the five-year degree programme students (University of the Western Cape, Faculty of Education Calendar, 2016). It has a 10 credit weighting, which is similar to the faculties of CHS and Dentistry. The module aims to provide students with an understanding of the range of metacognitive and discourse-based strategies that will improve their ability to engage with academic reading and writing tasks as well the use of technology and educational tools (University of the Western Cape, Faculty of Education Calendar, 2019).



A summary of the seven faculties' ALs modules is presented in Table 4.1 below.

Table 4.1: Summary of ALs modules offered per faculty

Faculty	Inception date	Current & credit weighting	Degree programme students offered to	Aims/purpose/objectives of the ALs modules
Arts	1991	Current 15 credits	Offered to three-year degree programme students whose English language percentage is below 60%	To engage students with literature and the world around them by encouraging an open-minded attitude, curiosity and critical thinking and academic writing.
CHS	1997	Current 10 credits	Offered to four-year degree programme students only, except Nursing degree students	To equip students with basic communicative competencies and academic literacies skills.
Law	1997	Current 15 credits	Compulsory module offered to all four and five-year degree programme students	The aim is to enhance and enrich Law students understanding and use of the English language in a legal setting so that they can adjust to the language and academic literacy demands of the university environment and to the requirements of their chosen profession
Science	1997	Current 15 credits	Not compulsory for students in the three-year degree programmes	The overall objective of the module is to help students develop the skills that they will need to be a successful student and scientist.
Dentistry	2003	Current 10 credits	Compulsory yearlong module that is offered to all the degree programme students	To develop the students' academic capabilities, such as reading and writing for scientific purposes, and study strategies, include digital literacy
EMS	2000	Current 15 credits	Compulsory semester module offered to three- and four-year degree programme students	It aims to developing students' academic literacy skills and general English language proficiency. It equips students with skills and knowledge needed beyond the first year of university studies, and for the world of work.
Education	2005	Current 10 credits	Compulsory yearlong module offered to all the degree programme students	To provide students with an understanding of the range of metacognitive and discourse-based strategies that will improve their ability to engage with academic reading and writing tasks.

Table 4.1 indicates that the ALs modules are compulsory for the three-year degree programmes students in the Law, Dentistry, Education and EMS faculties. On the other hand, they are not compulsory in the Arts and Science faculties. The ALs modules are not offered to the three-year degree programme students in the CHS faculty, it is offered to the four-year degree programme students only. The table also reflects that the ALs modules are offered to

both the three-year and four-year degree programme students in the faculties of Dentistry, Education, EMS and Law. They are yearlong modules in the faculties of Dentistry, Education and Law, and semester modules in Arts, CHS, EMS and Science. The ALs module has a 15-credit bearing weighting in the faculties of Arts, Education, EMS, Law and Science, and a 10-credit bearing weighting in the CHS, Dentistry and Education faculties. Lastly, the main aims are more or less similar in all the ALs modules with specific reference to the ALs skills, practices and competencies which each ALs module offers to their students.

The study's conceptual framework is discussed next.

4.5 CONCEPTUAL FRAMEWORK

The conceptual framework of this study is derived from the strengths of the three Academic literacies models (Lea & Street, 1998, 2000, 2006) and the model (Gutiérrez, 1992, 1995, 1999, 2009). As indicated in Section 3.6, I combined Lea and Street's theoretical understanding of literacies in the learning and teaching process, which is from a British (UK) perspective, and Gutiérrez's philosophical premises of diversity and hybridity, which is from a South American (Latino) perspective.

Gee (1996), together with Lea and Street (1998, 2000, 2006), argue that academic literacies (ALs) are socially embedded practices that are shaped by an individual's context, customs and genre. This notion of understanding ALs responds to dispel the view of a 'deficit perspective' of academic literacy. The 'deficit perspective' assumes that bad writing can solely be attributed to one's lack of basic grammatical skills, which is a result of not being proficient in the English language (Barton, 1994; Street, 1984, 1995, 1996, 2005). For this reason, Lea and Street (1998; 2000 & 2006) set out to conduct research in this field. These authors designed the three well-known academic literacies models, (i) the Study Skills Model, (ii) the Academic Socialisation Model, and (iii) the Academic Literacies Model, which have been widely used as theoretical frameworks in the field of academic development and student learning (Boughey, 2002, 2012; Coleman, 2012; McKenna, 2004, 2010; Paxton, 2007; Lea & Street, 1998, 2000, 2006).

Lea and Street (2006) explain that there are vital elements present within any given academic framework, including “...meaning making, identity, power, and authority, and foregrounds the institutional nature of what counts as knowledge....” (p. 369). Lillis (2003) and Lea (2004) used the academic literacies models during a research study as a theoretical framework to offer new insights into designing a curriculum and the pedagogical practices that support both the facilitator of learning and the student. The Academic Literacy Development Programme (ALDP) was used to conduct the study in the United Kingdom (UK) among minority prospective tertiary students whose first language was not English. Therefore, they had minimal contact with the processes and procedures involved when using English within an academic environment (Lea & Street, 2006). In this study, the use of the academic literacies’ models saw different genres (peer discussions, note-taking, letter writing and essay writing), peer interaction, and multimodal resources (non-verbal and verbal) being utilised to enable students to make meaning. It considered the use of students’ cultural norms and practices as they drew from prior knowledge and other modes of cognition and expression to aid them in this process (Lea & Street, 2006).

The third model, academic literacies, identified and illustrated that identity, meaning making and power dynamics play a critical role in the process of students acquiring and applying the various language practices within a higher education context. This process appears to assist the multilingual students to make meaning on an implicit level to participate on an explicit level in the classroom space for assessment purposes (Lea & Street, 2006).

From the above discussion, one can observe that the academic literacies’ models put forward by Lea and Street (2006) do not necessarily focus on the aspects of diversity and hybridity as they highlight identity, power relations, and meaning-making from a homogeneous, monolingual British European perspective. South African academic development specialist, Ian Scott (2009b) argues that, to expand the notion of academic development within an African and South African context, current and local academic development practitioners should become inclusive. This author explains that AD practitioners would have to draw from other heterogeneous voices and work stemming from South American and other non-European scholars as the discourse has for many centuries been dominated by homogeneous researchers from North America, the UK, and Australia. The distinct voices from South

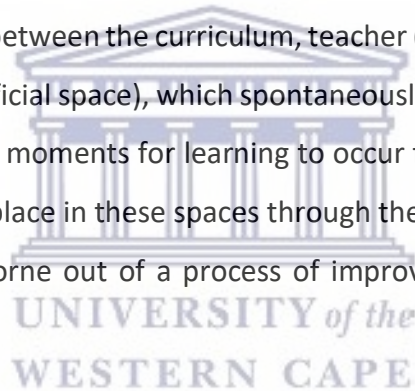
American and other non-European scholars could assist in the identification of similarities and differences concerning the learning and teaching of academic literacies skills and practices in the South African higher education context. The mission should be to investigate and further explore new possibilities and opportunities which would aid South African higher education institutions in eradicating the 'deficit approach' and high attrition rates at universities. It should also offer all students an equal opportunity to succeed in their academic studies, thereby enabling a more productive workforce that could contribute effectively to the overall growth of South Africa as a developing nation (Scott, 2009b). I agree with and support Scott's views, and hence, I decided to draw from scholar Gutiérrez's South American (Latino) perspective as well.

Gutiérrez (1992, 1993, 1995) together with other researchers (Anzaldúa, 1987; Arteaga, 1994; Becquer & Gatti, 1991 and Gómez-Peña, 1996) contributed extensively to the concept of hybridity. The broadened definition emanated from a South America perspective. For Gutiérrez (1999), this comprehension of diversity can be extended within the context of learning environments where it can be used as a resource for intervention purposes to facilitate and bring about transformation and the creation of new knowledge.

Gutiérrez (1999) explains that hybridity is "... a new way of making sense of diversity in learning contexts" (p. 288). For this researcher, hybridity is present everywhere within various learning environments and spaces. More significantly, for Gutiérrez (1999), hybrid-learning spaces in classrooms are fundamentally social spaces of educational communities where meaning-making occurs and consists of three different layers. In the first layer, which she refers to as the "First space", the teacher together with the curriculum forms the "official space" through which the "normative scripts" (a description or establishment of norms, standards, rules) are created in the classroom. The second layer, which is the "Second space" is referred to as the "unofficial space" where students construct "counterscripts", while the third layer, which is the "Third space", refers to the educational space wherein learning takes place (Gutiérrez, 1999, p. 288). She argues that these three spaces remain in constant tension with each other as they are intertwined and interdependent to aid the construction of new meaning (Gutiérrez, 1999).

The author further explains that the third space is an inherent environment where diversity exists. The very nature of this learning space is an environment wherein issues of "...conflict, tension and diversity" fundamentally co-exist (Gutiérrez, 1999, p. 287). The author advocates that these learning spaces, by nature, offer a sense of diversity. She states "...learning contexts are immanently hybrid, that is, polycontextural, multivoiced and multiscripted" (Gutiérrez, 1999, p. 287). Moreover, she links this notion of the third space with the scholar, Engeström's (1999) definition of activity theory. This theory espouses that the third space within a learning context becomes an "extended activity" that is similar to the social constructivist theorist Vygotsky's (1978) notion of learning spaces as Zone of Proximal Development.

It is within this hybrid developmental space that the author highlights that, through the process of active learning and teaching, several "unexpected disruption(s)" may take place. These disruptions could occur between the curriculum, teacher (within the first official space), and students (the second unofficial space), which spontaneously and creatively offers various opportunities, possibilities and moments for learning to occur for both the students and the lecturer. Learning often takes place in these spaces through the experimentation of different kinds of extended activities borne out of a process of improvisation within the classroom (Gutiérrez, 1999).



A few prominent features of these improvised disruptions within the immediate learning environment include the use of, "...humor, local knowledge, personal experiences, ["code switching", "side talk", "participation"] and narratives" which students may share to make sense of the content (Gutiérrez, 1999, p. 293). Moreover, in this way, the students can create and co-create new meaning-making possibilities for themselves and their peers and their teachers. In this context students portray the active role of facilitators of learning as they take responsibility for their own learning within these learning and teaching processes (Gutiérrez, 1999). Therefore, these moments of disruptions and improvisations are referred to as the third space through which meaning-making takes place that 'gives birth' to new insights, which is then used for knowledge production, not only for the student but also for the lecturer (Barton, 1994; Boughey, 2007). I therefore, agree and support Gutiérrez's (1999) accounts of the three different layers in which learning and teaching occurs and that was why I combined the two perspectives (ALs models and hybridity) so that the one augments the other. Table

4.2 below reflects the similarities and differences between the academic literacies' models and the model.

Table 4.2: Similarities and differences between ALs and models

Similarities	Differences
Both models highlight that learning is a social practice	The academic literacies model was designed from and for a homogeneous student populace in the UK and thus is a European perspective
The formation of learning communities is prevalent in both models	The academic literacies model is premised on the notion that "identity, power dynamics and meaning making" is challenged within the learning context
Social constructivist learning theory forms the basis within both models where students fundamentally remain the focal point both actively and passively within the learning space	The academic literacies model utilises various genres including, "peer discussions, note-taking, letter writing and essay writing" to enable meaning-making within the learning and teaching space
In both models, the teacher/lecturer takes on the active and passive role of the facilitator of learning in the classroom	The hybrid language practise model was designed from and for a heterogeneous student community that does not provide a European nor North American perspective; but rather a South American vantage point
Both models stem from within a three-fold interrelated and interdependent dimension. The academic literacies model interacts with both the Study skills (model 1) and Academic socialisation (model 2), and the Hybrid language practice model operates and functions within the First space (Official space), Second space (Unofficial space) and the Third space (Hybrid space)	The hybrid language practice model is fundamentally embedded within the elements of "diversity, hybridity and multilingualism" in any given learning environment
Both models enable and enhance learning and teaching within various primary, secondary and tertiary institutions	The hybrid language practice model makes use of different tools such as "humour, side-talk, story-telling, code switching, local knowledge, personal experiences" for sense and meaning-making to take place within the learning and teaching context

Table 4.2 draws together the similar and distinct factors that are used to form the basis of the conceptual framework of this study. The complementary elements of each of the two models are that learning is a social practice, and the Social Constructivist Learning Theory is implicitly the platform for the processes of meaning-making in the learning environment. The contrasting factors of the hybrid language practice model augment the elements of the academic literacies' models. In addition, as argued in Section 3.6, an embedded hybrid ALs model will eliminate the negative connections associated with the Study Skills model and

simultaneously, ensures that the notion of a 'stand-alone' ALs model be dispelled. Table 4.3 below illustrates the embedded hybrid academic literacies model.

Table 4.3: Embedded Hybrid Academic Literacies Model

Dimensions	Sub-dimensions	Elements of a hybrid model
<p>Students' personal factors</p> <p>Students' socio-economic backgrounds and home environments</p>	<p>Students' biographical information</p> <p>Parental circumstances, poverty, unemployment, social grants, second language speakers, 1st generation students</p>	<p>Strengthening students' identity</p> <p>Embracing student uniqueness</p> <p>Providing/enhancing cultural capital</p> <p>Providing holistic support systems and resources</p>
<p>Students' academic factors</p> <p>Students' academic orientation and agency</p>	<p>Self-efficacy and agency in order to become confident, competent and self-regulating students</p> <p>Academic socialisation with regard to: Transition from high school to university, learning to cope with heavy workload, effective time management skills, taking responsibility for their own learning through</p>	<p>Developing students' self-efficacy and agency</p> <p>Providing agile (swift) malleability (adaptability) moral and academic support</p> <p>Strengthening students' commitment and resilience to succeed</p>
<p>Content knowledge and skills development factors</p> <p>Discipline specific needs/requirements /skills and competencies per faculty</p>	<p>Academic literacies theories and models used in the faculties and embedding the ALs modules within the other disciplines</p> <p>Acquisition and application of skills and developing competencies</p> <p>ALs modules indicator of students' academic success - are they addressing the needs of the students holistically?</p>	<p>Using hybridity as a transformational tool to embed the 3 ALs models into discipline specific modules</p> <p>Authentic cognitive curricular</p> <p>Embracing indigenous knowledge (decolonialisation, digital literacy and curricula mainstreaming)</p> <p>Providing hybrid-learning spaces in order to develop students' skills and discipline specific competencies</p>
<p>ALs module structure and pedagogical factors</p> <p>ALs module design and lecturers' teaching philosophy</p>	<p>Structure of ALs modules and mode of delivery</p> <p>ALs lecturers' pedagogical approaches</p>	<p>Staff development and Hybrid pedagogies:</p> <p>Wit (humour)</p> <p>Sense and knowledge creating strategies</p> <p>Narrative sharing</p> <p>Fluid and flexible facilitation skills</p> <p>Experiential open mind-set</p> <p>Innovative and creative thinking</p> <p>Liberative co-creators of knowledge and competencies</p>

Moreover, I argue that there are similarities between the South American and South African educational contexts. One, the history of colonisation has influenced both the South American and the South African' education system. Two, areas reflect diversity in culture and language, which are present in the education sectors and give rise to multiculturalism and multilingualism. Third, poverty remains a common denominator across South America and South Africa, which has caused disparity and inequality in education and in other sectors of society.

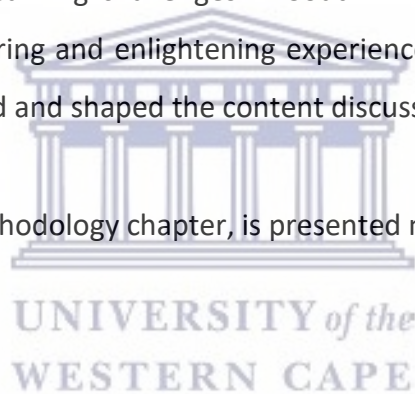
Therefore, an embedded, hybrid academic literacies model will provide a different perspective on ALs models and simultaneously, address diversity, multilingualism and the power relations between the students and teachers, and among peers, to create new meaning-making processes in the educational environment. It is also an attempt to respond to the urgent call made by the Council on Higher Education (CHE)'s Task Team on undergraduate curriculum structure for a "flexible curriculum structure" within the South African higher education sector (Council on Higher Education, 2013). In addition, the augmented model will also address the pertinent question of decolonisation of higher education in South Africa. I argue that the notions of hybridity as put forward by Gutiérrez (1999) can contribute to the current debate on decolonising higher education within the South African context.

Finally, the embedded hybrid academic literacies model assisted me to answer the overall research question, which was, *Were the current academic literacies modules addressing the needs of the first-year students holistically in the four faculties at UWC?* I used the sub-dimensions and the elements of hybridity to analyse the data collected, and as the theoretical underpinnings for the discussions and interpretations of the data in Chapter Seven. In so doing, I was able to achieve the study's aim and objectives, and make a valuable contribution to the academic development discourse, and the practice of academic literacies within a historically Black university in South Africa.

4.6 CONCLUDING SUMMARY

This chapter contextualised academic development at UWC and provided a comprehensive account of the study's conceptual framework. An overview of UWC as a historically Black university in South Africa and the challenges its students faced at public schooling was presented first. This was followed by a discussion of the background of academic development at UWC and how it evolved into academic literacy/English for Educational Development modules in its seven faculties. Thereafter, the conceptual framework of the study, which is based on a combination of the strengths of the three academic literacies models and Gutiérrez's hybrid language practice model's elements, were presented and justified. The content of this chapter required critical thought, long hours of reflection and working through a wealth of literature on the academic development discourse both globally and nationally, and student learning challenges in South Africa's public schooling sector. Personally, it was an empowering and enlightening experience as I could observe how the preceding chapters contributed and shaped the content discussed in this chapter.

Chapter Five, the research methodology chapter, is presented next.



CHAPTER FIVE

RESEARCH METHODOLOGY

5.1 INTRODUCTION

In Chapter Four, I contextualised the research site of the study, and presented a detailed discussion of the study's conceptual framework. This chapter entails a description and justification of the research process followed and used in this study. I begin by restating the study's aim to situate the study within a qualitative research paradigm. I then discussed the study's research design, a Participatory Evaluation Research (PER) design because the purpose of the study was to evaluate the ALs modules offered in four of the university's seven faculties. A detailed discussion and justification of the methodological processes followed in this study are presented thereafter. I conclude the chapter with a summary and reflections on insights I have gained in the research process.

5.2 SITUATING THE STUDY IN A QUALITATIVE RESEARCH PARADIGM

As stated in Section 1.3, this study aimed to evaluate the ALs modules within four of the seven faculties at the university to establish what their theories and practices were based on; how the ALs modules were embedded within the discipline-specific programmes, and the effectiveness of the ALs modules in enabling student success. As such, the study is situated within a qualitative research paradigm. Qualitative research can be traced back to the early nineteenth and twentieth centuries, growing from the discourses in Anthropology and Sociology (Denzin & Lincoln, 2011). Initially, qualitative research was used mainly by Western scholars who often researched people's social existence and experiences from diverse cultural backgrounds completely different from their settings. The Western scholars who used qualitative research specifically within Anthropology and Sociology during this period often used the paradigm to report on their findings in derogatory and condescending ways. These biased findings and discussions depicted their views from a colonialist perspective in the early nineteenth century (Denzin & Lincoln, 2011; Guba, 1990).

However, in the early twentieth century, qualitative research expanded into the field of education where the pioneering work of Spindler (2000) paved the way for the use of this

methodology in the learning and teaching contexts (Denzin & Lincoln, 2011). Thus, qualitative research has its origins in an anthropological and sociological context that was later extended into the scholarship of learning and teaching through the constant critical search for information and knowledge about the unknown or “other” in different parts of the world. Through this quest for new knowledge about the existence of humanity across the globe, the field of learning and teaching provided a conducive platform to dispel the limited use of qualitative research as a paradigm by western researchers (Cajete, 2000; Silverman, 2016).

Subsequently, these flawed facts and arguments were recorded whereby inaccurate recommendations were often made to the detriment of the other populations and societies different from western civilisation (Battiste & Henderson, 2000; Cajete, 2000; Chilisa, 2012; Dutton, 2005). Hence, qualitative research extended the learning and teaching discourse which has proven beneficial at the start of the twentieth century (Bryman, 2012; De Vaus, 2014; Muijs, 2004; Shank and Brown, 2007). For this reason, Cooley (1926) states, “Indeed, the richness of detail provided by qualitative research gives insights into the complicated nature of teaching and learning that would be missed through other means” (p. 250). In addition, through the use of qualitative research in the context of learning and teaching, new ways of understanding, knowing and being was brought about. This led to the progression and transformation of education, particularly within the public sector (Leedy & Ormrod, 2014; Lichtman, 2013). Based on the transformative role of qualitative research in education, I provide further reasons below for using it in this study.

Denzin and Lincoln’s (2011) define qualitative research as follows, “Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. ...” (p. 3).

Creswell’s (2013) definition of qualitative research is:

... qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study ...

the final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution ... for change (p. 44).

Babbie and Mouton (2001) explained that qualitative research is related to the interpretive social sciences archetype, where forms of investigation are based on the significance of the subjective, experiential realm of human beings which involves “human action from the perspective of the social actors themselves” (p. 270).

These definitions imply that qualitative research methodology serves as a guiding map and tool that involves situational context, and human interaction to effect meaningful transformation. The metaphor of travelling is helpful in this context. Qualitative research can be compared to an explorative two-way journey with the idea of exploration and adventure suggests “... a sense of movement involved in research, that research requires a lot of action to bring it to fruition, that nothing is found by sitting still, only by moving into the unknown” (Pitcher, 2013, p. 1). For this reason, I used the philosophical underpinnings of qualitative research for my study. It speaks to the notion of change through a process of expansion whereby critical observation in context, and reflection on complexities, are presented to provide a holistic description.

Secondly, qualitative research is a methodology that is participatory as it seeks to establish meaningful yet critical connections and relations between the researcher, research participants and their natural environments (Babbie, 2016; Babbie & Mouton, 2007, 2010; Creswell & Creswell, 2018; Yin, 2015). The very nature of a qualitative research methodology involves the ‘dance’ between the inquirer and the respondent(s) that encourages interdependency as the researcher seeks to explore a specific phenomenon in the natural setting of the participants (Babbie, 2016; Babbie & Mouton, 2007, 2010). Through this investigation process, the investigator may (or may not) unearth new ways of understanding, doing and being regarding a specific event, experience, fact or incident regarding the research participant(s). The same is relevant about the researcher that becomes enlightened and enriched by what they have discovered through the enquiry process. This research

methodology highlights the reciprocal nature and an important attribute of qualitative studies (Kanu, 2006; Kim, Yang & Hwang, 2006, Loppie, 2007; Lui, 2011). “As a research strategy, it enables a high degree of participant-researcher interaction, meaning that the researcher does not assume some privileged or superior position *viz-a-viz* participants or respondents” (Kanu, 2006, p. 3). The fact that power relations are noted within the context of qualitative research as a methodology is helpful. It purports the notion that both the researcher and participant need each other’s input to co-produce meaningful learning outputs. As such, both research parties benefit through and from the overall research process. This specific characteristic of qualitative research is required for my study as it directly correlates with the conceptual framework (the embedded hybrid ALs model). Thus, I sought to build constructive partnerships with the various research participants and stakeholders involved in my study.

Moreover, this characteristic of reciprocity of qualitative research takes into cognisance the element of power relations in the investigative process of the study. Both researcher and participants do not assume any hierarchical role but work together towards a common cause or goal (Chilisa, 2012; Dutton, 2005). This attribute is congruent with the discussions in Chapters 2, 3 and 4. Hence, this notion of reciprocity in the context of power dynamics is one of the standard features of the academic literacies and models, which form the basis of my study’s conceptual framework. Also, qualitative research provides thick, detailed depictions and scrutiny of proceedings or societal experiences in contexts where particular events are evolving or unravelling, which are relevant to my study (Babbie, 2016; Creswell, 2014; Yin, 2015).

Thirdly, this study made use of a PER design to engage with the participants. They became co-partners in achieving the objectives of this research project which was to arrive at an embedded hybrid ALs model. It is argued that such an embedded ALs hybrid model will be co-owned by the participants as their input and contributions together with that of the researcher yielded fresh and concrete ideas as to how this model can be utilised to facilitate a holistic approach towards student success at the university. For this purpose, the researcher included respondents’ verbatim quotes to ‘see through their eyes’ to gain insight into their ways of thinking, feeling and behaving (Babbie, 2016; Babbie & Mouton, 2007, 2010).

However, although this study employs a participatory evaluative research design, it sought authenticity in co-creating this hybrid model. Thus, qualitative research makes this possible as it aids the investigator with a holistic approach by looking at that which is essential and that which may seem insignificant, distinct or prevalent and to that which is striking and ordinary (Kanu, 2006). Furthermore, in as much as the study is located in a participatory context, the researcher assumes the role of an individual tool as both full partaker as they remain an important instrument through which information or data is gathered (Babbie & Mouton, 2007; Creswell & Creswell, 2018; Denzil & Lincoln, 2011).

Lastly, for the aim and objectives of this study to be realised, a level of mutuality and trust is required between the researcher and participants involved in the data collection phase of the research project (Babbie, 2016; Bryman, 2012). For this purpose, as a fellow academic and researcher, I was ideally located in the university community (which was the research site), where I gathered data from established acquaintances. More significantly, this degree of trustworthiness formed an integral part in allowing me to gain access to the actual research environment and working collectively with the research participants (Creswell, 2014, Creswell & Creswell, 2018; Denzil & Lincoln, 2011). Having motivated why I situated my study within a qualitative research paradigm, I discuss the critique levelled against it in the next section.

5.2.1 Critique against a qualitative research paradigm

Some scholars argue that qualitative research has its own merits, but also some shortfalls (Babbie, 2016; Babbie & Mouton, 2010; Bernard, 1995; Creswell, 2014; Kovach, 2009). For example, Bernard (1995) argues that from an epistemological point of view, qualitative research assumes that human beings are 'blank slates' that draw their ways of knowing from their general life experiences, which involves what they have been exposed to. This can be problematic as one's experiences can often be limited through what one has been exposed to in life. For this reason, data extracted from participants through a qualitative framework can easily be brought into question about what has informed their epistemological notions (Babbie, 2016; Creswell, 2018; O'Sullivan, Rassel & Berner, 2007). However, in this regard, other scholars argue that to eliminate 'discrepancies' or shortcomings that may be reflected through the use of a qualitative research paradigm, a more accurate, concise and scientific method such as a quantitative research frame could be a methodology that can provide an

answer(s) closer to the 'truth' as opposed to ethnographical strategies (Bredo, 2009; Guba and Lincoln, 2005; Muijs, 2011; Patton, 2015). I attempted to overcome this challenge in my study by including quantitative questions and follow-up qualitative questions to maintain an equilibrium in searching for answers to my research question(s).

The second form of critique, according to post-modern and contemporary researchers, is the debate between rationalism espoused through the use of quantitative research and empiricism supported by qualitative research methods (Babbie & Mouton, 2007; Creswell, 2013, 2018; Denzin & Lincoln, 2011; Silverman, 2016). Concerning the question of morality and ethics within the context of conducting research, Bernard (1995) explains that quantitative research often provides facts in terms of 'black or White' and or that which is either 'right' or 'wrong' which according to Kanu (2006), assists in making more accurate estimations, realistic declarations and provide universal synopses.

Although this is seen as an advantage of quantitative research, this rigid approach, according to Bernard (1995), Babbie & Mouton (2007, 2010) and Kanu (2006), yields multiple challenges about the scientific epistemological processes versus the social scientists' empirical way of making sense of the complex, nuanced nature of the world and particularly of the creatures who find their existence in it. Kanu (2006) argues that qualitative research is appropriately suited as a research method and multifaceted approach to illuminate these nuances or 'grey shades' about ethics and moral decision-making. Its core characteristics comprehend and address the nuanced intricacies of any environment. Therefore, a qualitative research strategy is concerned with the 'deeper' (underlying) questions of 'why' and 'how' a decision, phenomenon, event, experience, is either 'acceptable' or 'unacceptable' by journeying towards the 'heart of the matter'. In contrast, a quantitative research method poses the 'surface' questions of inquiry regarding the general social (and scientific) orientation and way of life of humanity (Babbie, 2016; Bernard, 1995; Henning, 2004; Thomas, 2003).

Lastly, the overall objective of this study was to create an embedded hybrid academic literacies model that will enable a holistic approach to academic development and student support. It will enhance students' overall learning experiences and strengthen their

opportunities at succeeding in their respective undergraduate degree programmes. Through this research journey, two parallel ‘roads’ may occur where quantitative and qualitative data collection methods provide ‘merit worthy parameters’ that are flexible when conducting research as it is one of the pertinent hallmarks of any investigative and evaluative process (Creswell, 2013; Kanu, 2006).

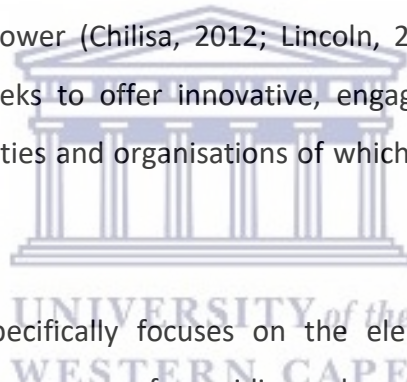
This flexibility, however, is not a license for ‘carte blanche’ as parameters are in place for researchers to adhere to for various and specific reasons in order for the aim and objective of the study to be realised (Creswell, 2013; Kanu, 2006). This form of critique was overcome by the fact that I put in place an embedded hybrid academic literacies conceptual framework where I have displayed flexibility in drawing together the strengths (having reflected on the weaknesses as well) of both the academic literacies and models for the analysis of data in Chapter Six and the discussion and interpretation thereof in Chapter Seven.

In summary, most contemporary research methodology scholars agree with the notion that quantitative and qualitative research paradigms are not mutually exclusive (Babbie, 2016; Babbie & Mouton, 2007, 2010; Creswell & Creswell, 2018; Denzil & Lincoln, 2011; Kanu, 2006; Marshall & Rossman, 2011; Saldaña, 2011; Yin, 2015). These and other scholars argue that quantitative research methods can be enhanced by qualitative research, and the opposite is also possible. In doing so, the two research paradigms can also be understood from the perspective that they can complement each other for a more diverse and grounded overall research investigation (Babbie & Mouton, 2001, 2010; Dutton, 2005; Lui, 2011). The merits of these two research strategies are aptly drawn together by Kanu (2006) as he explains that quantitative and qualitative research play complementary roles in the research process. Quantitative analysis offers tools for concise findings and recommendations whereas, qualitative research provides additional clarity through more in-depth insights. I agree with these scholars and have attempted to overcome the critique against qualitative research approaches as explained above.

5.3 PARTICIPATORY EVALUATION RESEARCH DESIGN

Since this study sought to evaluate the ALs modules at the university, I have opted for a Participatory Evaluation Research Design (PER). PER stems from participatory research (PR)

and has its origins in Africa, Asia and Latin or South America as traditionally third world developing countries where it was initially used by political advocates and scholars within academia during the 1970s. It was used to fundamentally critique and challenge the social injustices within their diverse education systems, countries and societies (Battiste & Henderson, 2000; Bishop, 2005; Brown & Strega, 2005; Guba & Lincoln, 1994; Lather, 2006). This specific research design was and is still used to seek solutions and new ways of doing and being through a 'bottom up' and 'alongside each other' approach instead of a 'top down' hierarchical process (Schwandt, 2000). Accordingly, participatory research stemmed from advocacy, lobbying and mobilising the masses for social justice and transformation (Hall, Dell, Fornssler, Hopkins, Mushquash, Rowan (2015). Moreover, it is primarily used to assist communities in any discourse where members or participants have been oppressed and deprived of certain rights, resources and or privileges through various mechanisms of suppressive and subjugated power (Chilisa, 2012; Lincoln, 2002; Nabudere, 2011, 2012). Essentially, a PR paradigm seeks to offer innovative, engaging and sustainable ways of transforming various communities and organisations of which the educational sector forms an integral part.



PER as a research design specifically focuses on the elements of 'participation' and 'evaluation' for the aim and purpose of providing relevant and grounded information regarding particular issues to different agents of decision-making within any organisation or community (Romm, 2015; Simonds & Christopher, 2013). Cousins and Earl (1992) define PER as "... applied social research that involves a partnership between trained evaluation personnel and practice-based decision makers, organisation members with program responsibility, or people with a vital interest in the program..." (pp. 399-400). The foundation for a PER design involves the elements and factors of strategic partners forming essential and mutually beneficial partnerships to achieve a specific goal(s) where various stakeholders may have vested common interests in the improvement and/or enhancement of a discourse, project, activity and curriculum (Chilisa, 2019; Getty, 2010; Patton, 2015; Smith, 2013).

I used a PER design because its central focus is on participation between 'like-minded' academics in ALs and learning and teaching specialists. By forming partnerships with colleagues in the field of academic development for research purposes, I essentially seek to

forge professional, interdisciplinary and collaborative relationships to harness support from colleagues in pursuit of enabling students to achieve success in the learning process (Cousin & Earl, 1992). The intention was to involve and engage fellow scholars in this way so that they could co-create and own an embedded hybrid ALs model for the practical implementation thereof in their various disciplines, departments and faculties.

A second reason is that the PER aims to include participants central to a study, which in this case, are first-year students in four of the seven faculties at the university. They form part of the stakeholder community together with the ALs lecturers and ALs coordinators. In Sections 1.1 and 4.2, I sketched the diverse and multilingual identities and disadvantaged backgrounds of the kind of students that the university admits to various degree programmes. The majority of these students are African and Coloured who have been exposed to a schooling system that has not enabled them to gain the required literacy and numeracy skills and practices as discussed in Sections 2.3 and 4.2. For this reason, many scholars in the field of academic development and ALs have argued that these students lack specific proficiencies and capabilities and, as such, have entered university studies with some 'deficits' (refer to Chapter 3). Accordingly, due to this skewed premise that AD work in South Africa was based on, the purpose of this study is to dispel this notion of African and Coloured students who have academic-related 'deficiencies'. A PER design places emphasis on dominant oppressive ideologies through various systemic structures, laws and regulations, while creating a conducive and safe platform for a reflective and constructive critique of these assumptions (Chilisa, 2019; Loppie, 2007; Lui, 2011; Smith, 2013).

The third reason for employing a PER design is that it strongly correlates with the Social Constructivist Learning Theory, which postulates that learning is socially situated where students can take responsibility and ownership of their learning. National university authorities and students have begun to recognise that students are central in the learning and teaching process, which has seen the move towards a student-centred learning approach espoused by the Social Constructivist Learning Theory. In this context, a PER design suitably acknowledges that the successful use of such a design is dependent on the "local context" of the participants and the researchers (Vygotsky, 1978, p. 397). This factor contributed to the novelty and uniqueness of the overall study as it was located and conducted at a historically

Black university where the student participants are diverse in language, culture, identity, backgrounds and contexts.

Lastly, using a PER design for this study assisted me to contribute to the process of information gathering about ways in which an embedded hybrid ALs model could be used within different higher education contexts (Chilisa, 2012; Nabudere, 2011, 2012). As such, recommendations on how to apply the embedded hybrid ALs model are proposed in Chapter Eight.

5.3.1 Critique against a Participatory Evaluation Research Design

Guba and Lincoln (2005) and Creswell (2013, 2014) identified common challenges of patience to various time constraints about a PER design within a qualitative paradigm. PER requires much patience as it necessitates the researcher to situate themselves as genuinely trustworthy inquirers in the research process. They seek to elicit as much authentic detailed information and in-depth explanations from the participants. In addition, Creswell (2013) adds that PER is time-consuming as 'experience' becomes the facilitator and or 'teacher' with specific reference to the notion of 'how far' the research relationship should stretch and move for relevant, meaningful and coherent data to be collected. This, in turn, also impacts how timely the study results are produced to inform processes due for current and or future appraisals, reviews, and recommendations (Babbie, 2016; Henning, 2011; Kovach, 2009). I overcame these challenges by having shared the transcriptions and preliminary findings of this study with the ALs lecturers, where I set adequate time aside to converse with them regarding the accuracy of their transcribed interview recordings. In addition, the pre-existing collegial relations built on trust was already established between fellow lecturers who were research participants in my study which also saved much time.

Furthermore, most research methodology scholars indicate that the questions of 'reliability' and 'validity' in P[E]R within a qualitative research paradigm can sometimes be challenging as these factors directly speak to the questions of 'how biased or open-minded the study was?' and 'was the research project 'plausible' or not?' (Creswell, 2013; Ermine, 2007; Silverman, 2004). According to Silverman (2004), "... the issues of reliability and validity are important

because in them the objectivity and credibility of (social scientific) research is at stake” (p. 283). In response to this challenge, Whyte, Greenwood & Lazes (1989) argue that the researcher(s) should at all cost guard against this research design becoming tarnished as its perceived image as an “elitist model” by which the ‘subjects’ (participants) of the actual research can easily be diminished by the researcher(s) into mere ‘objects’ of research. For this reason, Babbie (2016) contends that P[E]R can attempt to eliminate this possible flaw in the overall research process by ensuring that both parties are treated and viewed equally.

This implies that for the entire research process to be recognised as reliable and valid, all the procedures involved, and the views, opinions, perspectives, statements, discussions and narratives of the participants must be checked against a criterion of mutual respect, trustworthiness, honesty, flexibility and openness. This is necessary to foster a meaningful, productive and constructive action-driven partnership that ought to be created between the study’s contributors and the researcher(s) (Buntu, 2013; Mertens, Cram & Chilisa, 2013, 2015; Smith, 2013). In so doing, the research participants can remain ‘uncolonised’ as they become co-creators by taking ownership in the research process, allowing them to become their own ‘agents of change’. Accordingly, the researcher should co-create and facilitate a safe and enabling environment throughout the research expedition to ensure that the research findings and recommendations are legitimate (Mertens et al. 2013, 2015; Smith, 2013). Babbie (2016) states that the purpose of conducting research is not only to create new knowledge, but to create awareness and a platform for action. I have attempted to overcome this challenge by inviting the ALs lecturers to co-present and co-publish two or more articles with me from the findings emanating from this study.

5.4 RESEARCH PROCESS FOLLOWED

The research process followed in this study is explained and justified below.

5.4.1 Ethical clearance process

To conduct this study, I applied for ethical clearance and permission from the university’s ethics committees both at the faculty and institutional level. This ethical clearance application required a comprehensive research proposal in which I had to outline the main aim, objectives

and research questions of the study, how the actual research was to be conducted and who the research participants would be, how the research data would be stored and analysed, and how the findings and recommendations would be disseminated. I also had to explain the study's ethical considerations and ensure that all information and data collected were handled with the highest standard of confidentiality. After meeting all the stipulated criteria, I was granted ethical clearance and permission by the institution to proceed with my study. A copy of the ethical clearance letter is attached as Addendum 1.

5.4.2 Research site

As stated in Sections 1.1, 1.7.2 and 4.2, the University of the Western Cape (UWC) was the research site of this study. It is a historically Black university located in the Western Cape Province of South Africa. A comprehensive overview of the UWC was provided in Sections 1.1 and 2.3.2.2, and the kind of students it admits in Sections 4.2 and 4.3. The university at present has seven faculties that house various units, departments and schools. As stated in Section 1.1, four of the seven faculties, namely, Faculty of Arts (now referred to as Arts and Humanities), Faculty of Economic and Management Sciences (referred to as EMS), Faculty of Law (referred to as Law), and Faculty of Natural Sciences (referred to as Science) formed part of the research site. These faculties host the largest number of students in the university, that was why they were selected as part of the research site, whereas the Faculty of Dentistry is the smallest and as such, was not included.

In addition, the four faculties offered ALs/EED modules to their first-year students in the three-year degree programmes, which was another reason for their inclusion. The Faculty of Community and Health Sciences offered ALs modules to their four-year degree students only, and the Faculty of Education discontinued the offering of ALs modules, that was why these two faculties were not included (refer to Section 4.4). Hence, a purposive sampling technique was used to select the four faculties (Buntu, 2013; Kemper, Stringfield, & Teddlie, 2003; Patton, 2015; Zavala, 2013). Purposive sampling was used to identify the four faculties as they matched the requirements of “desirable participants [as] they represent a theoretical ‘population’ in that they provided the spokespersons for the topic of inquiry” (Henning 2004, p. 71). It is an approach that systematically flows out from the conceptual framework and the

research questions where the sample itself should produce a comprehensive record of the overall study's novelty. Purposive sampling permits the extraction of sound interpretations, accompanied by reliable reasons and justifications (Henning 2004; Patton, 2015; Silverman 2004, 2016).

The four faculties provided the 'research sites' where the ALs modules were facilitated during the first semester of 2019 to first-year students in the three-year degree programmes (Arts, EMS and Science), and the four-year degree programme students in the Law because the B Proc degree is a four-year degree and not a three-year degree. The foundation year students register for the five-year B Proc degree in the Law faculty.

5.4.3 Research participants

The study had three participant groups. A group of first-year students in each of the four faculties, which is referred to as participant group number 1; the two ALs module coordinators who oversee the four ALs modules in the faculties, referred to as participant group number 2; and four ALs lecturers who were responsible for teaching the four ALs modules referred to as participant group number 3.

Participant group number 1 consisted of 31 first-year students registered in the first semester 2019 in Arts, 40 in EMS, 52 in Law, and 44 in Science, totalling 167 student participants. Of the total of 167 participants, 96 were female, and 71 were male. Table 5.1 below presents the student participants per faculty and the percentages, while Figure 5.1 visually reflects the percentages.

Table 5.1: First-year ALs student participants per faculty

Arts	EMS	Law	Science	<u>TOTAL</u>
31 (19%)	40 (24%)	52 (31%)	44 (26%)	167 (100%)

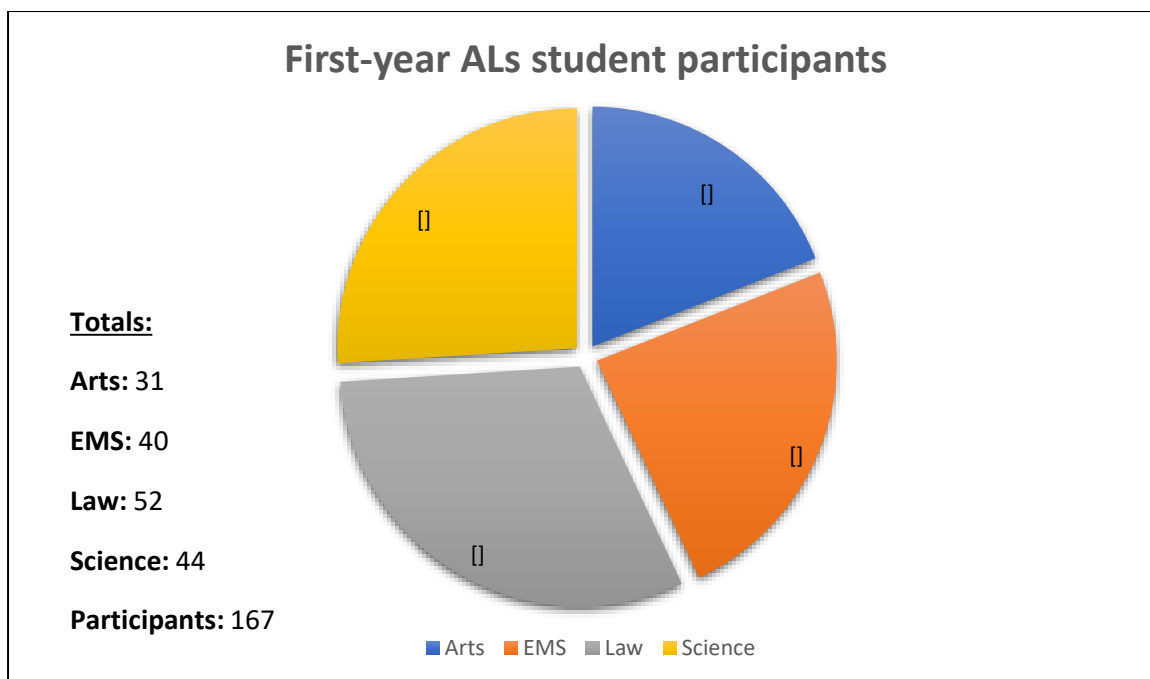


Figure 5.1: A visual presentation of the student participant groups in percentages per faculty

The student participants' selection was a convenient sampling technique (Babbie, 2016; Creswell & Plano, 2011; Patton, 2015; Yin, 2014). Patton (2015) and Babbie (2016) explained that a convenient sampling technique is when the researcher needs to find strategies of acquiring a sample that best suits or characterises the populace which is relevant to the research problem, question(s), aims and objectives of the study or phenomenon under investigation. The students best served the purpose as they were registered first-year students in the four ALs modules in the four faculties, and they were willing to participate when I went to one of their lectures and invited them to remain behind so that I could explain the purpose of my visit to their lectures.

Participant group number 2 comprised the two ALs module coordinators overseeing the four ALs modules in the four faculties. ALs coordinator number one managed the EED ALs modules in the three selected faculties, EED Law, EED Science, and Eng. 105. This was a male coordinator who was in the employment at the university for more than twenty years. He was also the ALs lecturer who taught the EED Law ALs module in the Faculty of Law. ALs coordinator number two was overseeing the ALs modules in the EMS faculty. She was a female coordinator who, similar to the EED coordinator, also worked at the university for more than twenty years. She was the lecturer who taught the ALC ALs modules in the Faculty

of Economic and Management Sciences (EMS). Both their selections were also a convenient sampling technique as they were the coordinators of the four ALs modules, as well as two of the four ALs lecturers who were responsible for teaching the ALs modules in two of the four faculties. Table 5.2 below provides a visual presentation of the two ALs module coordinators' details.

Table 5.2: Two ALs module coordinators' details

Faculties	Designation & experience	Gender	Race	Qualifications
Arts, Law & Science	EED Coordinator More than twenty years	Male	Indian	PhD
EMS	EMS ALs Coordinator More than twenty years	Female	Coloured	PhD

The last participant group, group 3, included the four ALs lecturers responsible for teaching the four ALs modules in the four faculties. The first ALs lecturer was teaching the ALs module named Eng. 105 in the Faculty of Arts. She was a female with more than twenty years of teaching experience. The second ALs lecturer was teaching the ALs module named EED Science in the Faculty of Natural Sciences. She was also a female and had less than ten years ALs working experience. ALs lecturer number 3 was the EED coordinator responsible for teaching EED Law in the Faculty of Law faculty (as already mentioned under participant group number 2), and similarly, ALs lecturer number 4 was the EMS ALs coordinator who was responsible for teaching the ALC ALs modules in the EMS faculty. The ALs lecturers' expertise ranged from discipline specialists in English literature, linguistics and academic development, Law, and Science. Similar to the two previous participant groups, their selection was also a convenient sampling technique. Table 5.3 reflects the four ALs lecturers' details.

Table 5.3: Four ALs modules' lecturers' details

Faculty	ALs Designation & Experience	Gender	Race	Qualifications
Arts	Eng. 105 Lecturer More than twenty years	Female	African	PhD
EMS	ALC Lecturer More than twenty years	Female	Coloured	PhD
Law	EED Lecturer More than twenty years	Male	Indian	PhD
Science	EED Lecturer Less than ten years	Female	White	PhD

5.4.4 Research instruments

Following the principles that underpin qualitative research, three different research instruments were used to collect the data. This was done to triangulate the data and strengthen the validity and reliability of the findings (Babbie, 2016, 2020; Babbie & Mouton, 2007, 2010; Steinhauer, 2002; Yin, 2014). These included a self-reflective questionnaire for the student participants, semi-structured interviews with the two ALs coordinators and the four ALs lecturers, and the module descriptors and module outlines of the four ALs modules. Each of these are described below.

Students' self-reflective questionnaire

A self-reflective questionnaire was used for the student participants. Questionnaires as data collection instruments provide rich and diverse descriptive information, which stimulates theory and allows the researcher to construct and reconstruct theories where necessary, based on the data s/he generates (Knudson, 2015; Martin, 2003; Shank & Brown, 2007). Moreover, questionnaires encapsulate human thought and behaviour, including interaction, thought, reasoning, composition, and norms thoroughly studied in various social contexts to produce novelty in and through the research study (Lichtman, 2013; Shannon-Baker, 2016).

Since this study was an evaluation of the ALs modules offered to first-year students, students' voices were not only important, but central to the study's aims and objectives. Before I could administer the questionnaire to students, I first sought permission from both the specific lecturers responsible for teaching the particular ALs module and the students in attendance during the lectures. I explained the reason for my presence and gave each student willing to participate an information sheet and a consent form they read and signed. A copy of the information sheet is attached as Addendum 2, and a copy of the consent form as Addendum 3.

The questionnaire consisted of three parts. The first part focused on the students' biographical information that was quantitative. Their responses to this part of the questionnaire are referred to as Data set 1. The second and third parts of the questionnaire were qualitative and asked questions related to students' academic needs. These responses are referred to as Data set 2. A copy of the questionnaire is attached as Addendum 4.

Semi-structured interviews with the two ALs module coordinators

Semi-structured individual interviews were conducted with the two ALs coordinators. Semi-structured interviews provide valuable descriptive research data by the participants who shed much detail around the actual research phenomenon being investigated and or evaluated for fundamental holistic understanding to emerge for functional transformation in different settings (De Vaus, 2014; Leedy & Ormrod, 2014). Furthermore, for any change to take place in any given framework, the 'buy in' from all the participants and or stakeholders are crucial to effect relevant, sustainable transformation, which benefits and adds value for all involved in the process of evaluation, assessment and modification (Knudson, 2015; Martin, 2003; Shank & Brown, 2007). Accordingly, semi-structured interviews were conducted to obtain primary data relevant to answering the research questions. The two ALs coordinators' permission was first sought and obtained, before the interviews took place. A copy of the information sheet is attached as Addendum 5, and the consent form as Addendum 6.

The questions posed centred on the current ALs modules that were being offered in the four faculties, what the theoretical underpinnings and pedagogical approaches were, what the

strengths and weaknesses were, if the ALs modules were embedded into the cognate disciplines, if change(s) were needed, and if there were any challenges in the facilitation of the ALs modules. The interviews were audio-recorded after gaining permission and consent from the two ALs coordinators, and transcribed. These responses are referred to as Data set 3. The interview guide with the questions asked is attached as Addendum 7.

Semi-structured interviews with the four ALs lecturers

Similar to the two ALs coordinators, semi-structured individual interviews with the four ALs lecturers were conducted as well. Permission and consent were first obtained before the interviews took place. The information sheet is attached as Addendum 8, and the consent form as Addendum 9.

The questions that were posed to the four ALs lecturers focussed on their duration and expertise of facilitating the different ALs modules, whether the ALs modules were compulsory for all first-year students or not, their historical knowledge of AD work at the research site, how the ALs modules were structured and what the theoretical foundations were, if the ALs modules were embedded into the cognate disciplines or if they were 'stand-alone', what the success rate (pass rate) of the students were, and if there were any challenges. The ALs lecturers' permission was also sought to audio record the interviews, which were transcribed. These responses are referred to as Data set 4. The interview guide with the questions is attached as Addendum 10.

Four ALs modules' Module Outlines and main content

Patton (2015) explains that documents are valuable resources that contain useful content about any institution, curriculum and or establishment. For this reason, I have asked the four ALs lecturers to provide me with their respective ALs module descriptors and module outlines. Module outlines are standard practice at the university as they provide an overview of what the module is about and what is expected of the students who registered for the modules (University of the Western Cape, General Calendar, 2019). Thus, both the module descriptors and the module outlines form part of the data collected, and are referred to as Data set 5.

The four module descriptors and module outlines are attached as Addendum 11 (English 105, Arts), Addendum 12 (EED Law), Addendum 13 (EED Science) and Addendum 14 (ALC, EMS). Figure 5.2 below illustrates the three data collection instruments.

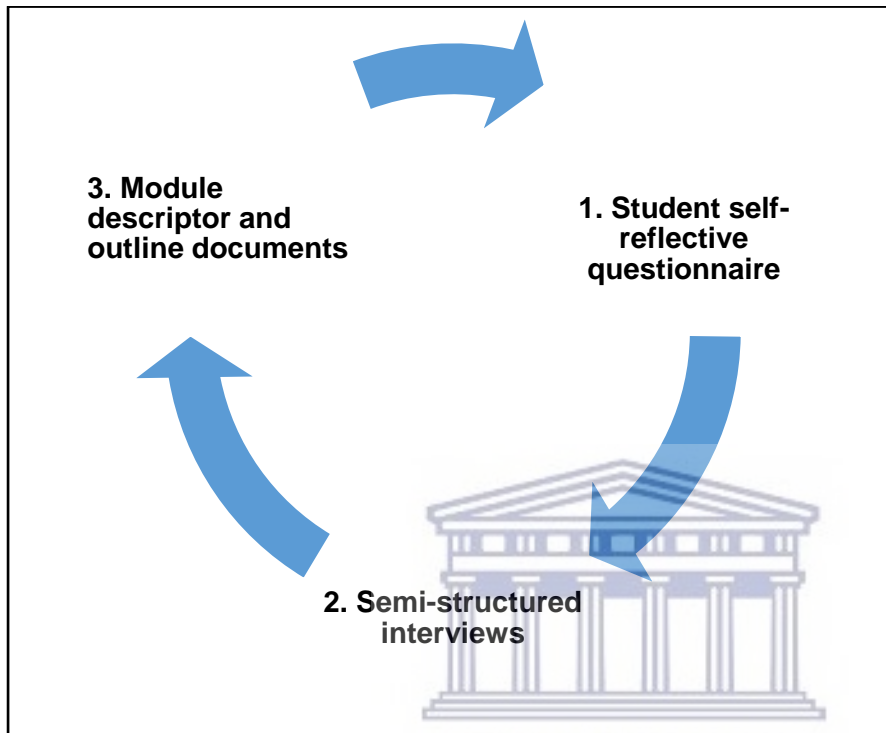


Figure 5.2: Data collection process - information sourced via 3 different methods

The data collection process started at the beginning of Term 2 in the first semester of 2019 and ended at the end of the semester. Table 5.4 below provides a visual presentation of the three stages

Table 5.4: Summary of the phases, time frames and data sets collected in each stage

Time frame	Stage 1	Stage 2	Stage 3
Weeks 1 – 3 (April Term 2, first semester 2019)	Data set 3: Semi-structured interviews with two ALs coordinators		
Weeks 4 - 6 (April-May) Term 2, first semester 2019	Data set 1: Students' self-reflected questionnaire (quantitative questions) Data set 2: Students' self-reflective questionnaire (qualitative questions)	Data set 4: Semi-structured interviews with four ALs lecturers	
Week 7: May 2019			Data set 5: Module descriptors and outlines

5.4.5 Data analysis process

Henning (2004) argues that the process of data analysis necessitates a vigorous scholarly endeavour expected of the researcher to provide a systematic, yet pragmatic in-depth investigation of the research phenomenon. Similarly, Patton (2015) contends that the process of analysing data involves making sense of vast amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and subsequently building a logical chain of evidence. In addition, Lincoln, Lynham & Guba (2011) highlights the importance of ethical decision-making, considerations and implications for both the researcher and the research participants in data analysis. Thus, it is in this process where the researcher's cognitive abilities, capabilities, and moral obligations will have to be demonstrated. The quantitative data set was analysed first, and thereafter, the qualitative data sets. Each process is explained below.

Quantitative data set 1

As already indicated, Data set 1 consisted of the student participant groups' biographical information. It also comprised of details that related to their financial disposition and whether they were first-generation students or not, and their final aggregated percentage score for their home language as a subject in high school. This quantitative data set was analysed using Excel software which, according to Engbers (2016) and Saldaña (2011) amongst others, is an

efficient resource to sort and structure quantitative data as it is thorough, convenient and familiar to most researchers, and it saves time and money. These results are presented in tables and graphs in Chapter Six.

Qualitative data sets 2 to 5

Data sets 2, 3 and 4 comprised the qualitative responses from the student participants, the two ALs coordinators, and the four ALs lecturers. As indicated already, Data set 5 are the module outlines and main content of the four ALs modules. A summary of the module outlines and main content of each of the four ALs modules are presented in tabular format in Chapter Six, and the comprehensive module outlines are attached as Addenda 11, 12, 13 and 14 (refer previous section).

Data sets 2, 3 and 4 were analysed through content analysis. Content analysis consists of a three-layered open-coding process (Henning, 2004; Morgan, 2014). Content analysis provides a systematic structure that is flexible, and it offers user-friendly guidelines and criteria on how to apply relevant critical thought for the dissecting of the data (Henning, 2004; Morgan, 2014). These authors explained that open coding Stage 1 entailed capturing the data. In Stage 2, the data are categorised and conceptualised. In Stage 3, the data are collated and repackaged into themes and sub-themes that emerged from the all the responses as provided by the research participants.

The open-coding process was deductive because I used the four dimensions and sub-dimensions of the conceptual framework as a guide. Researchers explain that a deductive analysis process moves from specific information to more generalised information to look for crucial relationships between concepts and variables, and where possible, to generalise research findings to a limited extend (Babbie, 2010, 2020; Snieder & Lerner, 2009; Wilson & Wilson, 2013). More specifically, this study has used deductive thematic analysis, which is used frequently and amenably in qualitative data analysis to identify patterns that emerge from the data collected (Braun & Clarke 2006; Henning, 2004; Morgan, 2014). In this regard, I utilised the dimensions and sub-dimensions of the embedded ALs hybrid model (refer to Section 4.5).

The student participants' qualitative responses were all noted in open-coding Stage 1, which is attached as Addendum 15. In Stage 2, I grouped related responses together and kept different responses separate in order to categorise the data received. Stage 2 is attached as Addendum 16. Lastly, in Stage 3, I categorised the data further into the four dimensions and sub-dimensions of the conceptual framework, which is attached as Addendum 17.

For the two ALs coordinators, I transcribed the participants' interview recordings as accurately as possible and I liaised with the coordinators to verify if it was done correctly. This is open-coding Stage 1, which is attached as Addendum 18. In Stage 2, I grouped related responses together and kept different responses separate in order to sort and categorised the data, which is Addendum 19. The data was then categorised into the four dimensions and sub-dimensions of the conceptual framework in Stage 3, which is attached as Addendum 20. I followed the same process for the four ALs lecturers' responses. Open-coding Stage 1 of the transcribed responses is attached as Addendum 21; Stage 2 where the responses were grouped as Addendum 22; and Stage 3 where the responses were categorised according to the four dimensions and sub-dimensions as Addendum 23.

I have attempted to capture everything and eliminate duplications through cross-checking and rechecking as I was working through the 3 stages of the responses from the three participant groups. In each stage, I asked my main supervisor to check and verify the responses against the raw data (the students' actual questionnaires, and the transcribed versions) to ensure that I did not make a mistake or left information behind on the one hand, and to verify that I have captured the responses as objectively as possible on the other hand.

5.4.6 Quality of the data and researcher's bias

Qualitative researchers (including myself) have made use of several means by way of collecting data from different sources to ensure and enhance the impartiality (objectivity) and trustworthiness (reliability) of the data (Creswell, 2013, Creswell & Creswell, 2018; Saldaña, 2011; Yin, 2014, 2015). A standard process followed by qualitative researchers is often to use both quantitative and qualitative data collection methods to arrive at a triangulation platform that aptly measures the regularity, accuracy and plausibility of the data collected (Babbie & Mouton, 2007, 2010; Creswell, 2013; Creswell & Creswell, 2018; Lincoln, Lynham & Guba,

2011; Silverman, 2004, 2016). Silverman (2004, 2016) has identified two forms of reliability and validity in qualitative research: The first one, *triangulation*, where the comparing of different kinds of quantitative and qualitative data and various methods are used to see whether they validate each other. The second form is *respondent validation*, where the study's findings are drawn back to the participants (subjects) for verification. Hence, my study has lent itself to the use of both quantitative and qualitative techniques by way of extracting relevant data systematically from a three different participant groups to enable a process of triangulation and respondent validation (Babbie & Mouton, 2010; Creswell, 2013; Creswell & Creswell, 2018; Lincoln, Lynham & Guba, 2011; Silverman, 2004, 2016).

However, the challenge of distancing oneself, remaining neutral and unbiased as the principal investigator in the research process is controversial. As Patton (2015) explains, "Qualitative inquiry means going into the field – into the real world of programs, ... - and getting close enough to the people and circumstances there to capture what is happening" (p. 56). This implies that a researcher can tap into both the outer (external) and inner (internal) contexts of the research participants' settings to gather as holistically and meaningfully as possible the views, opinions, visible (verbal communication) and invisible (non-verbal or body language) mannerisms and actions of the respondents, which will contribute towards more in-depth understanding and insight into the research problem or question. On the contrary, methodologists and scientists have argued that it is precisely the notion of "getting close" as a qualitative researcher to their participants that becomes a dilemma as the element of subjectivity rears its head in the research process (Babbie 2016, 2020; Babbie & Mouton, 2007, 2010; Creswell, 2013; Smith, 2013). Accordingly, precisely because qualitative researchers acknowledge this predicament, they constantly aim to address the issue to "... continually test their hunches, presuppositions and hypotheses. They test them against a reality that often (but certainly not always), and practically, as well as metaphorically, talks back, whether by validating them, or disqualifying their premises – correctly, as well as incorrectly" (Aspers & Corte, 2019, p. 152).

Therefore, as an ALs lecturer and the researcher, I acknowledge my biases and subjectivity in the research process. I have attempted to minimise my biasness through colleagues and peers

for constructive scrutiny, critique and productive feedback on various platforms inside (the ALs participants and my supervisors) and outside (conferences, seminars and workshops) of the university setting to maximise the validity, honesty and integrity of the study and the data. In so doing, the input and comments provided were used to enhance my arguments to both the literature consulted for this study and in answering the research questions.

Notwithstanding, some scholars have also argued that researchers' subjectivity and impressions are valuable in the research process as they interact with the data as a holistic human being with emotion, intuition or gut feelings often serving as tools for unearthing or discovering novel findings (Henning, 200; Kwan & Tsang, 2001). Fundamentally, as an ethical and balanced researcher, I have attempted to overcome my biases and subjectivity by having included meticulous concise details of the research design, research instruments and data analysis. This provided transparency in the research process and has (hopefully) eliminated or reduced research biases and subjectivity (Bartlett, Marshall & Marshall, 2012; Henning, 2004; Patton, 2015).

By seeking to validate and authenticate the data for this study as trustworthy, I complied with the notion of triangulation as espoused by Lincoln, Lynham & Guba (2011), whereby I have used different techniques to gather the data for this study. In addition, I have also attempted to use a mixed-methods data collection approach through which the qualitative data has been triangulated with the quantitative data, and also with the three participant groups' responses in order to strengthen the findings' credibility and reliability (Creswell, 2013, 2018; Patton, 2015; Yin, 2014, 2015).

5.5 CONCLUDING SUMMARY

This chapter provided an in-depth overview of the research choices, decisions and justifications made and decided upon in this study. The qualitative research paradigm was explained and justified, as well as the Participatory Evaluation Research Design that was used for the study. Thereafter, a detailed description of the research site, research participants, data collection methods, and how the data was analysed, was provided.

My personal experience of having written this chapter was both challenging and rewarding. It was challenging on two fronts. On the one hand, the concise nature of the writing of this chapter (after multiple drafts) has highlighted the importance of focusing on factual information and evidence of the overall study. Additionally, the challenge of sifting through the body of knowledge on qualitative research methodology was at times cumbersome and overwhelming. However, I tried to include relevant sources and known experts' views that resonate with my study and what I was hoping to achieve. I feel empowered in that my research domain has been significantly stretched and positively expanded on. The meticulous attention to detail enhanced my data management skills. At the same time, the strategic decisions I had to make during this process have strengthened my critical and analytical skills and improved my overall research skills.

Chapter Six presents a summary of the results from the data analysed.



CHAPTER SIX

PRESENTING THE RESULTS

6.1 INTRODUCTION

The research process, decisions made, and justification for actions taken were included in the previous chapter. This chapter presents the results from the data sets according to the embedded hybrid academic literacies model. The students' quantitative results (biographical information) that resorts under Dimension 1, Students' personal factors, are presented first. This is followed by the students' qualitative data that fall under Dimension 2, Students' academic needs factors. Thereafter, the qualitative data gathered from the two academic literacies coordinators, the academic literacies lecturers and the remaining students' responses are presented under Dimension 3, Content knowledge and skills development factors, and Dimension 4, ALs module structure and pedagogical factors. The chapter is concluded with a summary of what was presented. It should be noted that the discussion and interpretation of the results take place in Chapter Seven.

6.2 DIMENSION 1: STUDENTS' PERSONAL FACTORS

The students' personal factors comprise of their biographical information, which was the first part of the questionnaire that they completed (refer to Section 5.4.4). The students' responses per faculty are reflected in Table 6.1 below.

Table 6.1: Student participants' biographical information per faculty

Questions posed	Options	Arts	EMS	Law	Science
Please indicate your age	17 years 18 years 19 years 20 years 21 years 22 years 23 years 24 years 25+ years	0 5 8 5 4 3 2 1 3	1 23 11 2 2 0 0 0 1	0 17 19 9 3 1 2 1 0	3 16 21 2 1 0 0 0 1
Please indicate your race (for the use of research only)	African Coloured Indian White Prefer not to say Other	19 10 0 1 0 1	14 24 1 0 1 0	25 22 0 5 0 0	31 9 1 2 0 1
Please indicate your gender	Female Male Other	22 9 0	19 21 0	34 18 0	21 23 0
What is your home language?	Afrikaans Bilingual English Multilingual Ndebele Northern Sotho Southern Sotho Swati Tsonga Tshivenda Tswana IsiXhosa IsiZulu Prefer not to say Other	3 7 1 0 0 0 0 0 0 0 1 12 2 4 1	6 6 16 2 0 0 1 0 0 1 0 8 0 0 0	7 14 11 1 0 2 0 0 3 0 0 13 1 0 0	2 5 6 1 1 1 2 0 0 1 2 15 4 1 2
Please indicate where your home is located	Eastern Cape Free State Gauteng KwaZulu-Natal Limpopo Mpumalanga Northern Cape North West Western Cape Other Prefer not to say	4 0 1 2 0 0 0 1 22 1 0	3 1 1 0 1 0 3 0 30 1 0	9 0 5 0 1 3 0 2 32 0 0	11 0 4 4 3 2 0 0 17 2 1
Please indicate if you live in the following	Parents' own house Rented house Own flat Rented flat	20 2 0 3	28 4 1 2	33 4 1 5	24 0 0 12

	Family home	1	0	2	2
	Informal settlement	3	2	0	0
	Farm	0	0	2	1
	Student accommodation	0	0	2	0
	Other	1	0	2	3
	Prefer not to say	0	1	1	0
Please indicate while studying if you are living with the following:	Both parents	9	16	11	5
	Single parent	5	4	9	5
	Both grandparents	1	0	3	0
	Grandmother	0	2	0	0
	Guardian	1	0	0	1
	Sibling(s)	0	1	1	2
	Relative(s)	0	0	2	0
	Partner	0	0	0	0
	Friend(s)	0	0	0	0
	Campus residences	2	4	6	13
	Off-campus accommodation	6	8	11	15
	Living on your own	2	1	2	3
Other	1	0	1	0	
Prefer not to say	2	4	6	0	
Source of family income	Parents employed	Yes 26	Yes 37	Yes 36	Yes 29
		No 5	No 3	No 16	No 15
		Pns 0	Pns 0	Pns 0	Pns 0
Relying on social grant support	Yes 7	Yes 12	Yes 15	Yes 14	
	No 24	No 27	No 36	No 31	
	Pns 0	Pns 0	Pns 1	Pns 0	
Relying on extended family members	Yes 7	Yes 16	Yes 21	Yes 29	
	No 24	No 23	No 31	No 14	
	Pns 0	Pns 0	Pns 0	Pns 1	
Are you the first person in your family to study at university	First-generation (1 st) student	Yes 18	Yes 12	Yes 25	Yes 18
		No 13	No 28	No 27	No 26
Home language % pass in Grade 12	80 – 100% (A)	80-100% (A): 1	80-100% (A): 5	80-100%(A): 16	80-100% (A): 13
	70 – 79% (B)	70-79% (B): 14	70-79% (B): 9	70-79% (B): 24	70-79% (B): 17
	60 – 69% (C)	60-69% (C): 13	60-69%(C): 19	60-69%(C): 9	60-69%(C): 10
	Prefer not to say	Pns: 0	Pns: 2	Pns: 0	Pns: 0

Table 6.1 shows that 4 students (2%) were 17 years old, 61 students (37%) were 18 years old, 59 (35%) were 19 years old, and 18 (11%) were 20 years old across the four faculties. Three students were 22 years and 2 students 23 years old in the Arts faculty, 2 students were 24

years old, and 5 students were 25 years and older. IsiXhosa was the first language of 48 students (29%), 34 (20%) English language speakers, 32 (19%) bilingual students, and 4 multilinguals. Three students were Northern Sotho speakers, 3 Southern Sotho, 3 Tsonga, 2 Tshivenda, 3 Tswana, 7 IsiZulu, 3 indicated other, and 5 students preferred not to say (Pns) what their first language was. There were 96 female (57%) and 71 male (43%) students, with 89 African (53%), 65 Coloured (39%), 2 Indian (1%) and 8 White (5%) students. 101 students (60%) resided in the Western Cape, 27 (16%) were from the Eastern Cape, 11 (6%) from Gauteng, 6 (4%) from Kwazulu Natal, 5 from Limpopo, 5 from Mpumalanga, 3 from the Northern Cape, 3 from North West, and 3 from Lesotho. 105 (63%) students indicated that they lived with their parents/family, 41 (25%) lived with both their parents, 24 (14%) within a single-parent household, 40 (24%) stayed in off-campus accommodation, and 25 (15%) stayed in on-campus accommodation. 128 (77%) students responded that their parents were employed, and 39 (23%) said that their parents were unemployed. 118 (71%) of the students responded that they were not dependent on government support, while 48 (29%) relied on social grants for an income, 72 (43%) signalled that some of their other relatives were also relying on social grant support. Their responses further show that 73 (44%) were 1st generation students and 94 (56%) were not. The answers to what percentage they obtained for their home language in Grade 12 reflect that 35 students had a pass percentage between 80 – 100%, which is an A, 64 had a pass percentage between 70 – 79%, which is a B, and 51 had a pass percentage between 60 – 69%, which is a C symbol. Figures 6.1a, 6.1b, 6.1c and 6.1d below give a visual presentation of the highest/most responses per category in percentages.

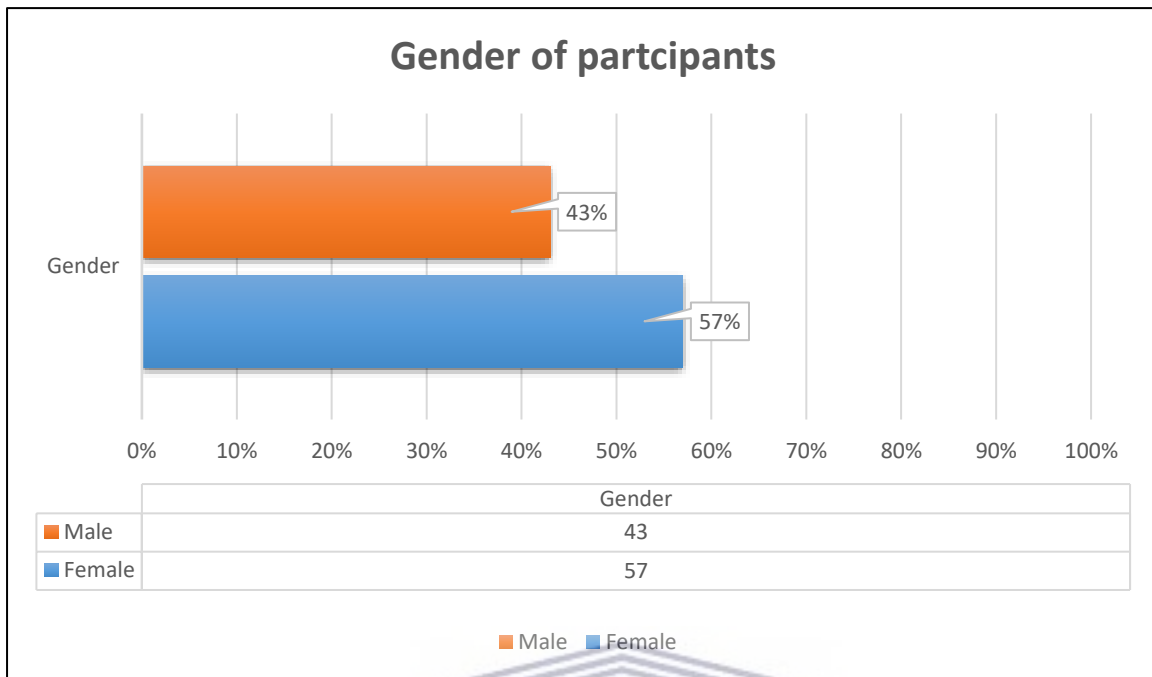


Figure 6.1a: Student participants' gender in percentages



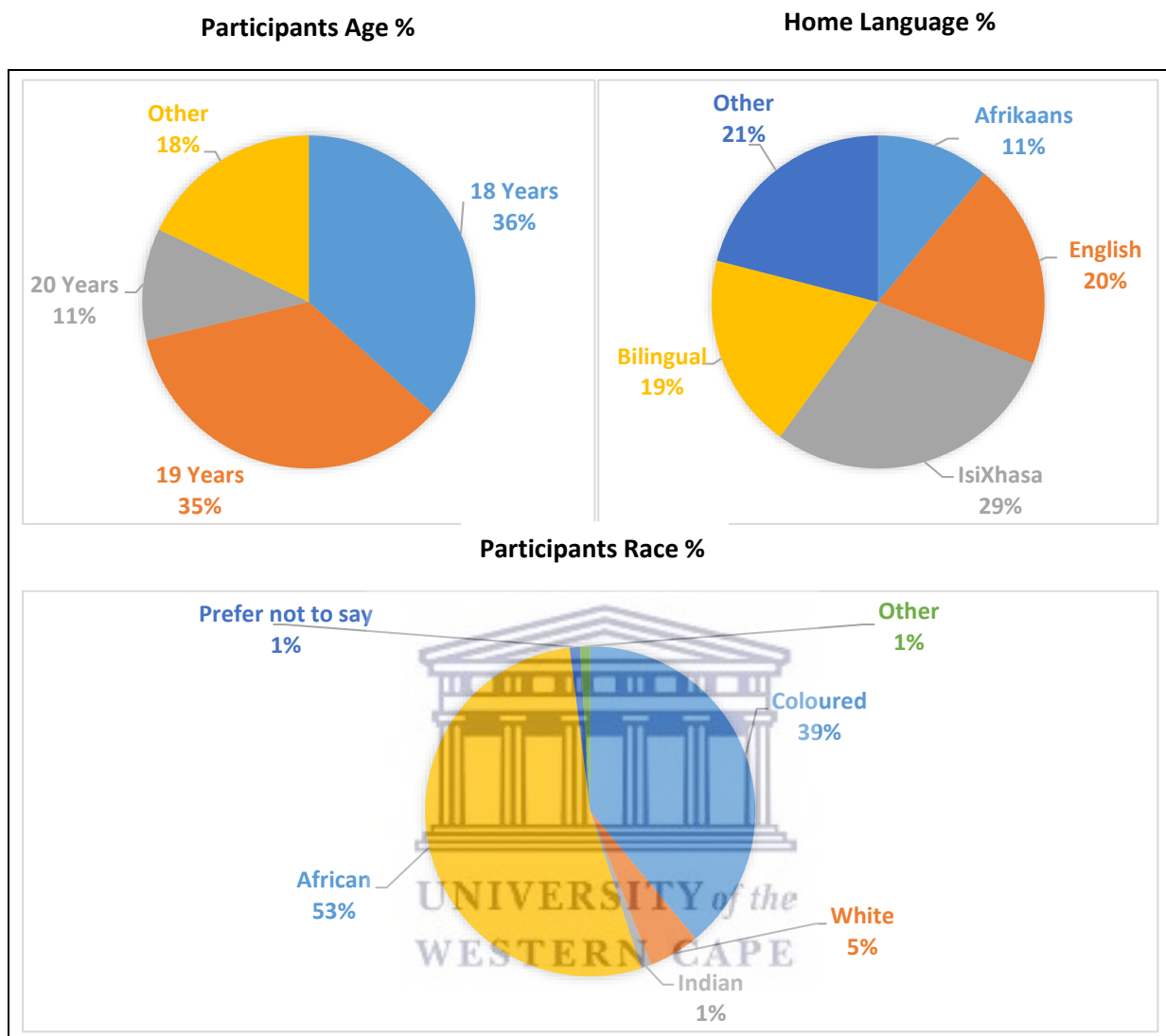


Figure 6.1b: Student participants' age, home language and race in percentages

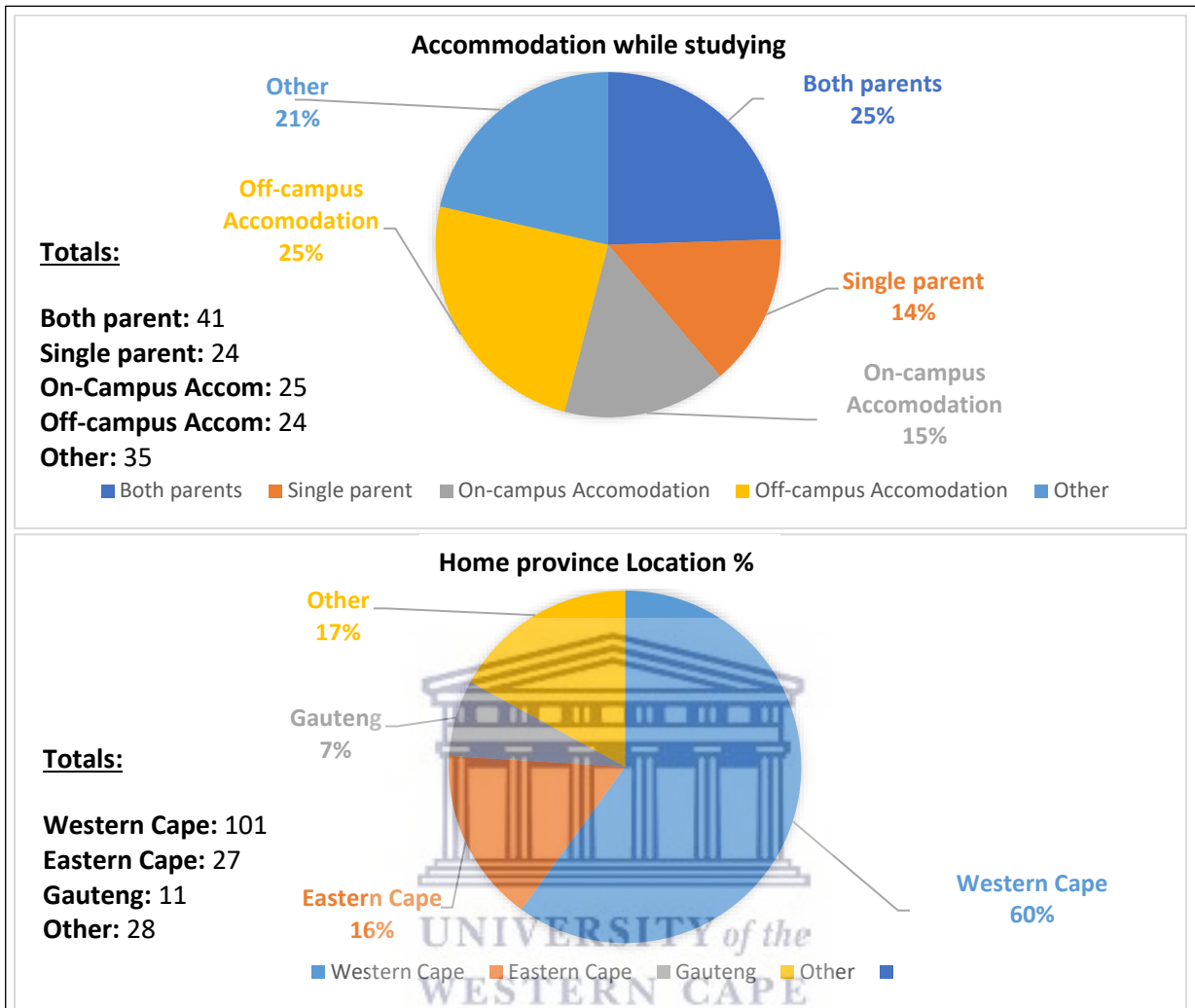


Figure 6.1c: Student participants' accommodation while studying and home provinces in percentages

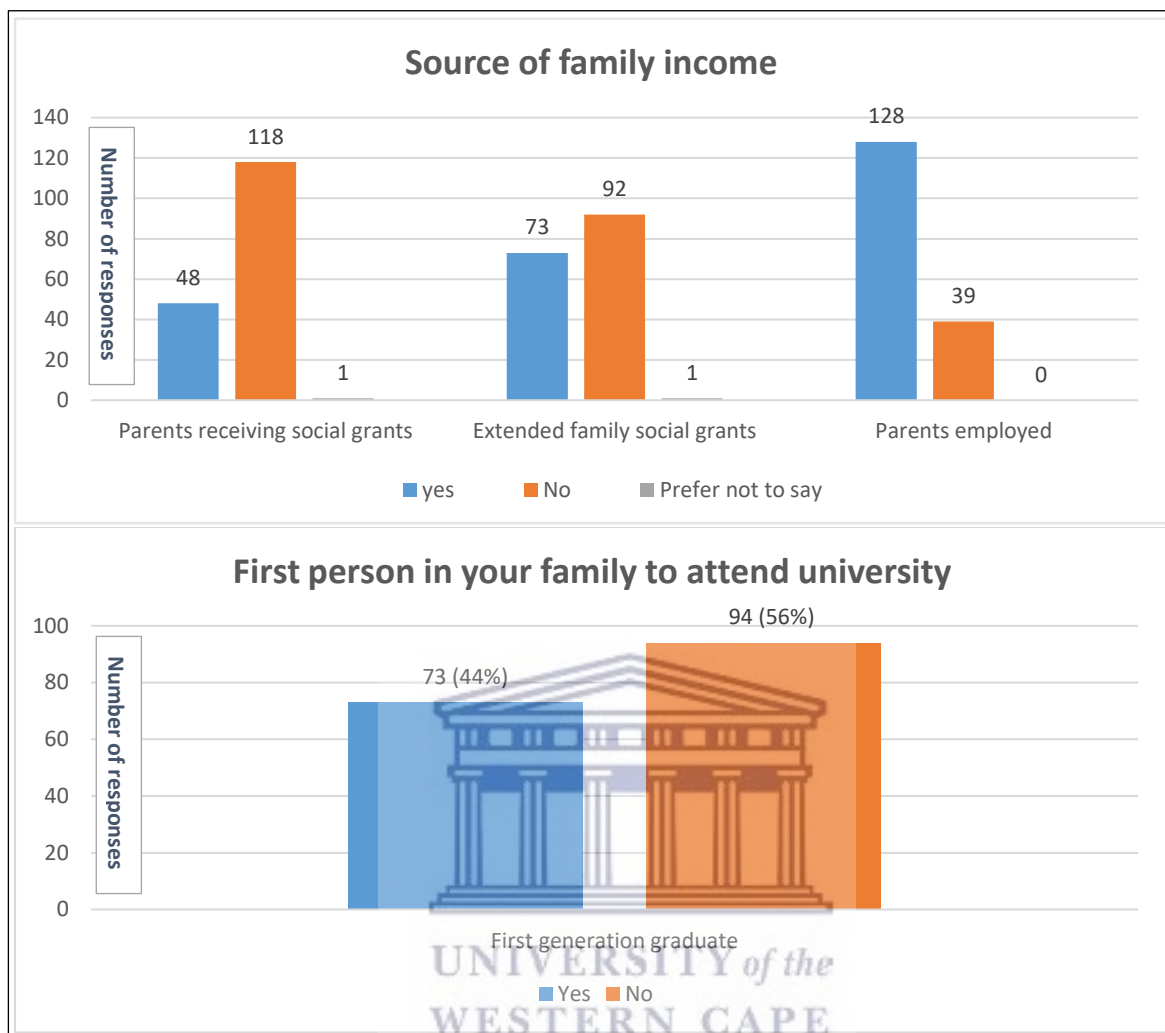


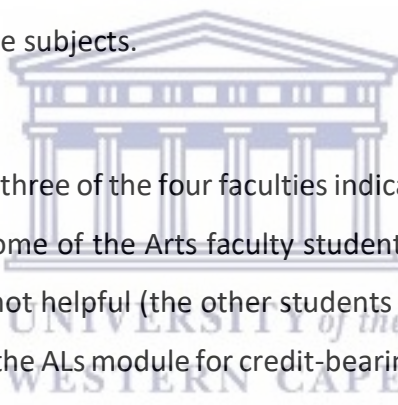
Figure 6.1d: Student participants' source of family income and first person in family to attend university

6.3 DIMENSION 2: STUDENTS' ACADEMIC NEEDS FACTORS

The students' qualitative responses from the questionnaire that pertained to this dimension were grouped under the two sub-dimensions, namely (i) students' self-efficacy and agency; and (ii) students' academic socialisation, which includes transitioning from high school to university, learning to cope with a heavy workload, learning effective planning and time management skills, and becoming self-regulating students. Positive and negative responses emerged and are summarised below.

6.3.1 Sub-dimension 1: Students' self-efficacy and agency

Questions one and two in the questionnaire asked the students to reflect on the ALs/EED modules that they were registered for and whether these modules were beneficial to them in any way. One hundred and thirty-five students (81%) across the four faculties noted that they benefitted from the ALs modules which they were registered for; 110 students (66%) across the faculties indicated that the ALs modules contributed to the improvement of their ALs skills; and 37 students (22%) from three of the four faculties noted that their English language proficiency was also enhanced. One Science faculty student (0.6%) explained that the ALs module contributed toward him/her becoming more self-aware, which made her/him a better person, and 3 students (9%) from the same faculty stated that the ALs module provided more insight into the Science discipline which boosted their confidence and as a result, contributed to their overall self-efficacy and agency not only within the ALs module but also in the cognate discipline subjects.



Thirty-one students (19%) from three of the four faculties indicated that the ALs/EED modules were not beneficial to them. Some of the Arts faculty students explained why they thought that the Arts' ALs module was not helpful (the other students did not provide reasons). Four students said that they needed the ALs module for credit-bearing purposes only. An additional 4 noted that they were required to change from an English 111 module to the ALs module and that the ALs module had no bearing nor impact on their self-efficacy and agency. One student indicated that s/he was doing the ALs module only as a non-clashing option with class timetable scheduling. One noted that s/he wanted to learn about literature and not ALs skills and practices. Another student explained that his/her parents were teachers, and they assisted him/her with English. Lastly, one student indicated that she/he did not expect to take 'English' as a subject as he/she was interested in history and politics and wanted to study those subjects.

6.3.2 Sub-dimension 2: Academic socialisation

Question 3 depicted the students' responses regarding whether they thought that the ALs modules helped them with the transition from high school to the university environment. The transition included learning to cope with a heavy workload, learning effective planning and

time management skills, and becoming self-regulating students. Twenty-eight Arts students (17%), 36 EMS (22%), 34 Law (20%), and 30 Science students (18%) indicated that their specific ALs modules helped to make the adjustment from high school to university easier (totally 128, which is 77% of the student participants). Two Science students (1.2%), two Arts faculty students (1.2%) and two EMS faculty students (1.2%) explained that the ALs modules aided them in their transition process to university by helping them to manage their workload, being disciplined and becoming self-aware. Two students (1.2%) from the Arts faculty and two students (1.2%) from the EMS faculty commented that the ALs module helped them take responsibility for their learning as they adjusted from high school to the university environment. Seventy-three students (44%) across the faculties explained that the ALs modules assisted them to transition to the university as it offered them ALs skills and practices that helped them in their academic studies, particularly within the cognate discipline modules.

Three Arts faculty students (2), 4 EMS students (2%), 18 Law students (11%), and 14 Science students (8%) (totalling 39, which is 23%, noted that the ALs modules did not assist them in making the transition from high school to university more accessible.

6.4 DIMENSION 3: CONTENT KNOWLEDGE AND SKILLS DEVELOPMENT FACTORS

This dimension has three sub-dimensions, namely, (i) theories and academic literacies models used; (ii) the students' acquisition and application of ALs skills and development of discipline-specific competencies; and (iii) whether the ALs modules did address the needs of the students holistically. The responses from the two ALs coordinators, the four ALs lecturers, and the students pertaining to the three sub-dimensions are presented below.

6.4.1 Sub-dimension 1: Theories and academic literacies models used

Question 1 asked the two ALs coordinators (the EED coordinator and the EMS coordinator) to explain which theories their ALs modules were based on and which academic literacies models they used. Both coordinators explained that they used a Social Constructivist Learning Theory as a learning and teaching approach for their ALs modules (EED Law and ALC, EMS).

The EED coordinator further stated that a collaborative model with other discipline-specific specialists in the Arts, Law and Science faculties was used. The EMS coordinator indicated that the ALC module was based on all three academic literacies models (Study skills, Socialisation and Academic Literacies).

Question 2 asked them to respond to the question as to why these models were used. The EED coordinator explained that a model where theories from the arts, law and science disciplines are matched with the required practices of literacies conventions is helpful to prepare the students for academia as well as for career success and future professionals. The EMS coordinator stated that a holistic, integrated model was used to enable and ensure that all students receive the support they need to succeed at university through social constructivist learning theory principles.

Question 7 in the semi-structured interviews with the four ALs lecturers asked the same question about the theories used in their ALs modules. The EED Science lecturer indicated that she used general theories and narrative literacies theories which she sourced from various academic writing specialists and experts. The Eng. 105 (Arts) lecturer noted that she used the academic literacies theories to undergird the ALs module she taught.

The ALs lecturers were also asked to explain how the theories they used were realised and implemented in their respective ALs modules. All four lecturers explained that they used regular class debates and discussions, and locally published literature, teaching material and examples that were intentionally selected. They also stated that soft skills formed part of their ALs modules. The EED Science lecturer explained that she implemented the theories in the ALs module by introducing students to the work of academic writing specialists on how to improve their ALs skills, and through story-telling (visuals) from a scientific perspective. The EED Law lecturer indicated that he used contextually relevant law-related cases, whereas the ALC, EMS lecturer stated that they used business related case studies as part of their assignments and tasks. Lastly, the ALC, EMS lecturer noted that supplemental instruction (SI) within group consultation sessions was also used to promote peer learning among the students.

Question 5 asked the coordinators and the ALs lecturers whether they were liaising/ working with the cognate discipline lecturers within their respective faculties. Question 6 asked whether the ALs module they taught was a 'stand-alone' course or embedded within the cognate disciplines. The responses from the two ALs coordinators were similar in that both explained that they were interacting and working with lecturers in the discipline-specific modules, which had a positive impact on students' holistic development and performance, and it strengthened collegiality amongst teaching and other staff within the different departments. The EMS coordinator explained that the content taught in the module was collectively decided upon by the cognate discipline lecturers and the ALs lecturers. The EED coordinator indicated that the EED Law ALs module he taught was mainly a stand-alone module within the Law faculty. The Eng. 105, Arts lecturer highlighted that the ALs module was embedded within the cognate disciplines. The EED Science lecturer explained that a more ad-hoc approach was used to collaborate with discipline-specific colleagues in the Science faculty.

Question 2 asked whether the ALs modules were offered to the three-year (mainstream) and four-year (extended) degree programme students in their respective faculties. The EED Law, EED Science and Eng. 105, Arts lecturers explained that the ALs modules were offered to three-year degree programme students. They noted that the four-year degree programme students received separate ALs support. The EMS coordinator indicated that the ALC, EMS modules were offered to both three- and four-year degree programme students.

The EED Science lecturer also explained that the EED Science ALs module was compulsory for the respective degree programmes, except for Chemistry students. The EED Law ALs module was mandatory for all the Law students, and the ALC, EMS modules in the EMS faculty were compulsory for both the three- and the four-year degree students. The Eng. 105, Arts lecturer noted that the ALs module was not mandatory for the three-year degree programme students in the faculty.

6.4.2 Sub-dimension 2: The students' acquisition and application of AL skills and discipline-specific competencies

Question 4 in the students' questionnaire asked the students to indicate and explain if they thought their ALs modules equipped them with valuable skills. Their responses are summarised in Table 6.2 below.

Table 6. 2: Student participants' responses to Question 4 (ALs equipping them with skills)

Faculty	Number of responses	Percentage
Arts students	Yes: 27	17%
	No: 3	2%
	Did not respond: 1	1%
EMS students	Yes: 39	23%
	No: 1	1%
Law students	Yes: 48	29%
	No: 4	2%
Science students	Yes: 40	24%
	No: 4	2%
Totals	Yes: 154	92%
	No: 12	7%
	Did not respond: 1	1%

Figures 6.2a and 6.2b below visually illustrate the student participants' responses per faculty, and in percentages.

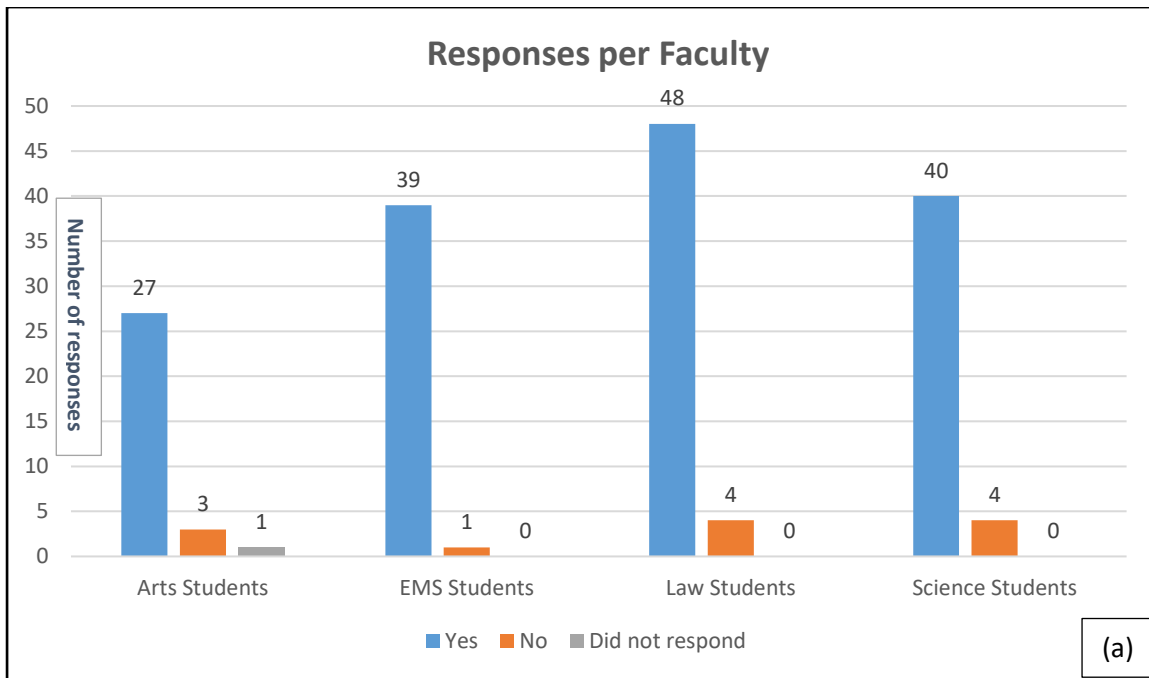
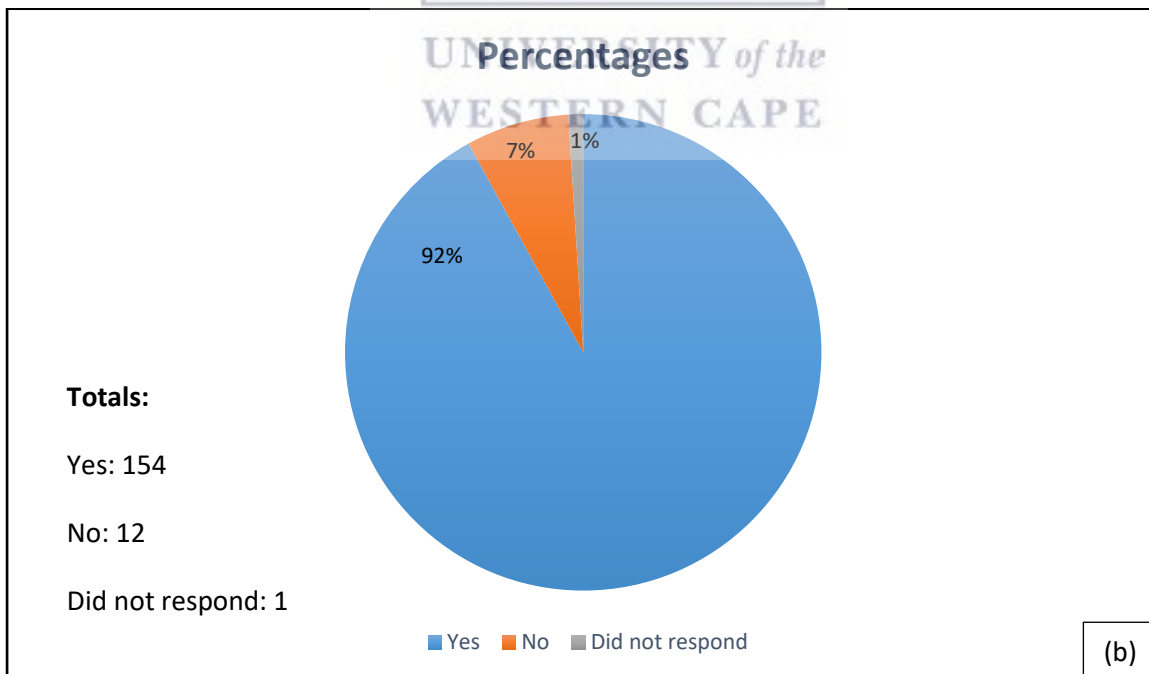


Figure 6.2a: Student participants' responses to Question 4 per faculty (ALs equipping them with skills)



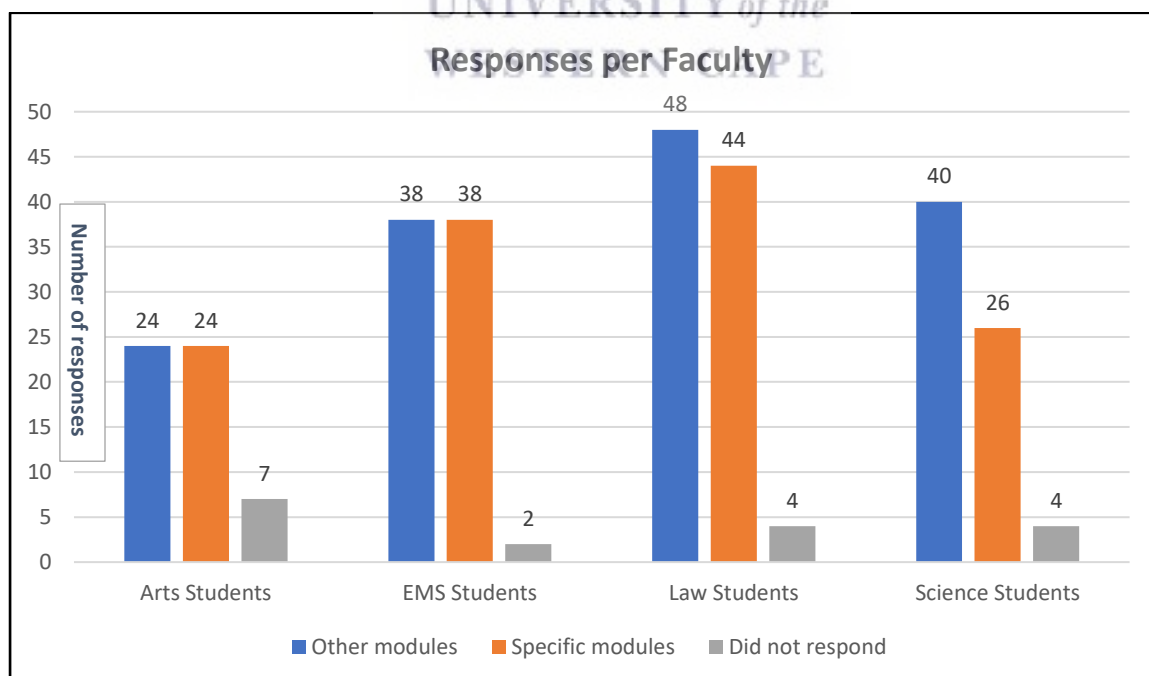
Figures 6.2b: Student participants' responses to Question 4 (ALs equipping them with skills) in percentages

Question 5 asked where they were applying the ALs skills learnt. Their responses are summarised in Table 6.3 below.

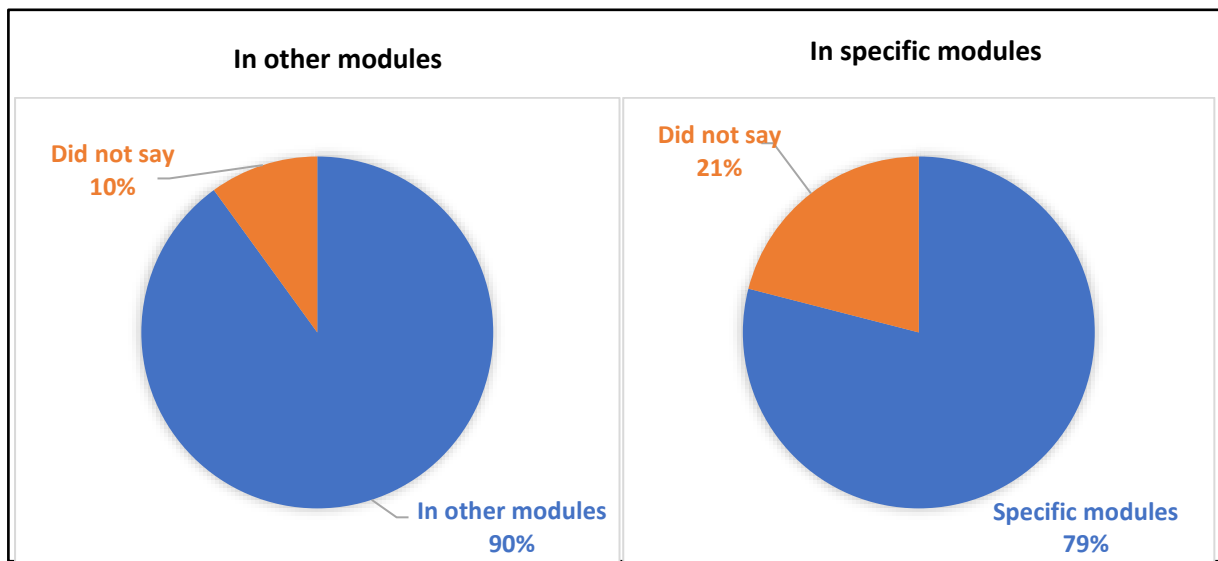
Table 6.3: Student participants' responses to Question 5 (where they applying the skills)

Faculty	Number of responses	Percentage
Arts students	In other modules: 24	15%
	In specific modules: 24	15%
EMS students	In other modules: 38	23%
	In specific modules: 38	23%
Law students	In other modules: 48	29%
	In specific modules: 44	26%
Science students	In other modules: 40	24%
	In specific modules: 26	15%
Totals	In other modules: 150 In specific modules: 132	90% 79%

Figures 6.3a and 6.3b below visually reflect the students' responses, and also in percentages.



Figures 6.3a: Student participants' responses per faculty (where they applying the skills)



Figures 6.3b: Student participants' responses across all four faculties in percentages

Table 6.4 below represents a summary of the content of the four ALs modules as reflected on the module descriptors and module outlines (refer Addenda 11, 12, 13 and 14).

Table 6.4: ALs module content per faculty, similarities and differences

Faculty	Similar content	Different content
Arts	Critical & analytical thinking Verbal & non-verbal communication Reading & writing Conducting research Information literacy Digital Academic Literacies (DAL)	English literature
EMS	Critical & analytical thinking Verbal & non-verbal communication Reading & writing Conducting research Information literacy Digital Academic Literacies (DAL)	Self-esteem Group dynamics & interpersonal skills Report writing
Law	Critical & analytical thinking Verbal & non-verbal communication Reading & writing Conducting research Information literacy Digital Academic Literacies (DAL)	E-portfolios
Science	Critical & analytical thinking Verbal & non-verbal communication Reading & writing Conducting research Information literacy Digital Academic Literacies (DAL)	Scientific reports

6.4.3 Sub-dimension 3: ALs modules enabling students' academic success

Question 8 in the ALs lecturers' semi-structured interviews asked how successful the ALs students were in the different ALs modules and whether the lecturers thought that the students were benefiting from the content taught. All four ALs lecturers explained that:

1. The pass rate in their respective ALs modules was above 70%.
2. The students' evaluations at the end of the modules indicated that the students experienced the ALs modules as successful.
3. Former AL students' (alumni) provide them with feedback on how the ALs skills, which they have acquired in the ALs modules, were assisting them in their workplaces and everyday lives.

The two ALs coordinators were asked to identify the strengths of the ALs modules which they oversee and manage, which was question 3 of the semi-structured interview guide. Similar to the ALs lecturers, both ALs coordinators noted:

1. the strength of a consistent recorded pass rate of above 70% within the respective ALs modules they managed.
2. Past students and alumni who provided positive feedback on how the ALs skills acquired in the ALs modules assisted them to become successful professionals in their respective careers.

The EMS ALs coordinator mentioned another strength: the cognate discipline colleagues and the teaching and the learning specialist referred to the ALs modules as a 'pedagogy of care' in the manner in which the ALs lecturers were supporting the first-year students in the EMS faculty.

Question 6a of the students' questionnaire asked the students to indicate whether they thought their respective ALs modules contributed to their academic success. The students' responses are reflected in Table 6.5 below.

Table 6.5: Student participants' responses to Question 6 (ALs contributing to their academic success) per faculty

Faculty	Number of responses	Percentages
Arts students	Yes, it did: 26	16%
	No, it did not: 2	1.2%
EMS students	Yes, it did: 38	23%
	No, it did not: 2	1.2%
Law students	Yes, it did: 48	29%
	No, it did not: 4	2.4%
Science students	Yes, it did: 38	22%
	No, it did not: 6	4%
Totals	Yes, it did: 150	90%
	No, it did not: 14	8%
	Prefer not to say: 3	2%

Figures 6.5a and 6.5b below illustrate the student participants' responses per faculty and in percentages.

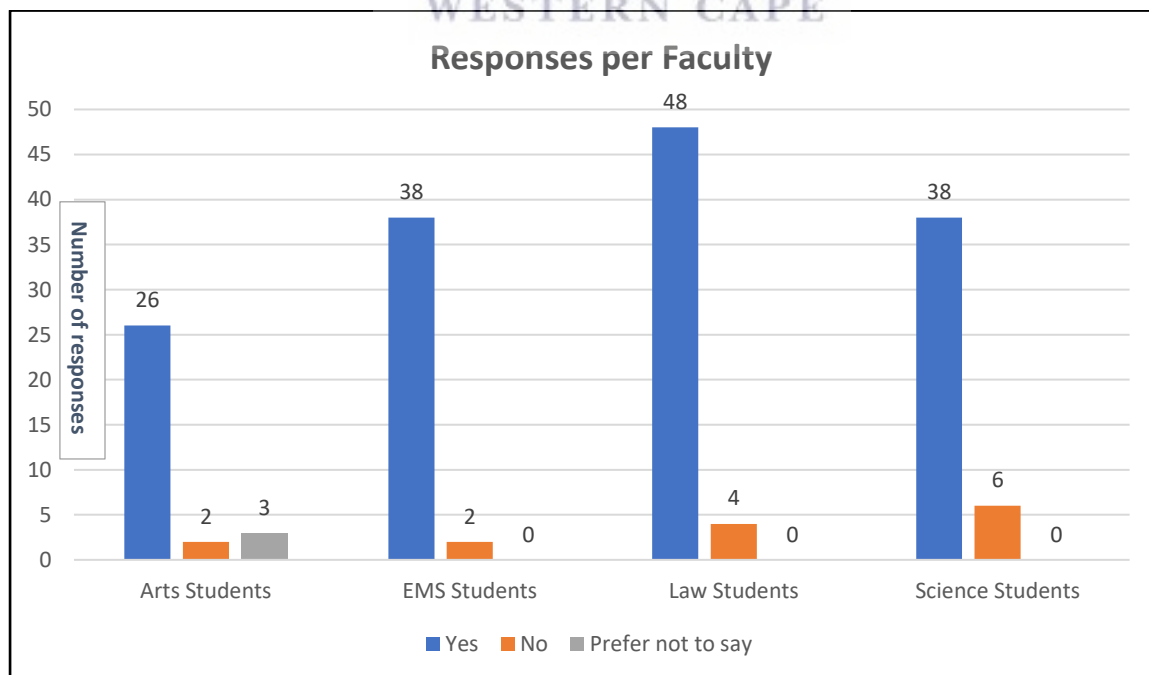


Figure 6.5a: Student participants' responses per faculty (contributing to academic success)

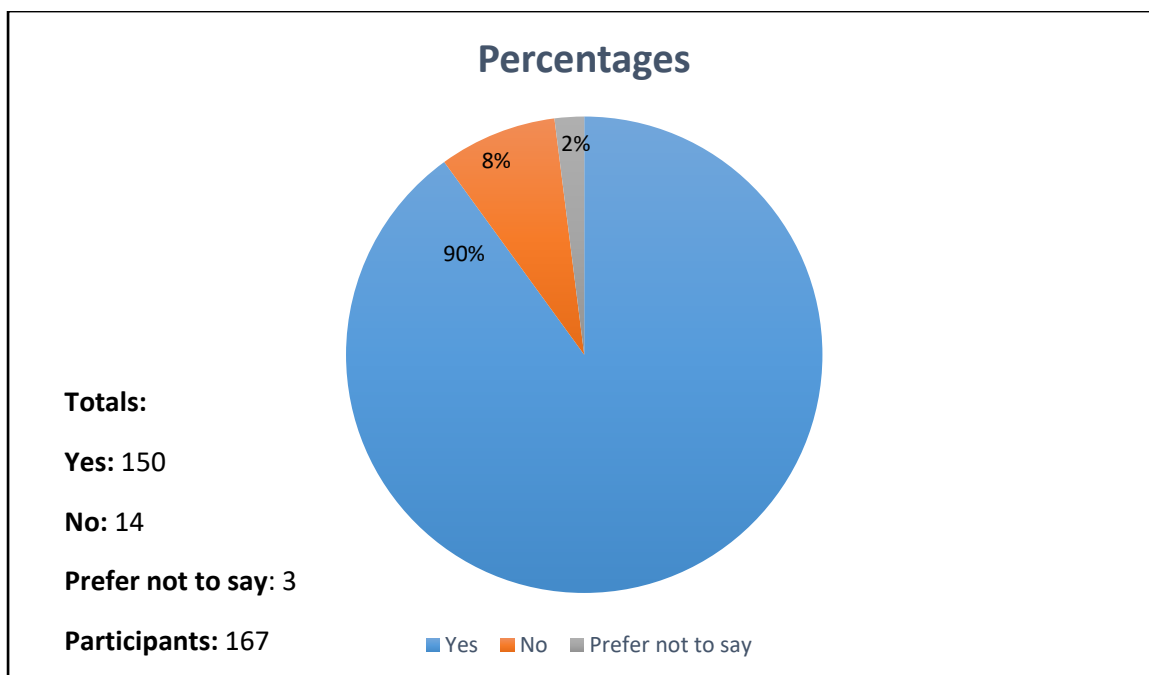


Figure 6.5b: Student participants' responses per faculty in percentages (contributing to academic success)

The last question (Question 7) in the students' questionnaire asked them to rate the educational quality of their ALs modules. Their responses are reflected in Table 6.6 and in percentages in Figure 6.6 below.

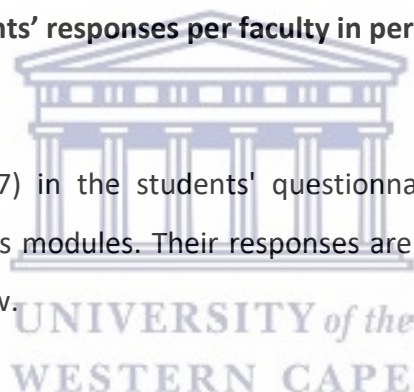
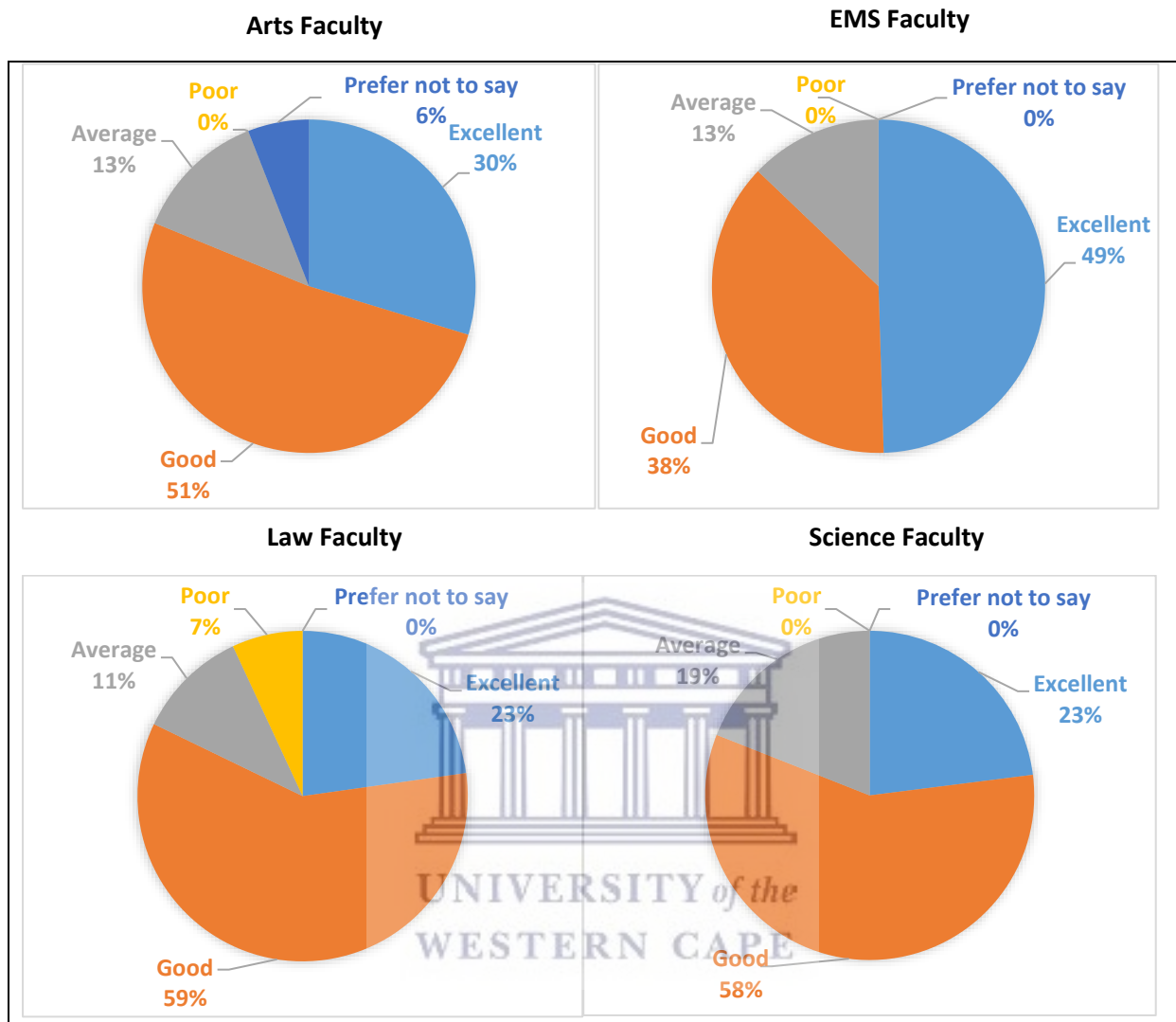


Table 6.6: Students' responses to Question 7 (rating ALs modules per faculty)

Faculty	Excellent	Good	Average	Poor	Prefer not to say
Arts	9 (30%)	16 (51%)	4 (13%)	0 (0%)	2 (6%)
EMS	20 (50%)	15 (38%)	5 (13%)	0 (0%)	0 (0%)
Law	12 (23%)	30 (58%)	10 (19%)	0 (0%)	0 (0%)
Science	10 (23%)	26 (60%)	5 (11%)	3 (7%)	0 (0%)
Totals	51 (31%)	87 (52%)	24 (14%)	3 (2%)	2 (1%)



Figures 6.6: Student participants' ratings of ALs modules per faculty in percentages

6.5 DIMENSION 4: ALs MODULE STRUCTURE AND PEDAGOGICAL FACTORS

The ALs module structure and pedagogical factors are the last dimension in the embedded hybrid ALs model. It has two sub-dimensions, (i) structure of the ALs modules and mode of delivery; and (ii) ALs lecturers' pedagogical approaches. Similar to the previous dimension, the responses include the ALs coordinators, the ALs lecturers and the students' responses to questions pertaining to this dimension. The responses from the ALs coordinators and the ALs lecturers focused on the structure of the ALs modules and their pedagogical approaches. Challenges reported by the two ALs coordinators and the ALs lecturers are also grouped under

this dimension as well as the suggestions made by the ALs coordinators and some of the Arts faculty students.

6.5.1 Sub-dimension 1: Structure of the ALs modules and mode of delivering

Question 5 of the ALs lecturers' semi-structured interview guide asked them to provide information about the structure and mode of delivering of their ALs modules. The EED Science and the ALC, EMS ALs lecturers provided information about the structure of their ALs modules, which included the notional contact hours, credit weightings, and formative and summative assessments and weighting. They explained that there was also a weekly schedule where smaller sections of the content per week, tutorial activities, and assessments due dates are noted.

The EED Science lecturer and ALC, EMS lecturer indicated the number of lectures and tutorials per week, which were two (EED Science) and three (ALC, EMS) lectures and one tutorial in each module. The other two ALs lecturers (EED Law and Eng. 105) did not provide any information in this regard.

The EED Law lecturer explained that workshops were offered to the law students in the ALs module for practical purposes. The EMS lecturer noted that lectorials (the combining of an actual lecture with a tutorial) formed part of the ALs modules, which allowed for peer learning to take place.

6.5.2 Sub-dimension 2: Pedagogical approaches in facilitating the ALs modules

With regard to the facilitation of the ALs modules, the four ALs lecturers reported similar and different pedagogical approaches. The similarities were:

- They made use of various visual literacies aids on different technological platforms;
- Printed media resources formed part of the content and pedagogical tools utilised in their respective ALs modules;
- One-on-one, face-to-face student, lecturer and tutor consultation formed an important part of their ALs modules;

- Digital literacies were included in their ALs modules, which was a requirement from the university;
- Information literacies formed an essential part of the ALs modules' content; and
- Group work (explicitly EED Science and ALC, EMS; implicitly EED Law and Eng. 105, Arts).

The differences were:

- Used story-telling (EED Science and Eng. 105);
- Used current and relevant South African case studies (EED Law and ALC, EMS);
- Used peer marking to encourage peer learning (EED Science and ALC, EMS);
- Get to know their students' backgrounds and context, and their names (Eng. 105, Arts and ALC, EMS ALs lecturers).

The Eng. 105 ALs lecturer also indicated that she used English literature and poetry in her ALs modules because the modules are hosted in the English Department. The ALC, EMS ALs lecturer also explained that they have other practices such as allowing students to re-do main assignments failed, the provision of informal and creative incentives (sharing students' good performance in assignments and tests, and edible treats) to encourage active student participation, and positive peer-pressure.

6.5.3 Challenges identified and suggestions made

Question 3 of the interview guide asked the ALs coordinators and lecturers what the challenges/weaknesses of the ALs modules were. Both AL coordinators noted that their faculty leadership did not adequately understand the nature of AD work and the role and function of AL modules, which often negatively impacted the support afforded to these modules. The EMS coordinator identified the fact that the ALC module is offered over a semester as a weakness. The EED coordinator regarded the fact that the EED ALs modules were hosted in the English Department in the Arts faculty as a weakness. He indicated that the EED Law ALs module was relocated to the Law faculty in 2015.

The challenge of a lack of understanding of the purpose and relevance of ALs modules by some discipline-specific lecturers, the lack of prioritising ALs modules within the various faculties, and the absence of professional relations between the ALs lecturers and the cognate discipline lecturers in some faculties were also identified as challenges.

Question 4 of the semi-structured interviews of the ALs coordinators asked them to indicate whether they thought there was a need to change the current ALs models and theories. Both ALs coordinators noted the need to overhaul and deconstruct the ALs models and theories to decolonise the premise of the 'deficit approach' on which ALs modules were initially instituted at universities. Both ALs coordinators noted that more in-depth knowledge of the relevance and work of ALs specialists and practitioners in the field of academic development is required at an institutional level. They explained that it would assist with the inclusion of new ALs models and theories that could better support the students within the respective faculties at the university.

Lastly, Question 6 (b) in the students' questionnaire requested the students to suggest how the ALs modules could further contribute towards their future success. Two Arts students made two suggestions, (i) the Eng. 105 module should be a yearlong compulsory module for all the students; and (ii) the ALs module should be offered to further levels of study (in the second and third year) of the respective degree programmes in the Arts faculty.

6.5 CONCLUDING SUMMARY

The data collected from the three research participant groups and a summary of the main content of the ALs modules were presented in this chapter. There were quantitative and qualitative data. The results were categorised according to the conceptual framework's four dimensions and sub-dimensions. The quantitative data were collected from the 167 student participants (the first participant group), while the qualitative data were collected from the student participants, the two ALs coordinators, the four ALs lecturers and the ALs modules' descriptors and module outlines. The data analysis and sifting process was challenging because of the similarities and the overlap with the two ALs coordinators' responses and their responses as part of the four ALs lecturers. The result was that various drafts of this chapter

were presented to my supervisors, which assisted me to synthesise the data coherently and concisely. The responses from the three participant groups strengthened a mixed and triangulated method within a participatory evaluation qualitative research design. I attempted to summarise and present the responses of the students, ALs module coordinators, and ALs lecturers as accurately as was possible.

In chapter Seven the results are discussed and interpreted.



CHAPTER SEVEN

ANALYSIS, DISCUSSION AND INTERPRETATION OF RESULTS

7.1 INTRODUCTION

The results of the data sourced from the three research participant groups and the ALs module descriptors and outlines were presented in the previous chapter. These results are discussed and interpreted in this chapter according to the Embedded Hybrid Academic Literacies Model, the study's conceptual framework. I discuss and interpret the results that emerged from the student participants under the first dimension, termed *Students' personal factors*. This is followed by a discussion and interpretation of the second dimension, *Students' academic factors*, after which the third dimension, *Content knowledge and skills development factors*' results are discussed and interpreted. The results from the *ALs module structure and pedagogical factors*, which is the last dimension, are subsequently discussed and interpreted. I conclude the chapter with a synthesis of the discussions and interpretations of the results.

7.2 DISCUSSION AND INTERPRETATION OF RESULTS ACCORDING TO THE EMBEDDED HYBRID ACADEMIC LITERACIES MODEL

The results are discussed and interpreted per dimension and the corresponding sub-dimensions below.

7.2.1 Dimension 1: Students' personal factors

This dimension focuses on the student participants' socio-economic backgrounds and home environments. The results of this dimension are the students' biographical information (age, language, gender and race), geographical data (province of residence and general living conditions), and financial circumstances. They also include whether the students are first-generation students or not and what their home languages were. As per Table 5.1, a total number of 167 first-year students across the four faculties completed the questionnaire. Their biographical information is discussed as a group and not separately per faculty.

The norm at post-school institutions in South Africa is that first-year students are between 18–19 years old upon completion of Grade 12 (Department of Education, 1996). The results presented in Table 6.1 show that 61 students (36,5%) were 18 years old, and 59 (35,3%) were 19 years old, which corresponds with the norm. It further shows that 18 students (10,7%) were 20 years old, and 10 students (5,9%) were 21. As 16.6% of students were between 20 - 21 years old, this could mean that some failed and had to repeat a schooling year, or some took a gap year and went to work or did something else before continuing with post-school studies. Table 6.1 further reflects that a minimal number of students were 22, 23, 24, and 25 years old in the Arts faculty and the Law faculty, with only one student being 25 in the faculties of EMS and Science, respectively. Again, an inference could be made that some of these students could have been repeating some of their schooling years or might have failed their first year and were repeating it again in 2019.

It could also be inferred that the older students opted to work for a few years and or had to find work to assist her/his household financially, while some went to work to save money for further studies. Starting later could be an advantage as literature has shown that older and more mature students adapt easier to the university environment. They can also resist peer pressure, unlike the students who are between 18 and 19 years old when they start with a first degree (Imlach, Ward & Stuart, 2017).

As discussed in Section 4.2.2, language is viewed as part of a person's identity. It is also often indicative of an individual's culture and ethnicity (Blommaert, 2016; Dyers, 2008; Zidjaly, 2019). Table 6.1 reflects that most first-year students (48, which is 29%) indicated that IsiXhosa was their home language. This is followed by 34 students (20%) who indicated that English was their home language, while 32 students (19%) stated that they were bilingual and 4 (2,3%) students indicated that they were multilingual. Eighteen students (11%) noted Afrikaans as their home language, with 7 students (4%) who were IsiZulu speakers, 4 (2,3%) students spoke Tsonga, 3 (1,7%) Tswana speakers, 3 (1,7%) North-Sotho, 3 (1,7%) South-Sotho, and 2 students (1,1%) Tshivenda. Five students (2,9%) preferred not to disclose their mother tongue, while 3 students (1,7%) indicated 'other', which could mean that they were not from South Africa and were speaking a foreign language which was not listed in the questionnaire. It could be that the five students who did not want to disclose their mother

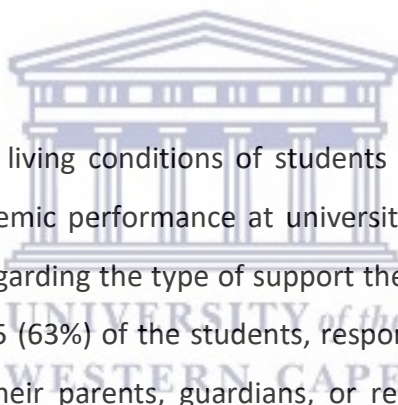
tongue were not English first-language speakers because if they were, they would have indicated it. Hence, an inference can be made that the total number of second or additional language speakers of English is 98, which is 58.6%. This result aligns with the university's undergraduate students' language distribution in 2019, which was 64% (refer to Section 1.1).

The gender distribution of the group of students was 96 (57%) females and 71 (43%) males. This is significant given a 2015 South African Higher Education statistical result which reflected that males remained the dominant student population in most undergraduate programmes nationally (Higher Education Stats, 2015). With South Africa being a patriarchal society where gender relations are skewed, it would be interesting to observe whether female students (although the majority in this study) would need more academic support than their male counterparts. In a patriarchal society, men often do not have to carry the added responsibility of co-caring for the family, especially where younger siblings and elderly parents are present in households (Ackermann, 2014; Hooks, 2010; Pillay, 2015; Walker, 1982).

Racial orientation, particularly in South Africa, remains a highly contentious issue, which impacts various facets of life, including tertiary institutions. In this study, 89 students (53%) identified themselves as African, whereas 63 (39%) indicated that they were Coloured, 8 students (4,7%) said that they were White, and 2 students (1,1%) identified themselves as Indian. Two students indicated 'other', which could mean that they were not from South Africa, and 1 student preferred not to classify her/himself. The prevalent racial inequalities within South Africa due to its apartheid past and history as discussed in Sections 2.2, 2.3, 2.4 and 4.2, indicate that the majority of Black South Africans (especially African and Coloured) remain at a disadvantage of not having had access to adequate schooling opportunities and the necessary resources to academically perform at their best (Council on Higher Education, 2013, 2016).

The geographical location of students provides essential insights into their lived realities and experiences and whether they have had access to specific resources required to succeed at university or not. There are nine provinces in South Africa, with differentiation in basic infrastructure, rural/urban geographical location, and economic viability. The majority of the student participants 101 (60%) indicated that they resided in the Western Cape Province,

which is not surprising as the university is one of four universities in this province. This particular province is acknowledged for its financial stability, vital infrastructure and decisive political leadership (Rungani, & Potgieter, 2018). As discussed in Section 1,1, the university is an academic institution that fought against apartheid and became a beacon of hope for working and middle-class South African communities. Twenty-seven (16%) of the students indicated that they were from the Eastern Cape Province, which is one of the poorer provinces in the country (Human Science Research Council (HSRC), 2011/2012; National Development Agency (NDA), 2014-2015). However, even though the majority of the students indicated that they were from the Western Cape Province, some of them might live in townships and poorer communities on the Cape Flats. Hence, some of these students, together with the 16% from the Eastern Cape, and the other provinces, may not have had access to adequate schooling facilities and critical educational and financial resources due to the challenges discussed in Section 4.2.



It is generally known that the living conditions of students can either have a positive or negative impact on their academic performance at university. It is a helpful and valuable indicator of students' needs regarding the type of support they might require to succeed at tertiary level. The majority, 105 (63%) of the students, responded that they lived in a fixed structured house owned by their parents, guardians, or relatives they resided with. An inference is made that, although most students live in houses, it cannot be an indicator that they have access to the required resources to enable them to succeed at university. Many studies have shown that this is not the case (Badat, 2010; Letseka & Maile, 2008; Ruswa, 2019). This point is further discussed in Dimension 3.

In addition, 41 (25%) of students noted that they lived with both parents whilst studying, whereas 40 (24%) students indicated that they lived in off-campus accommodation while pursuing their studies at university, and 25 (15%) students lived in on-campus accommodation.

Table 6.1 further reflects that the majority of the students, 118 (71%), indicated that they were not dependent on governmental social grants, whereas 48 (29%) relied on financial support from the government. Similarly, the majority, 95 (57%) of students, also indicated

that none of their other family relatives was dependent on social grants. A small minority, 3 (1.8%) EED Law students, responded that they depended on pension grants paid out to their grandparents to cover their living and other costs, and the National Student Financial Aid Scheme (NSFAS). These results could be indicative of more students being supported by parents, guardians, and relatives that are employed compared to previous studies that were conducted at the university, which showed that more students and their families were reliant on social grants and NSFAS assistance (Dibela, 2018; Higher Education Stats, 2015; Letseka & Maile, 2008; McGhie, 2012).

As discussed in Chapter Two, many African, Coloured and Indian students were deprived of access to higher education based on the colour of their skins. Poverty also played a significant role in having withheld most of these students from entering university (Badat, 2010; Council on Higher Education, 2013, 2016). Past statistics showed that most African students were first-generation students (Council on Higher Education, 2010, 2013). However, the students' responses in this study demonstrate that it is no longer the case (94 (56%) students indicated that they were not first-generation students). This is a positive result as it shows that the demographics of the students at UWC are changing for the better. An inference could be made that these students would have the cultural capital which includes supportive parents and/or siblings who studied at university before. They could, therefore, benefit from this kind of support, not only academically but emotionally and financially as well.

Much emphasis is placed on learners passing their language subjects at school within the South African context. This expectation is in place as one of the main requirements to enable prospective students to enter higher education institutions is having passed their home language as a subject with a certain level of points (University of the Western Cape General Calendar, 2019). For many universities, the entry-level points need to be above satisfactory level as it serves as an indicator of how successful students will be at university. The students' responses in Table 6.1 show that 64 (38%) scored a level 6 (70 - 79 %), which is a B-symbol pass) in their home language subject at high school, 51 (31%) obtained a level 5 (60 - 69 % which is a C-symbol), and 35 (21%) achieved a level 7 (80 – 100% which is an A-aggregate pass). However, several students in their self-assessment of the ALs modules indicated that their general English skills have improved and that the ALs modules helped them become

more confident in communicating in English at university. This point is further discussed under Dimension 2.

The students' biographical information, their financial circumstances, their family's information, what their home language was and whether they were first-generation students or not provide much-needed insight into how the needs of students can be identified at the university level. Furthermore, these insights assist in the understanding of how holistic support could be integrated into the specific degree programmes to support first-year students in their studies (Engeström, 1999, 2001, Tinto, 1975, 2006).

These aspects lie at the core of identifying the specific academic challenges and the needs of first-year students within student-centred learning. In addition, as Strydom and Mentz (2010) advocate, knowledge of students' identities can enhance student engagement. Taking a significant interest in who they are, where they come from, and why they are at university is significant in effectively supporting students through a 'pedagogy of care' (Stommel, Friend & Morris, 2020). These authors stipulate that "Education must be a practice done with hearts as much as heads, with hands as much as books. Care has to be at the centre of this work" (Stommel, Friend & Morris, 2020). Accordingly, to identify students' needs within tertiary institutions, it is fundamentally important to know and understand their identities from a holistic perspective to support and enable them to achieve academic success. However, some of the students' responses above indicated that the 'typical student needs' are changing at the university. In particular, their financial circumstances, and no longer being the first in their families to study at a university, are a few of the current changes related to students' profiles and requirements in public tertiary institutions.

7.2.2 Dimension 2: Students' academic needs factors

Students' academic needs factors are the second dimension of the hybrid ALs model. The sub-dimensions are students' self-efficacy and agency, and academic socialisation that includes the transition from high school to university, learning to cope with a heavy workload, learning effective planning and time management skills, and becoming a self-regulating student. These two sub-dimensions are discussed below. It should be noted that the responses from the participants are quoted verbatim.

7.2.2.1 Students' academic self-efficacy and agency

The concept 'self-efficacy' was derived from Albert Bandura's Social Cognitive Psychological Theory (1986, 2001). This author argues that the concept of 'self-efficacy' plays an essential role in general student development support and students' academic and career success. Academic self-efficacy includes students' self-observation, self-judgment, and self-reaction (Bandura, 1986, 2001). Bandura (1986), Linenbrink and Pintrich (2002) and Schunk and Pajares (2002) explain that academic self-efficacy reflects students' confidence that they can successfully acquire and competently achieve a chosen level of an academic task or by reaching a particular academic goal.

The concept 'agency' is closely related to self-efficacy. It refers to a person's ability to organise and regulate actions over time to work and achieve one's goals (Larson, 2011). In addition, Alkire (2009) believes that the concept 'agency' is also manifested through an element of freedom because it allows a person to change components of her/his life to act on the things she/he values. Conradie (2013) argues that the concept 'agency' has an element of choice to it as well. This author explains that a person's agency is activated once the individual chooses to act on her/his capability set (opportunity set of achievable functionings available to the person). This is influenced by an individual's social context, institutional systems available to him/her, and many other aspects (Conradie, 2013). These understandings of the concept of agency are particularly applicable to the student participants in this study.

The majority of the student participants across the four faculties indicated that the ALs modules have contributed to their academic success. That is, 26 (84%) Arts students, 38 (95%) EMS, 48 (92%) Law, and 38 (86%) Science students. The students explained that the ALs modules contributed to their academic success and their future career success by improving their overall academic literacies skills and practices. Their responses reflect that they have gained confidence in their abilities and capabilities by having been presented with enabling opportunities to empower themselves through the process of skills acquisition and application within their respective ALs modules and across their cognate discipline modules. Hence, it could be argued that due to the process of skills acquisition and application within their respective ALs modules and across their cognate discipline modules, the students' self-efficacy and agency have been unlocked and activated to pursue their academic success.

The students' responses below demonstrate this point (gaining confidence in using the English language more appropriately within an academic context). They were English second and additional language speakers who were between the ages of 18 and 19 years. Four of them were females and one male, two were from provinces outside of the Western Cape, and two were first-generation students:

EED helps me to communicate better with other individuals (race, sex, gender, religion) (EED Science student, 19, female, Afrikaans, Coloured, Western Cape Province, off-campus accommodation, not a 1st generation student).

Since law is all about writing essays EED will help for my success as I will be developing great writing skills cause I feel I didn't do proper English at school, since it was a disadvantage for me, therefore EED is improving my English in writing some of my school work (EED Law student, 19, female, Tsonga, African, North West Province, living on her own, not a 1st generation student).

It gives students whose first language is not English an opportunity to transition from their home language to English (EED Law student, 18, female, bilingual, Coloured, Western Cape Province, living with parents, 1st generation student).

It allows me to have an independent mind and equipped me with methods and skills of easily reading scientific articles (EED Science student, 19, male, Xhosa, African, Eastern Cape Province, rented flat, 1st generation student)

The module contributes very much to my success. The one thing, if not two, I love is that there are many fields I could use skills learnt - writing proposals, bursary applications, email, etc. (Eng. 105 Arts student, 23, female, Xhosa, Black, Western Cape Province, own house, not a 1st generation student).

According to Brown, Collins and Duguid (1989), the processes of students acquiring knowledge and the application thereof within an academic context are evidence of learning and two additional factors. Firstly, the students' mastery of specific skills through theory and

praxis (practice) installs confidence within them. The students' comments reflect that they have grasped the ALs skills, including soft-and hard-core skills with specific reference to thinking, reading, and writing at the tertiary level. The fact that students have noted how their confidence levels have been elevated in terms of their abilities and capabilities as English second and additional language speakers to communicate more positively and effectively within the academic context reveals that students' academic needs are being met through the various ALs modules.

Moreover, these students' views also expose that the ALs modules play an important role in offering much needed academic development support to students who could not acquire and apply these ALs skills and practices in high school (refer to Section 4.2). Hence, the students' mastering of not only the 'knowing of' (acquisition) but also the 'know how' (application/doing) of these ALs skills and practices is indicative of the confidence they have gained, which speaks to their academic self-efficacy (it demonstrates that they have achieved various academic objectives).

Secondly, this notion and understanding of learning through the symbiotic relationship between *knowing* and *doing* is also an indication of learning outcomes being met and attained. These learning outcomes are stipulated in the various module descriptors, and course outlines provided by the academics responsible for the learning and teaching of the different modules. In this instance, all four of the ALs module descriptors refer to the fact that students at the end of the courses ought to be able to demonstrate both the acquisition and application of different ALs skills as can be viewed in Addenda 11, 12, 13 and 14. This is also reflected in both the ALs coordinators as well as the lecturers' comments about how their respective ALs modules are structured, which will be elaborated on in the discussion of Dimension 3.

Similarly, as explained at the beginning of this dimension, students' agency is directly linked to their academic self-efficacy. The students' responses below reflect that they were able to manifest and activate their agency by making use of thoughtful consideration and decision-making as they connected with that which they could relate to through their unique processes

of figuring out what worked for them in gaining success and what did not in the different ALs modules.

ALC helped/is helping me identify what works for me during my studies and what my strengths & weakness are. It helps me work effectively in a group / as an individual to receive the best academic results (ALC EMS student, 19, female, English, Coloured, Eastern Cape Province, on-campus accommodation, not a 1st generation student).

It contributes to my success because it helps me stay on par with things such as tasks (Eng. 105 Arts student, 19, female, no language indicated, Coloured, Western Cape Province, family house, not a 1st generation student).

ALC describes the skills you need in university and how you need to acknowledge yourself as a person in the university. ALC shows you how you need to prepare your academics and how you should tackle them (ALC, EMS student, 18, female, Southern Sotho, African, Free State Province, off-campus accommodation, not a 1st generation student).

By using the skills I learn in ALC it improves my academic life, writing examinations, my handling in daily study activities. It allows me to get B and A average (ALC, EMS student, 18, female, Afrikaans, Coloured, Western Cape, rented house, 1st generation student).

EED is extremely time consuming and has taught me that academic success is dependent on how well you can manage your time (EED Law student, 20, male, English, Coloured, Western Cape Province, family house, not a 1st generation student).

It helps me prioritise and to strategise how to complete my work in a logical way (EED Law student, 19, female, bilingual, Coloured, Western Cape Province, family house, not a 1st generation student).

It helps me with time management skills and personal reflection (EED Science student, 25, male, Xhosa, African, Western Cape Province, family house, not a 1st generation student).

The students' comments speak to how their respective ALs modules taught and assisted them in developing self-management, time management skills, prioritising and staying abreast with their academic workload. This was achieved by being self-aware and identifying their strengths and weaknesses, taking control, and valuing the skills, practices and competencies of becoming self-regulatory university students. The responses further reflect the students gaining confidence about working effectively in groups, excelling in academic results and having improved their overall communication within the context of diversity (refer to Dimension 1), which essentially highlights self-confidence in their abilities, capabilities and self-efficacy.

Their responses indicate that, by gaining self-confidence, the majority of the student participants' agency was strengthened, allowing them to monitor, control and achieve their academic goals. It also speaks to the fact that they had the freedom to 'choose and act' to become self-regulating students who took responsibility for their learning. Therefore, an inference can be made that the students' self-efficacy and agency have been unlocked in the ALs modules that they were registered for.

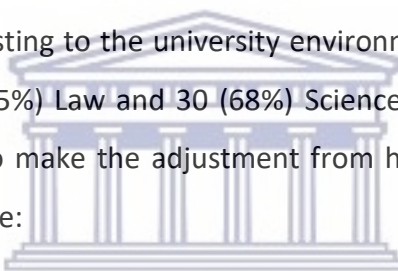
7.2.2.2 Students' socialisation into the academic environment

It is generally known that first-year students face many challenges with adjusting from high school to university studies. They are expected to study complex discipline-specific subjects, be capable of applying academic literacies skills and practices, including critical and analytical thinking, reading and writing, while having to adapt to different teaching methods and familiarise themselves with an entirely new social environment (Community College Review, 2015; Leibowitz, 2014; Strydom & Mentz, 2010). However, the socialisation of students into university does not only refer to being inducted into the various curricula aspects of higher education, but more pertinently, it also includes the need for students to be enabled to develop a sense of self-efficacy and agency, as discussed in the previous sub-dimension so

that they can become self-regulating students and be retained (Strydom & Mentz, 2010; Tinto, 2000, 2006).

Consequently, adjusting to a new and foreign learning environment is one of the reasons why there is such a high failure and dropout rate in especially the first year of study (Bowles et al., 2014; Kuh et al., 2011; McGhie, 2017; Tinto, 2000, 2006). Moreover, many students arrive at university with naïve views and misperceptions about the heavier workload they will be expected to engage in, the multifaceted learning and studying they will often encounter in larger class sizes in which they will be taught (Cloete, 2012; Cook & Leckey, 1999; McGhie et al., 2015).

In the student questionnaire, the students provided feedback on whether their respective ALs modules assisted them in adjusting to the university environment. Twenty-eight (90%) Arts students, 36 (90%) EMS, 34 (65%) Law and 30 (68%) Science students indicated that their specific ALs modules helped to make the adjustment from high school to university more accessible. Their responses were:



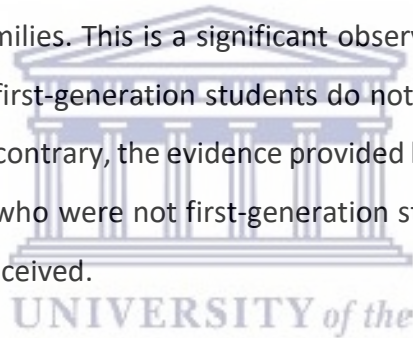
It [the EED Science module] certainly helped with the challenging [challenges]. As a result of transitioning from high school where everything was 'spoon fed' to us in a sense (EED Science student, 19, male, bilingual, African, Western Cape Province, living with single parent, not a 1st generation student).

It has helped to cope with the transition from high school to university ... I should not take things from face value but engaged with them and be objective (Eng. 105, Arts student, 25, female, French, African, Cameroon, rented flat, 1st generation student).

It [the ALC, EMS module] provides me with the skill to balance out my studies and social life. It makes my workload easier and it helps me identify what is the best way for me to study (ALC, EMS student, 19, female, English, Coloured, Western Cape Province, on-campus accommodation, not a 1st generation student).

The workload is a lot, we get a lot of assignments and tests to prepare for, it [the EED Law module] has helped a lot in terms of improving my focus and getting out of my comfort zone. I study four times as hard now (EED Law student, 18, female, Xhosa, African, Gauteng, off-campus accommodation, not a 1st generation student).

The three responses reflect that the students have realised that they had to dedicate more time towards their studies to manage the heavy workload. They also explained how their ALs modules had assisted them in overcoming the heavy workload challenge. It is important to note that all three students were young (the typical age of the average first year-student), and all three were not first-generation students. Hence, it means that they were not the first individuals from their families to study at a university; someone in their families had already completed formal education, which could mean that they would have the necessary academic capital and support in their families. This is a significant observation as the argument could be that students who are not first-generation students do not need ALs modules as part of their first year of study. On the contrary, the evidence provided by the students' quotes above reflect the opposite; students who were not first-generation students have benefitted from and appreciated the support received.



In addition to the challenge of a heavy workload, students also identified time management as another adjustment challenge they encountered and had to overcome. Responses were:

This course [ALC, EMS module] helped me to adapt to the amount of workload and how to have time management (ALC, EMS student, 18, male, English, Coloured, Western Cape Province, rented house, 1st generation student).

This course helps me to be punctual. It helps me to be more discipline towards not only this course but to all I do (Eng. 105, Arts student, 19, male, no language indicated, Coloured, Western Cape Province, family house, not a 1st generation student).

With the constant assessments it helps you manage your time and learn to prioritise accordingly (ALC, EMS student, male, bilingual, Coloured, Western Cape Province, family house, not a 1st generation student).

I now know how to manage time... I can now get myself mentally prepared for each day, whereas before I would struggle... (ALC, EMS student, 18, female, English, Coloured, Western Cape Province, living with grandmother, 1st generation student).

Managing one's time effectively is a crucial component of adjusting to a heavy workload at university. If this is not done, it could negatively impact first-year students' transition and their academic performance in achieving success. Research conducted by Van Zyl (2015) and Van Wyk (2016) reported that the challenge of time management among first-year students highlight a bleak situation where this particular problem has been identified as having given rise to a more severe issue related to the high dropout rate of students at various universities across the country. According to Kaushar (2013) and Venter (2020), high schools often fail to teach students this vital skill and hence, students enter university with poor time management and organising skills. At high school, pupils are instructed, monitored and supervised by their educators, who often fall short of enabling students to take responsibility for their own learning.

Apart from first-year students requiring support in developing their self-efficacy and agency, cultivating discipline in managing their time and heavy workload optimally as part of their socialisation into university, they also need to be academically enculturated into academia. This type of academic socialisation refers to the induction and integration of students into the university's discourses where they can scaffold and expand their sets of academic literacies as social practices (Boughey, 2009; Lea & Street, 2006; Lillis & Scott, 2007; McKenna, 2010; Scott, 2006, 2009b). The social practice of academic literacies often includes, although not limited to, thinking and analytical reasoning, reading and writing in an academic context where scholars have argued that these skills are best suited to be practised within the various cognitive disciplines as opposed to being facilitated within 'stand-alone' ALs modules. With this in mind and the fact that the ALs coordinators and three of the ALs lecturers indicated that their respective ALs modules were collaboratively embedded into the various discipline-specific subjects, which will be further discussed under Dimensions 3 and 4, it is helpful to note the students' responses in this regard:

When I was in high school, my academic writing was very poor and I did not know much about science discoveries. This module helped me to have a[n] insight of science, in terms of writing and some discoveries (EED Science student, 18, female, Xhosa, African, Eastern Cape Province, on-campus accommodation, 1st generation student).

Writing skills, critical thinking and communication skills from the lecturers and tutorials we were taught scientific writing and we were given activities in which we had to practice scientific writing. There were instances where we had to apply our thinking skills and communicate our thoughts (EED Science student, 18, female, Xhosa, African, Eastern Cape Province, on-campus accommodation, 1st generation student).

It helps me to write better essays and it improves me in my writing and how to conduct my academics (Eng. 105, Arts student, 25, female, Xhosa, African, Eastern Cape Province, living in an informal settlement, 1st generation student).

It has helped me to write better academic essays. It has also helped increase/improve my vocabulary. In high school I would use simple English, but now I'd use high English words (ALC, EMS student, 18, female, English, Coloured, Western Cape Province, other, not a 1st generation student).

For example I have always pre-read my work but ALC has taught me a method in which I can pre-read effectively and efficiently (ALC, EMS student, 17, female, English, Indian, Western Cape Province, rented flat, not a 1st generation student).

It equipped me with reading and writing skills. How to break up a question or understand an instructional word (EED Law student, 19, male, Xhosa, African, Western Cape Province, living with parents, 1st generation student).

Given the discussion of the learners' low literacy skills in Section 4.2.1, it is apparent from the students' responses that they acknowledged that their respective ALs modules had assisted them in improving their academic literacies skills (that is, thinking, reading and writing) for the use of and within the context of tertiary studies. An inference can be made from these

responses that their respective ALs modules have empowered them to improve and acquire new literacies skills. It has also provided them with ways to use the academic literacies skills within the cognate disciplines.

Thus, it would be correct to assume that the students benefitted personally and academically from their respective ALs modules. The fact that the four Xhosa first language speaking students found the ALs modules beneficial for their academic socialisation into university is indicative of the argument that students who are not English first language speakers are most likely in need of academic support. However, the other two students, one being Indian and Coloured and English first language speakers, have also commented that they found the ALs modules beneficial, which refutes the argument that only second and additional language speakers of English need academic literacies' support.

Therefore, the argument in this study is that all students entering university studies for the first time need to be academically inducted and socialised to strengthen and develop their self-efficacy and agency, which in turn, would assist them to become self-regulating students who would take responsibility for their own learning and academic success. The ALs lecturers also indicated that they assisted the first-year students to meet the various academic standards, expectations, and conventions within the respective disciplinary literacy practices. As such, the ALs modules were the modes through which first-year students were inducted into their respective communities of practices (Brown et al., 1989; Lave & Wenger, 1991).

Notwithstanding the above discussion thus far, 3 Arts faculty students, 4 EMS students, 18 Law students, and 14 Science students, totalling 39, which is 23%, noted that the ALs modules did not assist them in making the transition from high school to the university environment. Some of these students explained that:

It is not because I cannot major with it in the next coming year (Eng. 105, Arts student, 25, female, Xhosa, Other, Eastern Cape Province, informal settlement, 1st generation student).

It has not taught me to manage my workload or time in any way. What is being taught is not really related to high school (EED Science student, 21, female, English, Coloured, Western Cape Province, living with parents, not a 1st generation student).

The assignments are long which consume a lot of time which can be used for studying (EED Science student, 18, male, Ndebele, African, Mpumalanga, off-campus accommodation, not a 1st generation student).

Because I do not feel like it is needed in my course and I am passing it without understanding what it is all about, meaning that I am not studying it for my success but for just passing it as I have no choice (EED Law student, 19, male, Xhosa, Eastern Cape, African, living with single parent in own house, 1st generation student).

These responses signify that not all students saw the benefit of the ALs modules contributing towards their adjustment to the university setting and their academic success. Interestingly, the first student being older (25 years) than the rest of her peers, displayed a sense of proactiveness in her subject selection process about her academic planning by having noted that the specific ALs module in the Arts Faculty will not be available for either future mainstreaming or for scaffolding concerning her future academic aims and goals when she has to major in a specific field of study that interests her. This foresight reflects a more mature level of thinking, which implies that this student's maturity displays self-confidence and self-awareness about the clarity she may have about why she is pursuing the qualification altogether. In addition, this more mature student demonstrates that she is taking responsibility for her academic choices while keeping in mind the consequences and or impact thereof in the future. This way of reasoning was not noted among her younger peers. Nevertheless, it can be argued that although the ALs module may not contribute to this student's success, it regardless reflects the student's agency in terms of critical judgment, informed decision-making and future planning.

In the case of the second student (also older than the 'norm' of 18 – 19), one could also argue that the student is self-aware and could have been a student who worked for a while. That is why he felt that the ALs module "did not teach him to manage the workload or time".

However, often students enter university oblivious to the fact that curiosity, open-mindedness, critical and analytical thinking and being teachable are some of the hallmarks of a successful student who is often expected to explore new ways of knowing and doing in the process of becoming a well-rounded graduate as well as an employee or employer. The two younger students' (18 and 19 years respectively) responses illustrate a gap in either the ALs modules' failure to reflect its relevance in the broader scheme of their respective degree programmes and/or the students' misunderstanding of the purpose of the ALs modules' contribution towards supporting them in their academic careers. The last student's response has an element of 'a passive acceptance', an attitude of 'surrendering' because she/he has "no choice". It could be perceived as a 'hostile' attitude, which often becomes a self-inflicted barrier to learning, resulting in hostility for this student.

The fact that three of the four ALs module outlines do (Addenda 11, 12, 13) not explicitly state or indicate that the purpose of the modules is to induct and enculturate students into the university environment, could be reason why some students would not see the benefit of the ALs modules. It is possible that students cannot implicitly see and understand that they may need to be academically socialised into their new learning and teaching environment, which is different from their familiar high school settings. Hence, there is a need for ALs modules, specifically within the Arts, Law, and Science faculties, to make explicit what the purpose of the ALs modules is so that first-year students would understand and appreciate the importance of these modules.

In summary, recognising first-year students' socio-economic contexts, their academic needs, and their psychosocial challenges are fundamental factors in offering holistic academic development support for successful learning. However, this is often a highly complex, and continuous developmental process which, according to Kotzé and du Plessis (2003), Tinto (1975, 2006) and Ruswa (2019) (amongst others), involves an array of factors: a comprehensive understanding of students' perceptions, expectations, requirements (needs) and experiences (practices); as well as an in-depth understanding of the issues and procedures that have an impact (both positive and negative) on these matters about the enculturation of students into academia. These are the factors (strengthening students'

identities and embracing students' uniqueness) that Gutiérrez (1999) in her hybrid language practice model explain as important elements for students' holistic development.

7.2.3 Dimension 3: Content knowledge and skills development factors

This is the third dimension in the hybrid ALs model. It deals with the discipline-specific needs/requirements/skills and competencies per faculty. The sub-dimensions are the academic literacies theories and models used in the respective faculties, the students' acquisition and application of AL skills and discipline-specific competencies, and whether or not the ALs modules succeeded in addressing the needs of the students holistically.

7.2.3.1 Academic literacies theories and models used by the four ALs lecturers

The responses from the two ALs coordinators (refer to Section 6.4.1) were similar about the theories that informed their ALs modules but different with the use of the three ALs models. The ALs coordinators indicated that the Social Constructivist Learning Theory undergirded the ALs modules they teach. The EED Science lecturer explained that she used general theories including narrative literacies theories, while the Eng. 105, Arts lecturer responded that she made use of the academic literacies' theories. These perspectives are reflected in their responses below:

Generally, theoretically you can say we follow the social constructivist theoretical framework... (EED coordinator and EED Law ALs lecturer).

Our ALC is based on the constructivist theory and Vygotsky's zone of proximal development... (EMS coordinator and ALC ALs lecturer).

So it's your Gee's and your... Academic literacies, there is this communicative skills kind of angle that is very important to this whole, that informs my teaching (Eng. 105, Arts ALs lecturer).

... the principle that we use for academic writing for the module comes from a book called... How To Write Papers That Get Cited And Proposals That Get Funded. It's a book by Joshua Schimel. ... But his principle is that science writing is storytelling (EED Science ALs lecturer).

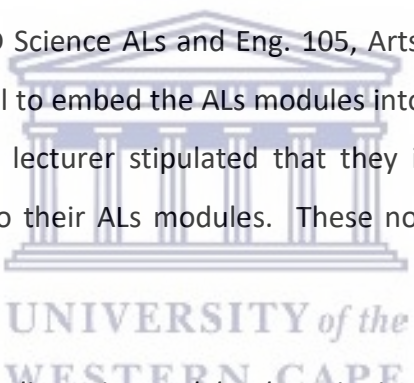
The responses from the EED Law and ALC ALs lecturers reflect that the Social Constructivist Learning Theory informed their ALs modules. As discussed in Sections 3.5 and 4.5, the Social Constructivist Learning Theory postulates that students construct and make sense of new knowledge from previous knowledge and experiences within a unique social context. (Piaget, 1968). It also views learning as a dynamic, socially connected and interactive practice between students, their contextualised environments and the broader academic community, society, and the world (Perry, 1999; Piaget, 1968; Vygotsky, 1978). Gutiérrez (1999) concept of hybridity is exactly that; she explains that hybrid-learning spaces are fundamentally social spaces of educational communities where meaning-making occurs within three layers. The first layer is termed the “official space” that involves the lecturer and the curriculum; the second layer is the “unofficial space” where students construct “counterscripts”; and the third layer is the “third space” that refers to the learning (the students) and teaching (lecturers, tutors, peers) environment where knowledge is facilitated and constructed within socially situated and dynamic contexts.

The Eng. 105, Arts ALs lecturer used the academic literacies theory within her ALs module and referred explicitly to the work of Gee (1996, 2005), who espoused that academic literacies are fundamentally social practices which include various “ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing ... that are practiced within a particular Discourse” (Gee, 2008, p. 4). It is argued that since the academic literacies theory is ‘fundamentally social practices’ according to Gee, then the Eng. 105, Arts ALs module is also implicitly undergirded by the Social Constructivist Learning theory. This is in alignment with the other two ALs lecturers.

The EED Science ALs lecturer referred to the work of a prominent American scientific scholar, Joshua Schimel (2011), who argues that scientific literacies (that includes academic writing in particular) essentially involves the basic communication process whereby he emphasises the receivers of the message rather than the senders. Moreover, for this author, the most effective communication of scientific, academic literacies is through the theory of storytelling, which comprises of various elements, namely, audience, narrative, “stickiness” (that which captures and retains the audience’s attention and interest), structure and language (Schimel, 2011). The fact that the EED Science ALs lecturer uses this theory to underpin the

EED science ALs module alludes indirectly to the Social Constructivist Theory's principles. This theory argues that learning is socially situated. Students as the 'audience' listen to scientific narratives to make sense and meaning by relating to aspects of the stories while drawing from their prior knowledge and authentic personal life experiences. Therefore, one can argue that the four ALs lecturers were similar in using the Social Constructivist theory or a variant thereof.

The EED coordinator and EED Law ALs lecturer stated in his interview that the EED ALs module a 'stand-alone' module, that is, it is one of the first-year modules with a credit weighting of 15 credit, which all first-year students in the Law faculty must register for. However, he explained that they used a collaborative academic literacies model where the ALs specialists worked together with the discipline specialists to produce the course content and assessments. Similarly, the EED Science ALs and Eng. 105, Arts ALs lecturers indicated that they used a collaborative model to embed the ALs modules into the cognate disciplines. The EMS coordinator and ALC ALs lecturer stipulated that they infuse elements of all three academic literacies models into their ALs modules. These notions are evident from their responses below:



Yes, [the three] academic literacies models. The point is, we can't take out the skill. We can't take out the fact that all students, not only second-language students need to be inducted into the academic discourse, and that is problem number one for me, that in some faculties it's about how well did you pass at school and if English is your first language (EMS coordinator and ALC ALs lecturer).

The EED modules are a result of active consultation and input with colleagues from there [in the Arts faculty] and here [in the Law faculty]. (EED coordinator and EED Law ALs lecturer).

So I am kind of involved in their [Science lecturers] efforts at integrating academic literacy more into the mainstream modules, but not in any official capacity really. (EED Science ALs lecturer).

It has to embed because, remember, it is supposed to give students epistemological access. That is the whole thing behind EED. So that is my approach to English 105[/6] as well. (Arts, Eng. 105, Arts ALs lecturer).

The response from the EMS coordinator and ALC ALs lecturer indicates that they infused all three ALs models' principles in the ALC ALs module and that their approach is about inducting all first-year students into the academic discourse. Thus, teaching academic literacies to all the new students in the EMS faculty regardless of how well they have passed their language subject or whether they were first language speakers of English or not.

The other three ALs lecturers indicate that they were using the academic socialisation and the academic literacies models as they worked collaboratively with the other discipline-specific lecturers to embed the ALs skills into different cognate disciplines. The Eng. 105, Arts ALs lecturer mentioned the concept, *epistemological access*, which indicates that she, similar to the EMS ALC lecturer, focuses on inducting the students into the academic discourse as she is aware of the students' socio-economic backgrounds and the fact that many are not first-language speakers of English as their biographical information under Dimension 1 has shown.

As discussed in Sections 3.6 and 4.5, the Study Skills model was introduced from a practical perspective at universities as 'a stand-alone' module with a set of tools or mechanisms to provide students with techniques and skills that they could learn and transfer to other academic contexts. It was used by former White universities as a 'remedy' for African students whom they admitted, because the view at the time was that African students 'needed fixing' and 'was the problem', which is where the concept '*deficit approach*' was derived from (Boughey, 2002, 2009; Hlatschwayo & Fomunyan, 2019; Ivanic, 1998). For these two reasons, the critique was labelled against the study skills model and that a move away from it was proposed (Boughey, 2009; McKenna, 2014).

Notwithstanding the above, as Lea and Street (1998, p. 158) advocate, "The [three] models are not mutually exclusive, and we would not want to view them in a simple linear time dimension, whereby one model supersedes or replaces the insights provided by the other. Rather, we would like to think that each model successively encapsulates the other."

Consequently, one can argue that it was not the 'study skills' model itself that was problematic, but the purpose for which it was used, and the perception from the White academics that Black students 'were the problem', also highlighted in Sections 3.3 and 3.6.

UWC was a previously historically Black university. Accordingly, the perception of the ALs modules and the purpose for offering these modules to first-year students in the respective faculties were different on at least two accounts. Firstly, as the EED ALs lecturer has indicated in his response, the EED Law ALs module was a 'stand-alone' module, which is also the case for all the other ALs modules in the faculties. However, as he and the other two ALs lecturers have indicated, they worked collaboratively with the cognate discipline lecturers, while the EED Science ALs lecturer indicated that she attempted to work collaboratively. Their responses illustrate that the ALs module did not function as a 'stand-alone' module on its own, which is what the 'stand-alone' notion implies.

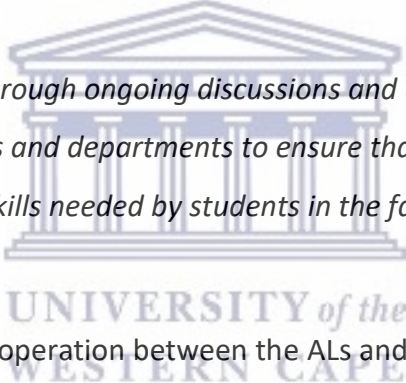
Another argument can be put forward, which is that the Study Skills ALs model correlates to practical orientation disciplines such as Accounting and Economics. These disciplines require students not only to understand the theory, but more importantly, they need to apply financial accounting and economic concepts in real life contexts while adhering to the professional bodies' regulations and requirements (Evans & Brendan, 2009). Similarly, the Study Skill ALs model allows first-year students to acquire and master the different ALs skills and practices which they can apply not only in their other cognate disciplines, but also in the work environment. These ALS skills are the skills and competencies that employers require graduates to have upon employment (Coetzee, 2019; Suarta, Suwintana, Pranadi & Hariyanti, 2017).

Secondly, as Table 4.1 reflects, the ALs modules are compulsory for all the first-year students registered in the Dentistry, Education, EMS and Law faculties, demonstrating that there is no differentiation as to who must enrol for the modules and who should not. Accordingly, an inference can be made that the ALs lecturers were knowledgeable of the history of academic development work and how the ALs modules were used and perceived by the White academics in the previous dispensation. Based on that, they took it upon themselves to liaise

and work with the cognate lecturers to embed the ALs modules' content into the cognate disciplines.

Furthermore, the above response from the EMS coordinator and ALC ALs lecturer also directs attention to the fact that in some faculties (refer Table 4.1), the ALs module is not compulsory. This could imply that the 'old order view' of 'students are the problem' is still upheld to a certain extent. This point is further discussed under Dimension 4.

A review of the four ALs modules' outlines (refer Addenda 11, 12, 13 and 14) shows that three of the four, namely, Eng. 105 Arts, EED Law and EED Science, do not explicitly mention working collaboratively with the discipline-specific lecturers to embed the ALs skills and practices. It was only the ALC course outlines that had it expressly stated, as seen below:



The module is shaped through ongoing discussions and close co-operation with subject-specific lecturers and departments to ensure that the assessments prescribed in the module develop skills needed by students in the faculty (ALC 131 module outline, 2019).

Moreover, this collaborative cooperation between the ALs and discipline-specific lecturers is also noted within the module outlines of some of the other cognitive discipline modules' outlines, for example, within the Information Systems (IFS) 141/2 modules offered in the EMS faculty (Ndesi, Kimani, Latief & McGhie, 2016). Not stating explicitly that collaboration is taking place could leave room for doubt that it is taking place, as was indicated in the EED Science lecturer's quote above.

From the student participants' side, 24 (77%) Arts students, 38 (95%) EMS students, 44 (85%) Law students, and 26 (60%) Sciences students indicated where they were applying the skills learnt in their respective ALs module. Their responses were:

I'm applying it to my Psychology essays/assignments and even in my Afrikaans module (Eng. 105, Arts student, 18, male, Afrikaans, Coloured, Western Cape Province, lives with single parent in own house, 1st generation student).

Yes in all my legal modules. For example, Law of persons and Introduction to legal studies when reading cases laws, legislations and writing assignments (EED Law student, 19, male, bilingual, White, Gauteng, on-campus accommodation, 1st generation student).

In every module in ... POL [Political studies] 131, PUA 131 [Public administration], DAL [Digital Academic literacy], and QLC [Quantitative Literacy for Commerce] 141. All the skills I learned made me cope with my other modules. (ALC, EMS student, 19, male, Xhosa, African, Western Cape Province, off-campus accommodation, not a 1st generation student).

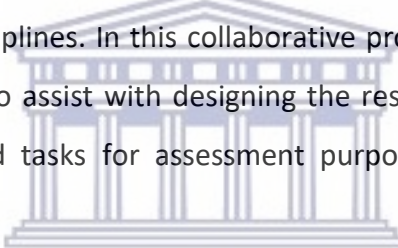
I mostly apply it in Life Sciences, Chemistry for the report projects (EED Science student, 18, female, Southern Sotho, Gauteng, off-campus accommodation, not a 1st generation student).

The students' responses reflect that they used the various ALs skills in their other discipline-specific modules. The diverse composition of the students' identity and language backgrounds are also noted in this regard as being an indication that all students, despite their ethnic and language orientation, find the ALs skills and practices helpful and valuable in their other discipline-specific modules. Thus, these students' responses illustrate that they are being empowered in their studies through the collaboration between ALs and discipline-specific lecturers. In this regard, numerous local and international studies have reported on the effectiveness of collaboration between discipline-specific lecturers and ALs lecturers/specialists (Chanock, 2007; Durkin & Main, 2002; Jacobs, 2005; Salamonson et al., 2009; Thies, 2012). Pocock (2010) explained that collaboration between cognitive discipline lecturers and ALs academics enhances student learning and fosters the belief that learning is socially situated, which offers students the advantage and opportunity to develop relevant soft-and hard-core skills specific to a professional career within the changing world of work. I support this view, that is why I conducted this study to construct an embedded hybrid academic literacies model that can strengthen and enhance this pedagogical approach to the learning and teaching of ALs modules at the university.

In addition, the students' quotes also validate the ALs coordinators and lecturers' responses that they work collaboratively with the cognate discipline lecturers to embed the ALs skills taught in the discipline-specific modules. It also reflects that the students' self-efficacy and agency were strengthened to empower them academically (refer to Dimension 1). It underscores how the collaboration aided the students' academic socialisation to the higher education environment (refer to Dimension 2).

7.2.3.2. Acquisition and application of skills and competencies

Under Dimension 2, students' acquisition, application and mastery of various AL skills ought to align with the primary outcomes of the ALs modules and the graduate attributes, to prepare students for the world of work. In addition, the discussion under Sub-dimension 1 illustrated that the ALs coordinators and lecturers used collaboration to embed the different ALs skills into the cognate disciplines. In this collaborative process, ALs lecturers liaise with discipline-specific lecturers who assist with designing the respective ALs modules' content and types of assignments and tasks for assessment purposes. This is illustrated in the following two responses:



The Economics lecturers said to us that students don't know there's an NDP and don't know what the content is of the budget speech. So, we develop our assignments so that we draw students' attention to that. ...we focus on business-orientated assignments, business-oriented texts and articles to prepare our business students for the world of work and what they need to know, what is current. That is how we do it in this faculty (EMS coordinator and ALC ALs lecturer).

... there is that expectation that they [the students] might want to cross over to English 1, then I have a literature component that is built in too so that they have been exposed to literature, to some aspect of literature should they wish to go and do so... (Eng. 105, Arts ALs lecturer).

These responses from the two ALs lecturers indicate that the cognate discipline lecturers have identified specific content, knowledge and skills gaps they expect students to know and need

assistance. For this reason, the ALs modules' content knowledge and skills requirements are informed by the cognate discipline lecturers. They also have to ensure that they comply with the various professional boards' criteria for graduates' employment in the future. ALs coordinators and lecturers have to adhere to these needs and expectations when they design the content of their various ALs modules, identify the main outcomes and corresponding graduate attributes, and the necessary skills and competencies to offer holistic academic support to the first-year students registered in the ALs modules.

As illustrated in Table 6.4, the main content and competencies across the four ALs modules include academic literacies skills, namely, critical and analytical thinking, communication (listening, note-taking, and speaking), reading, writing, conducting research within a higher education context, and digital academic literacy. In addition, the EED Law ALs lecturer includes e-port-folios to develop students' critical ability to self-reflect, evaluate and engage in self-directed learning. The EED Science ALs lecturer included scientific research report writing, while the ALC, EMS ALs lecturer also included self-esteem and group dynamics, decoding, and report writing as part of the ALs module's content.

Moreover, first-year students are also required to develop core graduate attributes that are embedded within the ALs modules' content and assignments, which are: (i) being able to work effectively within diverse groups or teams; (ii) practice ethical behaviour through various research-related tasks; (iii) display sound listening, note-taking and argumentative communication abilities particular in writing (and verbally) (refer to Addenda 11, 12, 13 and 14). The students' responses below reflect the main outcomes that were taught:

In this course, I have been equipped with good communication skills, writing skills and listening skills (Eng. 105, Arts student, 18, female, Xhosa, African, Western Cape Province, lives with guardian, 1st generation student).

Listening and note taking skills - it has enabled me to be comfortable in lectures and to be attentive. The skill to write summaries and essays in academe one has to write essays and this course has enabled me to do so. Study skills helped me to approve my

study habits. Critical and analysis [analytical] skills, helps me to be more objective. (ALC, EMS student, 18, female, Afrikaans, Coloured, Western Cape Province, lives with grandmother, 1st generation student).

Reading and writing, these skills have certainly improved, reasons, as a future attorney I would need comprehensive reading and writing skills (EED Law student, 23, male, bilingual, Coloured, Western Cape Province, lives in family house, not a generation student).

EED in particular is responsible for teaching proper citation methods, report writing methods and ethical research methods ... that are invaluable to a scientist (EED Science student, 19, male, English, Indian, Western Cape Province, lives in family house, not a 1st generation student).

It helps us with tips and skills necessary for work done such as how to write proper academic essays and how to reference properly. Proper essays, with good sentence structure and referencing can help us reach success in our subjects (ALC, EMS student, 18, female, bilingual, Coloured, Western Cape Province, family house, not a 1st generation student).

The students' responses correlate with the ALs modules' main course content, outcomes and graduate attributes. The responses from the Law, Science, and EMS students indicate that the ALs skills are used/applied in the cognate disciplines. At the same time, the Law and Science students' responses also show that the students could draw parallels as to how these academic skills will benefit them in their future careers.

The majority of the students (92%), that is, 27 (87%) Arts, 39 (98%) EMS, 48 (92%) Law and 40 (91%) Sciences, responded that they had learnt the skills mentioned above in their respective ALs modules. They have also indicated that they were applying the skills learnt to their other modules (90%) and in specific modules (79%). The students' responses illustrate that, not only did they master the skills taught, but they have also applied them in the other modules, which indicates that all four of the ALs modules were using the Study Skills model as part of

their module delivering. This is contrary to what the three ALs lecturers responded when the question was asked *which ALs models and theories are you using*, as discussed under Section 7.2.3.1.

Moreover, students also indicated that they learnt digital literacy skills in their ALs modules, as is evident from their responses below:

In this course I'm mostly exposed to computers which is something that was not happening in high school. This course helps me to develop my skills in computer and also teaches me ... more about physical science (EED Science student, 17, female, Xhosa, African, Western Cape Province, lives with single parent, 1st generation student).

The tutorial have helped me to know some part of computers, such as uploading the portfolio task (EED Law student, 19, male, Xhosa, African, Eastern Cape Province, living with friends in rented flat, 1st generation student).

This is a crucial factor in first-year students needing to acquire the competencies to become technology literate at university to prepare them for their future careers within the emerging Fourth Industrial Revolution. For this reason, each ALs lecturer in each of the faculties also works collaboratively with the digital academic literacy specialists within the academic institution to enable and empower students with the necessary digital resources and abilities to aid them both in their academic and vocational careers.

The ALs coordinators' responses about the ALs skills and competencies they envision their students should acquire correlated with the students' comments in this regard. The ALs coordinators' responses were:

... we are doing the writing ... how do you write ... the summary, paraphrasing. All of that, we do it in term one ... Then reading; basic reading, slightly more in-depth reading, the different stages in reading. All of that is done, then I switch over to case law. So then I will do the cases with them ... (EED coordinator and EED Law ALs lecturer).

... [In] our management, economics, industrial psychology, information systems [departments], all our assignments are geared to let students apply analytical and critical thinking, analyse case studies, identify the main issues that's current. For example, we look at the budget speech... So whatever feedback we receive, faculty office [staff] came back to us and said students don't read the [University] rules. So we design assignments to address these [needs] ... (EMS coordinator and ALC, EMS ALs lecturer).

These responses from the ALs coordinators speak to the ALs modules' course content, main outcomes and assessments. The responses also correspond with the students' views above regarding the skills and competencies which they indicated as having acquired in their different ALs modules. The second response from the EMS coordinator and ALC ALs lecturer draws attention to collaboration that was taking place between the ALs lecturers and the cognate discipline lecturers, and the faculty administration staff.

Furthermore, all four of the ALs academics indicated that they intentionally included content in their ALs modules that is contextualised and in alignment with decolonising the curriculum, as was discussed in the latter part of Section 4.5. The ALs coordinators and lecturers specifically stated that they used local relevant information, resources, examples, case studies, and documents that students can relate to. Their responses were:

And then this year it's about is there a correlation between the respondent's perceptions of fictional either female people of colour or women of colour, like scientists on screen, or the real-life ones? ... So they can either only write about gender, only about women, only about people of colour, or then the intersection between the two. (EED Science ALs lecturer).

...I use local cases like the Motata case where he was convicted of drunken driving. Then I use the magistrates who go to the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that involves the ethics of the law. (EED coordinator and EED Law ALs lecturer).

And then in terms of visual literacy, I have in the past for example, basically I normally use my cartoons. I'll get cartoons from my Sunday Times. In the past I used to use a lot of Shapiro, the political commentator who uses the cartoon as a platform. (Eng. 105, Arts ALs lecturer).

So what we also do in our course is to make it local, to take the colonised out and focus on local and current case studies from South African textbooks...using texts written by local lecturers and researchers from a South African context. So, the students can relate to their own contexts ... Because elsewhere the context is different (EMS coordinator and ALC ALs lecturer).

These responses indicate that the ALs lecturers made intentional and deliberate efforts to contextualise and decolonise the content they teach in their ALs modules. The need to focus on South African contemporary content and indigenous knowledge and stories was emphasised by the national students' protests in 2015 and 2016 as an urgent matter in South Africa's higher education system. Thus, the responses from the ALs lecturers demonstrate that they were sensitive towards the students' needs. It shows that they understood the students' plea to gain meaning and relevant epistemological access into real-life South African issues and events and being inducted therein. The aspect of gender and social justice was also highlighted by the EED Science lecturer, who infuses these concepts into that specific ALs module. Hence, the ALs lecturers used local and contextualised knowledge in the ALs modules which conformed to the aims and objectives of the ALs hybrid model's inclusion of indigenous knowledge within a more authentic cognitive curricular, as discussed in Section 4.5.

The different ALs modules were also aligned with the current needs of the industry related to the ALs skills and practices required within the world of work. Various South African scholars have researched the skills and competencies needed in the workplace, such as Coetzee (2019), Erasmus, Loedloff, and Hamman (2010), and the South African Board of People's Practice (2020). In addition to communication skills, problem-solving and decision-making skills, and teamwork skills, graduates are also expected to display several personal attributes that include (but are not limited to) self-awareness, self-confidence, independence, emotional intelligence, flexibility and adaptability, stress, risk and pressure management,

creativity and innovation, willingness to learn, reflectiveness, lifelong learning, and professional behaviour (Coetzee, 2019; Suarta, Suwintana, Pranadi & Hariyanti, 2017).

This alludes to the need for university students to not only acquire and apply discipline-specific knowledge and skills, but more importantly, they are also expected to possess Information Technology (IT) competencies, practices, and attributes related to self-efficacy, agency and innovation to succeed in a highly competitive and agile paced technology-driven 21st century. Thus, it is argued that the four ALs modules are the entry-level where these requirements are being developed in first-year students because they (i) included and focused on these skills sets, practices and qualities in their various module outlines, curricular activities, assessments, outcomes and graduate attributes; (ii) collaboratively worked together with the cognate discipline-specific lecturers to embed these ALs skills and practices into the discipline-specific content; and (iii) successfully enabled and empowered the first-year students to acquire and apply these skills sets at an undergraduate level already. This, once again, is also congruent with the ALs hybrid model, which calls for the mainstreaming of an authentic cognate curricular that embraces industrious indigenous knowledge through the decolonisation and digitalisation thereof within higher education institutions.

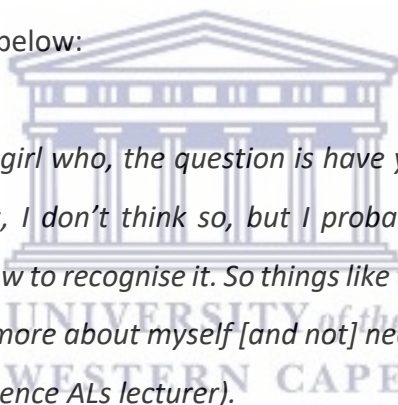
7.2.3.3. ALs modules enabling students' academic success

This sub-dimension deals specifically with the main research question: *Are the ALs modules addressing the needs of first-year students holistically?* According to Chickering and Gamson in Nunn (1996), students do not learn much just by sitting in lectures listening to lecturers, memorising information, and regurgitating it. They do so by talking about what they are learning, writing about it, relating it to past experiences and apply it to their daily lives. They must make what they know part of themselves to become successful and retain it for academic and vocational career purposes in the future. This learning by doing is what Lave and Wenger (1991) and Lombardi (2007) advocate with their Situated Learning Theory.

Lave and Wagner (1991) and Lombardi (2007) explain that students should be inducted and socialised into the cognate disciplines geared towards preparing students for their respective future occupations. In this instance, students' acquisition of different facts and skills through the practice and application thereof within the ALs modules have not only enculturated them

into their discipline-specific modules, but also within communities of practice (Brown et al., 1989; Goodwin, 1994; Lave & Wenger, 1991; Lombardi, 2007; Zakrajsek & Schuster, 2018). Within both the ALs and cognate discipline communities of practice, students can connect how their AL skills and practices help them in their discipline-specific modules, and how these elements can be helpful for them in becoming professionals within their future careers.

All four ALs academics referred to the overall pass rates within their modules, which was consistently above 70% across the board. The ALs lecturers also indicated that through student evaluations at the end of the modules, they could gauge from students the success of the ALs modules and from past alumni. The past alumni provided positive feedback regarding both their academic and career success with the assistance of the ALs modules they have completed at the first-year level. The ALs lecturers shared stories of how the students communicated their successes below:



... So then you'd have a girl who, the question is have you experienced gender bias, and then she says, I don't think so, but I probably didn't know it then because I didn't know how to recognise it. So things like that. ... they'll say things like EED has taught me more about myself [and not] necessarily [refer to] some kind of content. (EED Science ALs lecturer).

This illustrates that the ALs module for this science student is successful on more than one level. The first level of success would be passing the module, but more importantly, the ALs module has also helped this student achieve success in her personal growth and development by having also been enabled to broaden her knowledge base. This response also correlates with the fact that the student's self-efficacy and agency have been realised, which was discussed under Dimension 1.

Similarly, the EED Law coordinator and ALs lecturer noted how past students would provide feedback to him and the tutors about how they were able to apply the ALs skills they acquired in their professional careers, as can be seen below:

But insofar as the legal writing is concerned, even last year's graduates who are now outside doing articles, they still communicate with their tutors and tell them we did this with you, we did this in the module, we did this with our lecturer, we find value in it ... (EED Law lecturer).

The EMS coordinator and ALC ALs lecturer indicated that often reviews and feedback from other colleagues have been an indication that students have obtained success in that they are applying the ALs skills which they have been taught in their other discipline specific modules. She explained:

... in fact, I had lecturers coming back to say that some students are really able to express themselves well and write well and the lecturers give us feedback. And then those students obviously are the students excelling in those modules ... (EMS coordinator and ALC ALs lecturer).

This response reflects that the cognate discipline lecturers acknowledged the success of the ALs modules in enabling students to acquire the necessary skills and competencies needed in the discipline specific modules. It denotes the collaboration that is taking place to embed the ALs skills and practices into the discipline specific modules, which contributes to students' academic success.

Furthermore, students' responses about the success they achieve in the learning and teaching of their respective ALs modules are illustrated by their evaluation of the educational quality of these modules. The students' responses in Table 6.5 showed that 90% of them indicated that the ALs modules contributed towards their academic success. In Table 6.6, 31% of the student participants rated the educational quality of the ALs modules as 'excellent', 52% rated it as 'good', and 14% rated it as 'average', with only 2% of the students who thought that it was poor, while 1% preferred not to say anything. These results suggest that the majority of the students have experienced their ALs modules as successful not only pertaining to the educational quality of their different ALs modules, but also towards their future careers, as can be noted in their responses below:

EED will really contribute toward my success in future because ... When you are working in court I will have to do research and write some important things. All this skills I have learn it in EED Law (EED Law student, 20, female, Xhosa, African, Eastern Cape Province, private accommodation, not a 1st generation student).

It will contribute to my success as to know how to write a report, article etc. and not to be emotionally involved in that report (Eng. 105, Arts student, 19, female, Xhosa, African, Western Cape Province, lives with single parent in own house, 1st generation student).

When I become a chartered accountant, I will be a good one because I will be able to put good arguments to whatever topic I will talk about [to] my future employees. And will be able to think critically and come up with good strategies to grow the businesses which I will be helping (ALC, EMS student, 18, male, African, Eastern Cape Province, on-campus accommodation, 1st generation student).

It may play [a] significant role of contribution in my success in future by enabling me to know how to support my arguments and improve my writing skills and summarise cases effectively (EED Law student, 19, male, Northern Sotho, African, Gauteng, off-campus accommodation, 1st generation student).

By engaging me with the scientific community, EED [Science] opens many doors that allows me to extract, interpret and use information in a meaningful way that could benefit my field or others (EED Science student, 18, female, English, Coloured, Western Cape Province, living with single parent in own house, 1st generation student).

I plan to be a lab scientist, so I will be required to write a lot of scientific reports and I am now equipped with knowledge thanks to EED [Science] (EED Science student, 19, female, Tshivenda, African, Limpopo Province, off-campus accommodation, 1st generation student).

It contributes to my success because these skills just make me more attractive towards companies and businesses when applying for work (ALC, EMS student, 18, male, bilingual, Coloured, Western Cape Province, parents house, not a 1st generation student).

These responses reflect the students' understanding of how the different ALs skills and practices can be utilised within their future careers as professionals to achieve success. Their comments also speak to the fact the ALs modules (being collaboratively embedded into the cognate disciplines) have offered them the opportunity to gain further confidence in their abilities to perform and function optimally within their future occupations. This once again alludes to the importance of students being able to unlock and strengthen their self-efficacy and agency, not only within their academic career but more pertinently also within their prospective workplaces.

Moreover, apart from these students having acquired the theoretical knowledge and demonstrating a sense of knowing and how to apply the skills mastered, it has also revealed their sense of becoming by having been oriented and encultured through their different ALs modules into apprentices that are grounded in both theory and praxis as part of the various communities of practice (Lave & Wenger, 1991; Lombardi, 2007).

Equally important, the students' specific career-oriented responses highlight the unique and diverse nature of each of the four ALs modules, which needs to be designed in alignment with each faculty's particular discipline-specific discourse requirements and competencies. Hence, this diversity contributes to understanding the students' holistic needs and finding creative ways to meet these in and through the various ALs modules at the university, which correlates directly with the concept of hybridity as explained by Gutiérrez (1995, 1999).

The above quotes and discussions under this dimension reflected that the four ALs modules aided the students' academic development needs. The students' responses came from students who were first language speaker of English and additional language speakers, 1st generation and not 1st generation students, and both young and more mature students. As such, their responses highlighted the fact that all first-year students benefited from the

academic literacies support provided, which underscores the importance of ALs modules as part of the first-year courses. It also demonstrated the diverse nature of the student population and the different requirements of each faculty to prepare the students for their various future vocations. It was for these reasons (in addition to the ones that I have explained in Section 4.5) that I combined the strengths of the three ALs models with Gutiérrez (1999, 2009) hybrid language practice model elements to construct an embedded Hybrid Academic Literacies Model.

7.2.4 Dimension 4: ALs module structure and pedagogical factors

The ALs module structure and pedagogical factors are the fourth and last dimension of the ALs hybrid model. It contains two sub-dimensions: the structure of the ALs modules and mode of delivery, and ALs lecturers' pedagogical approaches. As indicated in Section 6.5.3, challenges from the two ALs coordinators and the lecturers also emerged from the data collected. These challenges are discussed as the last item under this dimension as it was deemed the most appropriate place to group them under. Suggestions that some of the Eng. 105, Arts students made are also discussed under this dimension.

7.2.4.1 Structure of the ALs modules and mode of delivering

As reported in Section 6.5.1, both the EED Science and ALC, EMS ALs lecturers provided information about the structure of their ALs modules, which included the notional contact hours, credit weightings, lecture and tutorial periods per week, and formative and summative assessments and weightings. They explained that there was also a weekly schedule where smaller sections of the content per week, tutorial activities, and assessments due dates were noted. These elements are described in the module descriptors and the module outlines (refer to Addenda 11, 12, 13 and 14). What the ALs lecturers have explained is the norm for undergraduate (and postgraduate) modules. The module outlines are regarded as the 'contract' between the students who registered for the different modules and the lecturers who are responsible for teaching the modules (Faculty of Economic and Management Sciences, Academic Planning Committee, 2019).

In addition, the EED Law ALs lecturer also explained that workshops were offered to the law students in the ALs module for practical purposes, while the ALC ALs lecturer indicated that

lectorials (the combining of an actual lecture with a tutorial) formed part of their ALs modules, which allowed for peer learning to take place. Both these practices are in addition to the normal practice of the formal lectures and tutorials and are based on the lecturer's prerogative of what is best for the students. An inference can be made that both the workshops and the lectorials allow the students to be together as a group where they can discuss an issue or part of the content that was lectured, debate, ask questions and listen to one another. Hence, in both instances, peer learning can take place, which is an effective way in which students learn (Kuh et al., 2011; Strydom & Mentz, 2010). What happens within these practices speak directly to what Gutiérrez (1995, 1999) advocates. As explained in Section 4.5, hybrid-learning spaces in classrooms are fundamentally social spaces of educational communities where meaning-making occurs within three layers. In this instance, the workshops and lectorials place the students in the second space, which is referred to as the "unofficial space" where students construct their own "counterscripts" through debating, questioning and listening; and in the "third space" because the workshops and lectorials provide opportunities for meaning-making and new knowledge construction.

7.2.4.2 Pedagogical approaches in facilitating the ALs modules

The structure and content of any course remain the responsibility of the coordinators and lecturers within the different departments and faculties at institutions of higher learning. In addition, specific career-related fields such as Accounting, Education, Law, and Psychology, for example, are also guided by their respective professional bodies. For this reason, academics' pedagogical methods and practices become essential because they reflect the lecturers' teaching philosophy and understanding of what type of content to select, what assessments to prepare and how to facilitate learning for their students. Accordingly, careful, informed, and academically justifiable decisions are needed to provide the students with comprehensive curricula that include relevant and ethically sound graduate attributes.

The ALs coordinators and lecturers were requested to explain how they taught the ALs modules they are responsible for. Different pedagogical methods and practices were identified by the ALs lecturers that were based on student-centred learning (Tangney, 2014). These teaching strategies included group work, case study and document analysis, class

debates, various technological (e.g. movies, video clips, voice notes and other social media resources) and printed media resources (e.g. cartoons, etc.), workshops, lectorials, one-on-one student consultation, peer marking, supplemental instruction (SI), creative and unconventional incentives for academic achievement and class participation, and learning to retain students' names and faces. The responses were:

... they had to do group work and say what they think makes more of an impact, learning about scientists from history or learning about the contemporary ones, ... their motivations were quite interesting, because they didn't necessarily all answer it in the same way. ... And actually I screen [the movies] Hidden Figures and Black Panther for them as well (EED Science ALs lecturer).

... I use like the Motata case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. Like when we do workshops ... And this year I did nine workshops for them also to teach the students how to do IRAC, issue, rule, application (EED coordinator and EED Law ALs lecturer).

And one-on-one consultation, as well as group consultation. Students learn from each other. ... when it's a really important issue we will give students a question to debate and we just guide ... we try to blend in technology, we have videos, we have online quizzes, online tasks ... We have voice notes that we started to make. ... short video clips and voice notes that we placed on iKamva for the students (EMS coordinator and ALC ALs lecturer).

In the past I used to use a lot of Shapiro, the political commentator who uses the cartoon as a platform. ... We've done an assignment on the sculpture [of a cleaner and mother who is depicted in celebrating her child's graduation located at the entrance of the university square] which is like a visual image. Yes, that is basically what I've done in terms of visual literacy (Eng. 105, Arts ALs lecturer).

And you know what is important, try to know their names, try to make the learning environment safe. ... And it's because they're doing well that I don't mind buying a chocolate, that I don't mind saying well done and that encourages students, because I believe in positive peer pressure. ... I believe learning should be fun, so that's the way I teach. I want laughter. I want students to be able to put up their hands any time, 'I don't understand or I disagree'. ... for example, to help strengthen ... our students ... we ... facilitate the lectorials (EMS coordinator and ALC ALS lecturer).

The ALs lecturers' pedagogical tools and practices provide valuable clues in constructing the embedded hybrid ALs model. Their responses reflect the elements of Gutiérrez's (1995, 1999) hybrid language practice model, which are embracing indigenous knowledge and providing authentic cognitive curricular; developing students' skills and discipline specific competencies; being open minded and experimenting with different strategies to create knowledge sharing through narratives and films and bringing humour into the learning environment. All of which assist to develop the students' uniqueness, self-efficacy, and agency, which in turn, can strengthen the students' commitment and resilience to succeed.

Additionally, they also demonstrate that what is happening within the ALs modules' learning and teaching is far removed from the old order 'deficit' approach of ALs modules. What has been offered to first-year students in these ALs modules illustrate an inclusive, participatory, and apprenticeship model where the needs of the students are paramount and where the lecturers understand and are mindful of the students' socio-economic backgrounds and lived realities. As was indicated in Table 5.3, three of the ALs lecturers who participated in this study were all part of the 'Black' racial classification (that is, African Black, Coloured Black, and Indian Black). They could identify with the students because they came from similar homes, backgrounds and communities.

Moreover, the ALs coordinators and lecturers also indicated how they were offering moral support and encouragement to first-year students who did not only enter university under-prepared but also with the absence of suitable support structures at home, and financial and

other resources required to succeed at the tertiary level as discussed under Section 4.2. These supportive actions are evident in the responses of the ALs coordinators and lecturers who went beyond the call of duty, as explained below:

Let me tell you something, DM came here, he came from X, I'll mention his name [the student's name and home town were deleted for confidentiality purposes]. He met me after the second week he came, Sir, can I speak to you? I said, yes, come, sit, how can I help you? He says, one of the teachers said I must come and speak to you. ... I said, no problem, what is it about? He says, Sir, I've never used a PC before. I also struggle with my English and I don't know how I'm going to manage with law. ... So, I say, let me tell you something, on a Friday I have a voluntary class. It's not a university module, you come of your own ... for the next few Fridays ... I'll be spending time with you, you're not the only one there's 30 others to do [the] basics... So, he started. His first email came to me, his first essays were done, typed, word processed, everything. He finished his LLB in four years. (EED coordinator and EED Law ALs lecturer).

And then we had students, I had a student from 2014 she emailed me to say that she's now in this job and she was just saying thank you for ALC. Because everything that we taught her when she was a student she's applying now in her work. ... and M [name was deleted] now in his third year, he wrote ... a poem about what the course meant. ... what we do is also about supporting our students. ... [name omitted] said so nicely, it's the 'pedagogy of care'... our approach in ALC is a pedagogy of care, holistically. We see potential and we want them to realise their potential [students]. And we enable them through how we teach and what we teach (EMS coordinator and ALC ALs lecturer).

... But then there's so many things that you're trying to do, so it's not just getting them to be able to write ... than some kind of content... And you get a lot of, they'll [students] say things like EED [Science] has taught me more about myself ... we talk about privilege and inequalities and stuff and then it's like when we talk about that we're not trying to make you feel bad that you don't have these

ones, but that look at how far you've come despite the obstacles that you face, things like that (EED Science ALs lecturer).

The thing is, when you teach students coming from, because I come from that kind of background myself, the townships and stuff, you need to speak a language they understand. ... Even in terms of the kinds of topics that I choose. I understand that I could be talking high, lofty language and whatever, but if I do that, it means I'll be talking over their heads. So, what do I do? I am very careful in terms of the topics that I choose. I try to say, okay, what can they relate to? What is happening outside and so on? And then I chip into that and then we are on the same page (Eng. 105, Arts lecturer).

These responses reflect how the ALs coordinators and lecturers support their students by keeping in mind their unique identities and contexts as discussed under Dimension 1. It is also evident that the structure and pedagogical approaches of the ALs coordinators and lecturers encompass a wide range of issues, which are not only content-based. In addition, emphasis is also placed on pertinent development aspects such as self-efficacy and agency as discussed under Dimension 2. The ALs coordinators and lecturers' responses also denote that the content and how it is taught correlate with the students' needs. The students are provided with safe, enabling and conducive learning spaces where they are encouraged to explore, experiment and make meaning for themselves with issues and contexts that they can relate to and are currently happening within the broader South African society as discussed under Dimension 3. Moreover, these aspects are also directly connected to the different ALs modules' aims, objectives, outcomes, and graduate attributes, as noted in Addenda 11, 12, 13 and 14.

There were also practices such as allowing students to re-do main assignments failed, the provision of informal and creative incentives (sharing students' good performance in assignments and tests, and edible treats) to encourage active student participation, and positive peer-pressure, and the importance of getting to know students' names, which assist in creating a safe learning environment for the students. Again, what the ALs lecturers explained are in line with Gutiérrez (1995, 1999) hybrid language practice model's

characteristics, which ultimately, has to do with student centred learning and the provision of holistic academic development support.

Moreover, the students also responded on how the ALs lecturers and tutoring teams assisted them through the above teaching strategies. Responses were:

The course has helped me ... because of the welcoming lecturer, [name omitted], who is very accommodating as well... It made things easier because ... the lecturer/tutors helps us a lot (Eng. 105, Arts student, 23, female, Xhosa, African, Western Cape Province, living with both parents in own house, not a 1st generation student).

The lecturer [and] GLA's are also helpful ...because they guide us and show us how we must do things ... because not all of us English is our home language (EED Law student, 18, female, Xhosa, African, Eastern Cape Province, off-campus accommodation, not a 1st generation student).

Because the lecturer teaches at a nice pace and makes sure that the work on the lecture slides are easy to understand (EED Science student, 19, male, English, Coloured, Western Cape Province, living with single parent in own house, not a 1st generation student).

... And also critical thinking has helped to use my cognition as [name omitted] always say... It [the ALC module] helps tremendously. [It] Lifts the stress from my shoulders because I do not have to struggle on my own, the ALC team is there to assist. (ALC EMS student, 18, male, English, Coloured, Western Cape Province, university residence, not a 1st generation student).

The students' responses show that they experienced the academic input and support, which the ALs lecturers and tutoring teams offered, as helping them to adjust to the academic environment, which made them feel safe. This is what Kuh et al. (2011) and Tinto (2006) advocate should happen so that students can succeed academically and be retained. This

notion is also in alignment with the ALs hybrid model, which has its premise in the understanding that the facilitation of ALs skills and practices involves a creative (and positive) tension between the students, the curriculum, content, experiential activities, and the facilitators of learning (Gutiérrez, 1992, 1995, 1990; Gómez-Peña, 1996). Lastly, the students' responses also highlight that the ALs staff's open, friendly, and caring demeanour played an important role in creating an enabling, safe and conducive learning environment for them. This result directs attention to the "Pedagogy of care", as Stommel et al. (2020) explained. It also correlates with the earlier discussions, and the argument in this study - the behaviour and teaching approaches of the ALs lecturers who participated in this study are different to the 'old order' academics' perceptions and approaches towards the learning and teaching of ALs modules.

7.2.4.3 Challenges identified and suggestions made

The ALs coordinators and lecturers reported challenges they encountered in their respective faculties. These challenges include which students should enrol for the ALs modules, the duration of the ALs modules, a lack of support from the management of the different faculties, and a lack of adequate understanding of the role of ALs modules in an embedded approach from the cognate disciplines' lecturers.

The EED Science and Eng. 105, Arts ALs lecturers noted in their interviews that not all students were enrolled for the ALs modules within their faculties (so did the EMS coordinator and ALC ALs lecturer). They explained:

... But absent from this list, the one big group that we don't have is chemistry. We don't have the chemistry students. But I'm pretty sure there are actually a few other departments as well. I don't know why the chemistry students don't do this (EED Science ALs lecturer).

So, if we were to make it compulsory then it means all students that are registered within Arts will have to be exposed to this and there is no staffing. ... we're talking about 800 and 900 in one ... class. So it's big numbers. So that's why they cannot afford to make it compulsory (Eng. 105, Arts lecturer).

These comments reflect that not all the first-year students in the Arts and Science faculties must register for the particular ALs modules (as indicated in Table 4.1 as well). The EED Science ALs lecturer's response implies that she thought that all the students should do the module and that she was uncertain as to why a specific group did not have to. The Arts ALs lecturer noted two reasons why all the first-year students were not required to register for the Arts ALs modules, which was in addition to the English language pass requirement (refer to Section 4.4.1). The first reason was the fact that human resources were scarce (which is closely linked to institutional budget constraints); and second, that the class sizes would be too large to teach and manage. This reason ties in with the first reason, but also directs attention to institutional challenges associated with venue sizes and the university resources' capacity.

The challenge of the duration of the different ALs modules was also identified as a challenge. The ALs module in the Law faculty (EED Law) was offered as a year-long module, whereas the other three were semester modules. However, although the EED Law module was a year-long module, the EED coordinator and EED Law ALs lecturer contended that:

Even the year isn't enough... So, language development isn't a year, it's not six months. It takes three years, four years, five years. By then they're [the students] already finished with the degree... And if they work well, their competency in it then progresses...

Similarly, the EMS coordinator and ALC ALs lecturer raised the challenge of the ALs module in that faculty only being offered over one semester. She explained:

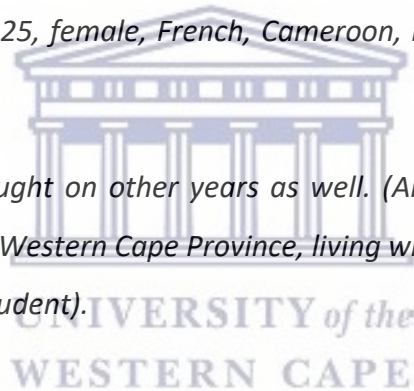
...it used to be a year course and now it's a semesterised course. ... our pass rates were also high in the 80's because of the year course, but now our pass rates also dropped a little bit from the 80's to 70's and that's why we're trying to let the faculty understand. ... It's really to enable and equip the students so that they can do well and so that they can be retained and they can pass. And what we definitely know is that students who understand and master the skills and apply it continuously, they continue to do well.

The two coordinators and ALs lecturers' views are similar in that they argue that the acquisition and application of ALs skills and practices take time, particularly within a diverse academic context and given the fact that many of the students are underprepared as discussed in Section 4.2. It is therefore understandable why both coordinators thought that the duration of the ALs modules was problematic. These responses also allude to the fact that students' literacy knowledge and practices continue to develop over time, and even long after the students have graduated, making it a lifelong learning discourse.

Some Arts students have noted the following about the ALs modules becoming compulsory as well as being offered across the subsequent levels of the degree programmes:

Suppose it could be made a compulsory module for all first years. In that case, it will significantly improve individuals who study it, and society will benefit from it (Arts, Eng. 105, Arts, 25, female, French, Cameroon, living in rented flat, 1st generation student).

By allowing it to be taught on other years as well. (Arts, Eng. 105, Arts, 18, female, Xhosa, African, Western Cape Province, living with both parents in own house, 1st generation student).



These students' responses correlate with the ALs coordinators' and lecturer's views, emphasising that ALs skills and practices are ongoing and should be mainstreamed into the other year-levels of studies (second-and third-year) to further prepare the undergraduate students for post-graduate studies. The 25-year-old student's comment also refers to the broader benefit of ALs skills, which will benefit individuals and communities within society as the individuals would become educated and responsible citizens. It could also imply that these individuals could give back to the communities where they are coming from to educate and empower community members and the broader society.

The challenge of a lack of understanding of the purpose and relevance of ALs modules by discipline-specific lecturers was also mentioned in the interviews. Responses were:

Because before I started doing anything I was like, I need to find out what they need, what they want their students to be able to do. And I was not able to get a meeting with departmental reps at that point, so I ended up just going forward and doing what I thought that we should do (EED Science ALs lecturer).

No, a lot of colleagues don't understand academic development. They just think you'll come there and teach grammar. Grammar is to be taught in context. (EED coordinator and EED Law ALs lecturer).

People make the mistake to think that, ALs/ EED courses are about English, it's not. So that's the first thing that we must really get clarity on... (EMS coordinator and ALC ALs lecturer).

So, there are certain things that I have to leave out because I'm trying to accommodate the literature part of things. So, it's a difficult balance to strike, because you can't get everything in. And when I expect them to write that argument essay I am fully cognisant of the fact that there are certain missing things in their knowledge base because I cannot cover everything (Eng. 105, Arts ALs lecturer).

These responses highlight the different challenges that the ALs lecturers experienced regarding collaboratively attempting to infuse the ALs skills in the discipline-specific modules within the four faculties. Four challenges can be identified from these responses:

1. The logistical challenge of securing meetings with the cognate discipline lecturers;
2. The misunderstanding or lack of comprehension concerning the role and purpose of ALs learning and teaching as well as AD work in general among discipline-specific lecturers;
3. The challenge of finding a suitable way to balance the integration of the teaching of AL skills, keeping in mind the needs and outcomes of the other cognate modules; and
4. The challenge of building academic and professional relationships between the ALs lecturers and the cognate discipline lecturers.

These challenges refer to the discipline-specific requirements and competencies that need to be identified within each faculty and embedded into the ALs modules' content and outcomes, together with the graduate attributes. An inference can be made that embedding the ALs module content within the cognate disciplines requires a willingness from both parties to collaborate and work together to empower and strengthen first-year students' adjustment to the university environment and their academic socialisation into the different communities of practices. Hence, embedding ALs modules into the cognate disciplines is a two-way process; it cannot be done from one side only.

The two coordinators also identified challenges with the faculty's management about autonomy and yearlong AL programmes. Their responses were:

The faculty, now since 2014, we were restructured, but at faculty level we're autonomous, on our own. But we still have to share resources here with the English department. It shouldn't be like that. It should be like a department. You have your own budget, you have everything. Although the dean does support this ... but it's not enough action. You must have the same structure and access to financial resources ... (EED coordinator and EED Law ALs lecturer).

And what we're trying to get across to our dean and the faculty is that the ... course is only a semester course... It was a year course in the past and we're trying to get it back to a year course. Because that will give us more time to reinforce the skills, to connect it even better and to even invite lecturers from other disciplines to come in. Because that is something that we're looking at, to sit in and to also teach and co-teach (EMS coordinator and ALC ALs lecturer).

The EED coordinator and EED Law ALs lecturer raised the challenge of the EED programmes not being hosted in the Law faculty or within its own department. This was the case within the EMS faculty, where the ALC 131/2 modules together with all the foundation-year modules, were hosted within the Department of Academic Development. Hence, the EED coordinator and EED Law ALs lecturer suggesting a similar structure for the entire EED programme. It can be deduced that this kind of autonomy will be beneficial in that the

required resources from an independent budget can provide for additional staffing and other administrative needs that will directly impact the type and quality of ALs support offered to new incoming students.

Moreover, his response highlights that, although the dean of Arts supports these change requests, it could be counted as 'null and void' as long as no tangible and concrete action is forthcoming from the faculty leadership in this regard. It can be argued that for this reason, the leadership of both the faculties and the university also need a more in-depth understanding of the purpose and role of academic development and ALs module provision, given the historical context of the university, and the kinds of students it admits (refer to Sections 1.1, 2.3.2, 4.2 and 4.3. An in-depth understanding and appreciation of the value and impact of academic development support to students and specifically first-year students, will strengthen the realisation of the university's Goal Area 1: The Student Experience, and Goal Area 2: Learning and Teaching as described in the university's Institutional Operational Plan (IOP) 2016 – 2020, White Paper.

In addition, the EMS coordinator and ALC ALs lecturer noted the challenge of ALs lecturers and first-year students requiring more time (a yearlong module) to further entrench the collaborative embedding of ALs skills and practices into the cognate disciplines. She also raised the possibility of co-teaching, which will be to the benefit of all parties (the students, the ALs lecturers and the cognate discipline lecturers). In so doing, first-year students will continue to 'seamlessly' acquire, apply and practise the skills taught in ALs modules. Therefore, both the EED and the EMS coordinators call for a more informed, supportive and appreciative leadership, which also correlates with the proposed embedded hybrid ALs model.

These discussions and interpretations are now synthesised in a list of observations below.

7.3 SYNTHESIS OF DISCUSSIONS AND INTERPRETATIONS

The discussions and interpretations of the results in the preceding sections according to the study's conceptual framework provided answers to the study's aim, which was to evaluate

the various Academic Literacies modules within four of the seven faculties at the university to determine what each faculty's theories and practices were based on, and how ALs were embedded within the discipline-specific programmes; and their effectiveness about student learning and student success. Five clusters of observations can be highlighted.

Firstly, the discussion and interpretations under the first dimension, **students' personal factors**, which presented the student participants' biographical and socio-economic information, including their language orientation and whether they were 1st generation students or not, revealed that their 'typical student needs' have changed as more than half of the students (56%) indicated that they were not 1st generation students, and (71%) were no longer financially needy, which was not the norm at the university in the past.

Secondly, the second dimension reflected the **students' academic needs** regarding their integration into the university environment. Two sub-dimensions, self-efficacy and agency, and the students' academic socialisation were discussed. The majority of the student participants (81%) reported that the ALs modules contributed to their integration into the university environment in that they gained confidence in their English language usage, and they were able to develop self-management, planning and time management skills to deal with the heavy workload, and become self-regulating students. Hence, through the learning and teaching in the respective ALs modules, the students' self-efficacy and agency were strengthened and enhanced, which is what Gutiérrez (1995, 1999) advocates should happen. However, a small minority of students (19%) did not think that the ALs modules added value or assisted them in adjusting to the university environment.

Thirdly, the third dimension provided information about **the content knowledge and skills development factors** about the various discipline-specific requirements, skills, practices, and competencies for each of the four faculties. Three sub-dimensions were discussed:

Sub-dimension one discussed the academic literacies theories and models used and how the ALs lecturers attempted to embed the ALs modules' content to the discipline-specific discourses. The results showed that the two ALs coordinators' responses were similar about the theories (Social Constructivist) that informed their ALs modules. The EED Science lecturer

used narrative literacies theories, and the Eng. 105 lecturer indicated that she used the academic literacies theories. The EED coordinator and EED Law lecturer, and the EED Science lecturer explained that they used an embedded model for their ALs modules, which leaned towards the Academic Socialisation Model. In contrast, the EMS coordinator and ALC lecturer used all three ALs models, and the Eng. 105 lecturer used the academic literacies model. In addition, although the ALs modules were 'stand-alone' modules with a credit weighting, three of the four ALs lecturers explained that they worked collaboratively with the cognate discipline lecturers in their respective faculties. The fourth ALs lecturer explained that she attempted, but it was challenging to obtain the cooperation from the cognate discipline lecturers.

Sub-dimension number two discussed the ALs skills and practices, which the first-year students acquired in the four ALs modules, and how and where they were applying the skills learnt. The student participants reported that they have learnt and developed communication skills (speaking and listening), writing skills, reading skills, essay writing and referencing skills, summary writing skills, report writing, critical and analytical skills, ethical research methods, study skills and digital academic literacy skills. It was noted that the students' responses correlated with the main content and outcomes of the ALs module descriptors and course outlines. Ninety (90%) of the students indicated that they apply the skills learnt to their other modules, and 79% reported that they were applying the skills learnt in specific modules, some said that they would also use the skills learnt in their future careers. The students' responses reflected that the four ALs modules aided their academic development needs, which is congruent with the concept of hybridity as explained by Gutiérrez (1995, 1999).

The third and last sub-dimension dealt with whether the ALs modules were indicators of students' academic success. One way the ALs lecturers measured the students' academic success was through the pass rate in the ALs module, which was above 70%. Another method was in the responses that they received from the students in the module evaluations and alumni in their respective professions. The student participants also reported that the knowledge and skills they have learned and applied in the ALs module would assist them to be successful in the workplace.

Observation set number four can be made under the fourth and last dimension of the hybrid ALs model, which dealt with **the ALs module structure and pedagogical factors**. There were two sub-dimensions discussed.

Under the sub-dimension ALs structure and mode of delivering, an inference was made that the ALs module' structure and mode of delivering were similar to the other first-year modules within the respective faculties. In addition, the EED Law ALs lecturer explained that workshops were offered to the law students in the ALs module for practical purposes, and the ALC ALs lecturer indicated that lectorials formed part of their ALs modules, which allowed for peer learning to take place. Another inference was made that these two practices (workshops and lectorials) exhibited Gutiérrez's (1995, 1999) stance that classrooms are fundamentally social spaces of educational communities where meaning-making occurs within three layers. The workshops and lectorials placed the students in the second space, which is referred to as the "unofficial space" where students construct their own "counterscripts" through debating, questioning and listening; and in the "third space" because the workshops and lectorials provide opportunities for active learning.

Under the second sub-dimension, ALs lecturers' pedagogical approaches, the responses from the ALs coordinators and lecturers reflected that their teaching approach was focused on the students and how best to support and enable them. Thus, all four lecturers' approach hinged upon student-centred learning and teaching.

It was also clear that they used different pedagogical methods and teaching strategies with a decolonised lens because they focus on South African specific content and contexts, which the students could relate to and understand.

Moreover, their responses illustrated that they practised a pedagogy of care and that they were willing to go the extra mile for the students. Hence, their approach and behaviour were very different from the 'deficit approach' of the former HWUs, which was that the Black students needed fixing because 'they were the problem'.

The above observations corresponded with Gutiérrez (1995, 1999) hybrid language practice model's characteristics with regard to student centred learning and the provision of holistic academic development support.

A last cluster of observations arose from the challenges that the ALs coordinators and lecturers reported. Four factors were discussed and interpreted, namely:

1. The fact that the ALs modules were not compulsory for two of the four faculties' first-year students. One of the ALs coordinators and the other two ALs lecturers reported these challenges, and possible reasons it did not happen were also provided. Some of the Arts students also pointed out that all students in the Arts faculty should register for the ALs modules. They suggested that it should also be offered in the second-and third-year of their undergraduate degree programmes.
2. The duration (length) of the ALs modules (being a year and a semester) was identified as a challenge by two ALs coordinators. They argued that a year and a semester are not sufficient to induct new students into the world of academia and that more time was required.



The two ALs coordinators reported a lack of understanding and support from the respective faculties' leadership as a challenge. As such, both the EED and the EMS coordinators call for a more knowledgeable leadership which affirms the importance of academic development and student support. This call correlates with the proposed embedded hybrid ALs model.

In addition, the EED coordinator explained that EED Law should have its autonomy and budget and should not be part of the English Department. These resources could enable the possible appointment of additional staff and tangible sustainable collaboration with the various cognate departments.

3. Finally, the ALs lecturers pointed out a general misperception of what ALs lecturers do and a lack of co-operation from the cognate discipline lecturers. It was discussed and

interpreted that there should be a willingness from both parties to work collectively to benefit the students enrolled in the ALs modules.

7.4 CONCLUDING SUMMARY

The results from the data obtained from the three participant groups were presented this chapter. It required the researcher to be thorough by practicing precision in discussing and interpreting the results objectively. It also needed the researcher to work meticulously through the data collected to extract comparisons and integrate the information to the best of her ability. Perhaps some readers of this dissertation may have differing views about how she executed this process. However, the researcher and her two supervisors believed that it was best to depict and discuss the results systematically.

I now move to Chapter Eight, which is the final chapter of this dissertation.



CHAPTER EIGHT

FINDINGS, RECOMMENDATIONS AND CONCLUSION

8.1 INTRODUCTION

This is the final chapter of this dissertation. I begin the chapter by restating the aim and objectives of the study, and thereafter, listing the findings derived from the observations made at the end of Chapter Seven. The results are then discussed with the aid of the literature reviewed in Chapters Two, Three and Four, and the study's conceptual framework to determine whether the study achieved its objectives. The contribution to new knowledge creation is presented next, followed by proposed recommendations for the different role players in tertiary education. Lastly, I note the study's limitations, offer potential areas for further research, and conclude the chapter with a self-reflection of what this study meant to me.

8.2 AIM AND OBJECTIVES OF THE STUDY

As stated in Section 1.3, the study aimed to evaluate the ALs' modules within four of the seven faculties at the university to establish what each faculty's theories and practices were based on, and how academic literacies were embedded within the cognate disciplines to provide holistic support to first-year students.

The study had three objectives, namely, to:

4. Determine what each faculty's ALs module's theory and practices were based on;
5. Evaluate the four ALs/EED modules to ascertain if they were addressing the needs of first-year students holistically; and
6. Arrive at an embedded hybrid academic literacies model that faculties could use within their contexts and disciplinary fields.

The aim and objectives of the study were realised throughout the discussions and interpretations in the preceding chapters, where the focus was on an overview of education in South Africa in the context of apartheid and colonisation; the discourses of academic development and how it evolved globally and nationally; and an in-depth discussion of UWC's

social justice history and the type of students who are being admitted to the respective undergraduate degree programmes. The study's conceptual framework was derived from a combination of the strengths of the three academic literacies models and Gutiérrez's hybrid language practice model, which was termed an embedded Hybrid Academic Literacies Model. The embedded Hybrid ALs model consists of four dimensions, with each dimension having sub-dimensions. The four dimensions and sub-dimensions formed the theoretical underpinnings of the data analysis process in Chapter Six, and the discussions and interpretations of the results in Chapter Seven. The discussions and interpretations were synthesised into five clusters of observations at the end of Chapter Seven. These observations are now reported as the study's findings in the next section.

8.3 FINDINGS

The findings are listed per dimension and the related sub-dimensions of the hybrid academic literacies model. The results that emerged from the discussions under the sub-dimensions are grouped for ease of reference.



Finding one

The first finding emerged from the discussion under the first dimension, **students' personal factors**, which revealed that the university's 'typical student needs' have changed as more than half of the students (56%) indicated that they were not 1st generation students, and (71%) were no longer financially needy.

Finding two

The second finding stems from the second dimension, reflecting the **students' academic needs** regarding their integration into the university environment. This dimension focused on the students' self-efficacy and agency and their academic socialisation. Two findings were identified:

1. The majority of the student participants (81%) reported that the ALs modules contributed to their integration into the university environment in that they gained

confidence in their English language usage. They were able to develop self-management, planning and time management skills to deal with the heavy workload, and in so doing, became self-regulating students. Hence, the students' self-efficacy and agency were strengthened and enhanced through the teaching of the ALs modules. These aspects assisted them with their adjustment to the university environment, which is what Gutiérrez (1995, 1999) advocates should happen.

2. A small minority of students (19%) did not think that the ALs modules added value or assisted them in adjusting to the university environment.

Finding three

This finding resorts under the third dimension, **content knowledge and skills development factors** concerning the discipline-specific requirements, skills, practices and competencies for each of the four faculties. Three factors emerged from the three sub-dimensions discussed, namely:

1. The two ALs coordinators' responses were similar regarding the theories (Social Constructivist) that informed their ALs modules (EED Law and ALC, EMS). The EED Science ALs lecturer made use of narrative literacies, and the Eng. 105, Arts ALs lecturer used the academic literacies theories. The EED coordinator and EED ALs Law lecturer and the EED Science ALs lecturer used an embedded model for their ALs modules, which leaned towards the Academic Socialisation Model. The EMS coordinator and ALC ALs lecturer made use of all three ALs models, and the Eng. 106 lecturer used the academic literacies model. All the lecturers noted that they worked collaboratively with the cognate discipline lecturers in their respective faculties. In addition, although the ALs modules were 'stand-alone' modules with a credit weighting, three of the four ALs lecturers explained that they worked collaboratively with the cognate discipline lecturers in their respective faculties. The fourth ALs lecturer explained that she attempted, but it was not always possible.

2. The ALs skills and practices, which the first-year students acquired in the four ALs modules, and how and where they were applying the skills learnt were highlighted. The student participants reported that they had learnt and developed communication (speaking and listening), writing, reading, essay writing and referencing, summary writing, report writing, critical and analytical, ethical research methods, study skills and digital academic literacy skills. The students' responses correlated with the main content and outcomes of the ALs module descriptors and course outlines.

Ninety (90%) of the students indicated that they apply the skills learnt to their other modules, and 79% reported that they were applying the skills learnt in specific modules, some said that they would also use the skills learnt in their future careers. The students' responses reflected that the four ALs modules aided their academic development needs, which corresponds with the concept of hybridity as explained by Gutiérrez (1995, 1999).

3. The last sub-dimension dealt with whether the ALs modules were indicators of students' academic success. One way in which the ALs lecturers measured the students' academic success was through the pass rates in the ALs modules, which were all above 70%. Another way was from responses that they received from the students in the module evaluations and alumni in their respective professions. The student participants also reported that the knowledge and skills they have learned and applied in the ALs modules would assist them to be successful in the workplace.

Finding four

The fourth finding connects with the fourth dimension of the hybrid ALs model, which dealt with the **ALs module structure and pedagogical factors**. Two sub-dimensions were discussed.

Under the sub-dimension ALs structure and mode of delivering, an inference was made that the ALs module' structure and mode of delivering were similar to the other first-year modules within the respective faculties. In addition, the EED Law ALs lecturer explained that workshops were offered to the law students in the ALs module for practical purposes, and the ALC ALs

lecturer indicated that lectorials formed part of their ALs modules, which allowed for peer learning to take place. Another inference was made that these two practices (workshops and lectorials) exhibited Gutiérrez's (1995, 1999) stance that classrooms are fundamentally social spaces of educational communities where meaning-making occurs within three layers.

The second sub-dimension focuses on ALs lecturers' pedagogical approaches. Three issues were noted:

1. The responses from the ALs coordinators and lecturers reflected that the ALs lecturers' pedagogy was focused on the students and how best to support and enabled them. Thus, all four lecturers' teaching philosophy exhibited student-centred learning and teaching.
2. The ALs lecturers' responses indicated that they used different pedagogical tools and decolonised teaching strategies. They focused on South African specific content and contexts, which the students could relate to and understand.
3. Their responses also illustrated that they practised a pedagogy of care and were willing to go beyond the call of duty. Consequently, their approach and behaviour were different from the 'deficit approach' notion, which was that the Black students needed fixing because 'they were the problem'. The ALs lecturers' responses in this study refuted and debunked these perceptions and application of the ALs models in the new democratic dispensation. It was argued that the ALs coordinators and ALs lecturers' pedagogy mirrors what Gutiérrez (1995, 1999) espouses regarding student-centred learning and the provision of holistic academic development support.

Finding five

The fifth and final finding relates to four challenges that the ALs coordinators and ALs lecturers reported. These were:

1. The fact that the ALs modules were not compulsory for two of the four faculties' first-year students. One of the ALs coordinators and two ALs lecturers reported this challenge and possible reasons why it did not happen. Some of the Arts students also

pointed out that all students in the Arts faculty should register for the ALs modules. They suggested that it should also be offered in the second-and third-year of their undergraduate degree programmes.

2. The duration (length) of the ALs modules (being a year and a semester) was identified as a challenge by the two ALs coordinators. They argued that a year and a semester are not sufficient to induct new students into the world of academia and that additional time was required.
3. The two ALs coordinators also reported a lack of understanding and support from the respective faculties' leadership. The EED ALs coordinator explained that EED Law should have its autonomy and budget and should not be part of the English Department. The EMS ALs coordinator pointed out that the faculty's leadership should support their attempts to revert the ALs module's duration to a yearlong module, and they should encourage even closer cooperation and liaison between the ALs and the cognate discipline's lecturers.
4. Finally, the ALs lecturers pointed out a general misperception of ALs lecturers and a lack of cooperation from the cognate discipline lecturers. It was discussed and interpreted that both parties should be willing to work collectively to benefit the students enrolled in the ALs modules.

These findings are related to the literature reviewed and the conceptual framework in the next section to determine if the study achieved its aim and objectives.

8.4 RELATING THE FINDINGS TO THE LITERATURE REVIEWED AND THE CONCEPTUAL FRAMEWORK

As discussed in Section 1.1, this study evaluated the ALs modules offered to first-year students in four of the seven faculties at UWC. This evaluation was done to achieve the study's

objectives. The main research question was: *Were the current academic literacies modules addressing the needs of the first-year students holistically in the four faculties at UWC?*

Three sub-questions guided the data collection and analysis process, namely:

- Which theories and ALs models were used within the four faculties' academic literacies modules?
- Were these academic literacies modules addressing the needs of the first-year students holistically?
- How could these academic literacies modules be changed or improved to strengthen first-year students' chances of succeeding in their respective degree programmes?

Therefore, to determine whether the study achieved its objectives, the interpretation of the findings is presented per sub-question below.

8.4.1 Sub-question 1: Which theories and ALs models were used within the different faculties' academic literacies modules?

Finding Three provides answers to this sub-question. The literature reviewed in Sections 3.2, 3.3, 3.4, 3.5, 3.6, 4.3, and 4.4 set the scene for discussing how AD work has evolved and how academic literacies modules were structured and practised at the UWC. The grounding of the international literature offered necessary directives about the expansion of academic development and the use of the three academic literacies models as conceptualised by Lea and Street (1998, 2006) on a national and local level in South Africa. The argument made relates to the debates around the three academic literacies models. The notion of the 'deficit approach' and how these models were perceived and implemented by historically White universities were problematic. In this regard, Lee et al. (2010, p. 312) argue that when student numbers increased, the student failure rates were being blamed on inadequate teaching. But it would seem that when students were performing poorly, they needed academic support or interventions to pass and complete their degrees successfully. This notion was explicitly within the context of diverse heterogeneous student populations, who were rapidly infiltrating and expanding former mostly homogenous higher education institutions internationally (Lee et al., 2010; Scott, 2009a). One inference made was that students were

ultimately blamed for their failure at universities as lecturers could provide numerous reasons for their poor performance (Mann, 2008; McInnis, 2001; Palmer, O'Kane & Owens, 2009). Moreover, during the students' protests in 2015 and 2016, South African students became more concerned about their poor performance. They vocalised their needs in becoming successful graduates, which implies that they realised that it was not solely their fault why so many of them could not succeed in their studies. Students protested because they felt that the academic institutions were not keeping abreast with the massification and diversification of students, which became a growing phenomenon worldwide. Significantly, this breakthrough and break-out by students gave rise to the pertinent and urgent need to be heard and their needs to be taken seriously. They recognised their self-efficacy and agency in being co-creators of their authentic knowledge in future endeavours. These factors are in synch with the learning theory of social constructivism, which advocates that students should be at the centre of building on and constructing new knowledge in the learning process. They should be supported and empowered to do so (Vygotsky, 1978).

In addition, the concept of hybridity as an instrument for transformation could assist ALs lecturers to continue with the practice of collaboratively embedding the strengths of the three models in the ALs modules. As described in Section 4.4, the ALs modules were 'stand-alone' modules because they had their own credit weightings and their structure was similar to the other first-year modules. As discussed in Section 7.2.3.1, these ALs modules and the fact that they focus on developing first-year students' academic literacies skills and competencies, could be compared to the disciplines of Accounting and Economics, which are also practically orientated and 'stand-alone'. Hence, the argument in this study, it was not the Study Skills model itself, but the manner in which it was used and perceived that was and remains problematic (refer to Sections 1.5, 3.5, 4.3 and 4.5). Additionally, as was found by Khumalo (2020), the Study Skills ALs model has its merits and should be augmented rather than disregarded completely.

As such, based on the responses and explanations of the ALs coordinators and ALs lecturers on what they based their theories on, and how they collaborated with the cognate discipline lecturers, I argue that the ALs lecturers who participated in this study intentionally embedded the ALs modules' content within the cognate disciplines in the respective faculties despite

being perceived as 'stand-alone' modules. The collaboration was successful in three of the four faculties (Arts, EMS and Law), as the EED Science ALs lecturer reported that she attempted to liaise with the cognate discipline lecturers, but it was not reciprocated. Thus, embedding academic literacies into the cognate disciplines calls for reciprocity.

Furthermore, the students' 2015 and 2016 protests, together with the discussion in Section 7.2.3.1, emphasised the requirement for authentic South African curricula by tertiary institutions. The ALs lecturers who participated in this study demonstrated that they decolonised the ALs modules' curricula. They drew from students' indigenous knowledge and unique socio-economic backgrounds and communities so that the students could relate to and understand what was taught. It is argued that the four ALs lecturers, who were diverse (African, Coloured, Indian and White) understood and embraced the students' backgrounds and socio-cultural contexts, as three of them came from similar circumstances. For this reason, they were proponents of decolonising the ALs curricula, which was one of the calls of the #Feesmustfall student protests. In so doing, they strengthened the students' chances to attain success in their first year of study because the students could relate and associate themselves with the study material and assessments in the modules. Thus, the manner in which the ALs lecturers decolonised their ALs modules' curricula underscores the elements of Gutiérrez (1995, 1999) hybrid language practice model in that they provided the students with authentic hybrid learning and teaching spaces.

8.4.2 Sub-question 2: Were these academic literacies modules addressing the needs of the first-year students holistically?

The answer to this question is realised through Findings One, Two, Three, and Four. Finding One reflected the first dimension of the hybrid ALs model, students' personal factors. It shows that the students' socio-economic backgrounds were changing at the university. This finding is encouraging, given UWC's historical background and the type of students that it admits (refer to Sections 1.1 and 4.2). However, because of South Africa's historical context and the damage caused by the colonised invasion and apartheid, it will take many more years before all students could become second and third-generation students. Also, a much more robust

and viable economic recovery is required that would enable more students to study without relying on the government's financial support.

Finding Two has to do with the students' academic needs factors (dimension 2), which focused on their adjustment and academic socialisation to the university environment. The students' responses and the discussion demonstrated that the students' self-efficacy and agency were strengthened and enhanced through the learning and teaching in the respective ALs modules. With this understanding in mind, it is imperative to acknowledge the importance of enabling students' self-efficacy and strengthening their agency to build and retain a positive, goal-orientated, and self-regulating demeanour. These aspects would increase the throughput and pass rates in the first year of study and decrease the failure and dropout rates at the university and other public universities in South Africa (refer to Section 4.2).

Finding Three related to the third dimension of the hybrid ALs model and provided information regarding the content knowledge, skills, and competencies' requirements in the four ALs modules. As discussed in Sections 2.4, 4.4 and 7.2.3.2, academic literacies skills, digital academic literacies skills and IT skills are competency clusters that the students will need in the workplace. Moreover, the graduate attributes, which were embedded in the curricula of the ALs modules, would have also assisted the students' development of soft skills such as respect for diversity, accountability, and ethical behaviour, all of which are equally important in the world of work.

The ALs lecturers measured the students' success in the ALs modules through the pass rates, which were above 70%, the students' responses in the module evaluations at the end of the course, and alumni in their respective professions. In addition, the success of the ALs modules was also indicated by some of the cognate discipline lecturers. They acknowledged the success of the ALs modules in enabling students to acquire the necessary skills and competencies needed in the discipline-specific modules. Moreover, Finding Three highlights the need for ALs modules to be designed in alignment with each faculty's particular discipline-specific discourse requirements and competencies within the context of diversity.

Finding Four focused on the fourth and last dimension, which dealt with the ALs module structure and pedagogical factors. The ALs lecturers' responses and explanations demonstrated that their pedagogical approaches and strategies were student-centred and caring because they were willing to go the extra mile for the students. Their pedagogical practices dispelled the 'deficit approach' of the former HWUs. Not only did the Social Constructivist Learning Theory underpin their ALs modules, but the ALs lecturers acknowledged the students' contextual background factors and the communities they came from. Based on what the ALs coordinators, ALs lecturers, and the student participants reported and explained, it is argued that these ALs modules have met the needs of the first-year students.

These findings and the discussion in Chapter Seven illustrate the interdependency of the four dimensions and their sub-dimensions. Because the ALs modules strengthened and enhanced the students' self-efficacy and agency, the students felt empowered and gained confidence in their ability to communicate in English, navigate and adjust to the heavy workload, and develop good time management skills. Similarly, because the ALs lecturers understood and appreciated the students' backgrounds and circumstances, they adopted a student-centred and caring pedagogy, which created a safe and conducive learning environment for the students. Therefore, academic institutions need to prioritise the needs of the students who they admit to their respective degree programmes. Doing so will not only prohibit a high dropout rate amongst first-year students, but more significantly, it will offer students a sense of belonging, acceptance, and belief within themselves.

As Gutiérrez (1995, 1999), Kuh et al. (2011), Tinto (2000, 2006), Scott (2009b), and others advocate, providing an enabling and self-empowering environment wherein students could reach their full potential is what higher education institutions should work to achieve. ALs modules are at the forefront of this provision; thus, all first-year students should register for such a module and not some students only. It is equally important to collaborate and have a close working relationship between the ALs lecturers and the cognate discipline lecturers. It will prevent the ALs modules from being viewed as 'stand-alone' modules. Moreover, as the ALs coordinators and ALs lecturers indicated in this study, it will help shape the content of the

ALs modules and the type of assignments and tasks that are being designed, and simultaneously, strengthen the students' performance in the cognate disciplines.

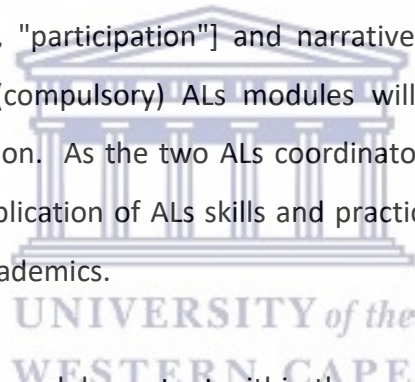
8.4.3 Sub-question 3: How could these academic literacies modules be changed or improved to enable and empower all first-year students?

Notwithstanding the findings and discussions in the previous two sub-questions, the answer to this question is found in the latter part of Finding Two, and Finding Five. These two findings reflect the challenges reported by some of the student participants and the four ALs lecturers. The last part of Finding Two reflects that a small minority of the students (19%) did not think that the ALs modules assisted them with the adjustment to the university environment. Different inferences were deduced in the discussion and interpretation of this finding in Section 7.2.4.2. Still, the fact that there were a few students in each of the four ALs modules who felt that way signals that there is room for improvement in all four ALs modules concerning what is communicated to the students. Explicit communication with regard to what the purpose of the ALs modules is, will assist students' understanding of why they need to register for the ALs modules and how it could be beneficial to their learning and development as new incoming students.

Moreover, as discussed in Section 4.2, factors such as the students' socio-economic backgrounds, the level of their preparedness, and their academic needs will affect their perceptions and experiences in the modules that they have to register for when they arrive at university (Kotzé & du Plessis, 2003; Ruswa, 2019; Tinto, 1975, 2006). The analysis of the students' data under the first dimension (students' personal factors) illustrated that students' biographical information could provide meaningful and valuable information that could aid ALs lecturers and other stakeholders in addressing their changing needs to retain all the students. For this reason, there is a need for students' unique identities to be recognised and embraced to strengthen both their academic and cultural capital through the provision of holistic institutional support and resources.

Finding Five, on the other hand, revealed the challenges that the ALs coordinators and lecturers reported. The duration (length) of the ALs modules (being a year and a semester)

was identified as a challenge by the two ALs coordinators. They argued that a year and a semester were not sufficient to induct new students into the world of academia and that more time was required. This challenge observed by two of the students suggested that the ALs module should also be offered as second- and third-year modules, and even at the post-graduate level. The mainstreaming of ALs modules across the senior years of undergraduate students (and post-graduate degree programmes) aligns with the hybrid principles, which acknowledge that ALs skills and practices are ever-evolving to meet the constantly improving and demanding post-modern working world (Gutiérrez, 1999). The hybrid practise model fosters the notion of 'extended experiential activities' for the learning and teaching ALs skills and practices, which fundamentally can be a positive, but time-consuming process. Students develop their own ALs skills sets by being encouraged to draw from their indigenous knowledge and unique contexts through "...humor, local knowledge, personal experiences, ["code switching", "side talk", "participation"] and narratives" (Gutiérrez, 1999, p. 293). Hence, developing yearlong (compulsory) ALs modules will be beneficial for students' academic progress and retention. As the two ALs coordinators and one ALs lecturer have stated, the acquisition and application of ALs skills and practices remain a lifelong learning quest for both students and academics.



Moreover, embedding the ALs module content within the cognate disciplines requires both the ALs and the cognate discipline lecturers to collaborate and work together to empower and strengthen first-year students' adjustment to the university environment. Therefore, it is argued that ongoing staff development and training should be offered so that academic staff would be enabled to implement creative and innovative hybrid pedagogies. In addition, the leadership in the different faculties and the university should also play a constructive role in supporting and encouraging close collaboration between ALs and cognate discipline academics. This will ensure that new students' needs are met and that students could attain their education goals towards enhancing their skills and competencies to improve and make a difference in their homes, communities, society, and the world.

While the university was at the forefront of 'trail blazing' and championing human rights together with social justice for all, its vision of providing epistemological access to all students remain relevant (refer to Sections 1.1, 4.3 and 4.4). In its past Institutional Operation Plan

(IOP) 2016-2020 White Paper, and the new IOP in progress for 2021-2025, UWC has made student-centred learning its priority. It states, "... students need to be supported to develop a new sense of agency as active and responsible members of an intellectual community: ..." (UWC's Institutional Operation Plan, 2016-2020 White Paper, p. 11). This statement corresponds with the second dimension of the Hybrid ALs literacies model, realised through Finding Two. Thus, it is argued that a student-centred approach, a decolonised curriculum (that encompasses varying pedagogical methods and teaching strategies) combined with collaboration and a pedagogy of care can meaningfully contribute to the enhancement and strengthening of the learning and teaching in the ALs modules. In so doing, all first-year students at the university would be enabled and empowered to attain academic success.

8.5 CONTRIBUTION TO THE CREATION OF NEW KNOWLEDGE

The significance of the study was explained in Section 1.6. UWC's historical background and ideology were contextualised, discussed, and related to relevant literature reviewed in Chapters Two to Four. The review of academic development work and how it evolves over the years and in different countries and settings assisted me to adopt a different approach on how academic development should be perceived, understood and practiced. I combined the strengths of the three ALs models with the characteristics of Gutiérrez's (1999) hybrid language practice model to arrive at an embedded hybrid academic literacies model, which I used as the conceptual framework of this study. Accordingly, the contribution to the creation of new knowledge that this study makes is the embedded hybrid academic literacies model proposed to be implemented at UWC.

I argue that an embedded hybrid academic literacy model provides a different perspective from the former and existing perspectives of the third academic literacies model being the 'best' of the three ALs models constructed by Lea and Street (1998, 2006). In so doing, I am adhering to the suggestions made by Scott (2009b) that, to expand the notion of academic development within an African and South African context, we should draw from other heterogeneous voices and work stemming from South America and more diverse scholars because the AD discourse has been dominated by homogeneous researchers from North America, the UK, and Australia. This author advocates that the aim should be to explore new

possibilities and opportunities which would aid South African higher education institutions in eradicating the 'deficit approach' and high attrition rates of Black students on the one hand, and creates equal opportunity for these students to succeed on the other hand (Scott, 2009b). The embedded hybrid academic literacies model provides one such different approach. It is illustrated below in Figure 8.1.



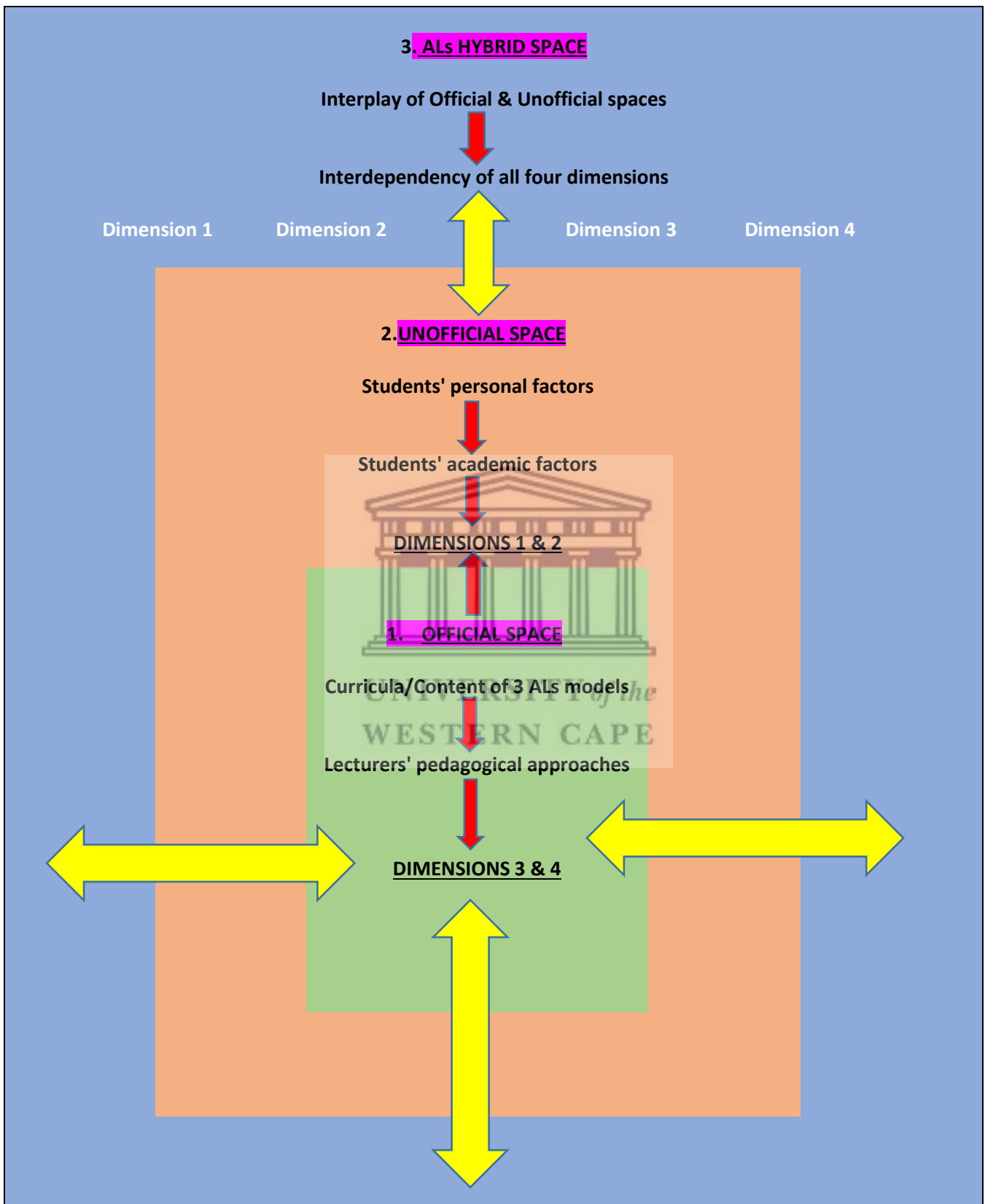


Figure 8.1: Embedded Hybrid Academic Literacies Model

Four fundamental principles underpin the hybrid ALs model, which are: (i) the importance of harnessing students' authentic identities; (ii) the relevance of cultural, academic, and social capital; (iii) the significance of regularly reviewing and overhauling curricula; and (iv) the necessity of prioritising AD and ALs work at universities. These principles are explained below.

8.5.1 Principle 1: The importance of harnessing students' authentic identities

Harnessing students' authentic identities reside under the first dimension of the embedded hybrid ALs model, **students' personal factors**, which relate to their socio-economic backgrounds, biographical information that includes poverty, financial resources, multilingual speakers, and the first in their families to access higher education. Within the concept of hybridity, students' diverse and authentic identity can play a decisive role in enabling students to use prior knowledge and experiences they have gained in their respective communities to create new knowledge and take ownership of their learning. In this way, the technique of peer learning is fostered, and student-centred learning is enhanced together with the fact that ALs and cognate discipline lecturers become facilitators in the learning process. In so doing, skewed power relations between teacher and learner are reduced and eradicated, enhancing constructive and productive reciprocity regarding learning and teaching (Gutiérrez, 1995; Lea & Street, 2006).



As Engeström (2001) and Stommel et al. (2020) explain, academic staff can offer holistic support to their students by becoming aware of who the students are that they are teaching, how they defined themselves, why and how they learn to determine suitable content, assessment tasks and activities, and primary outcomes. Understanding and appreciating students' unique identities and learning needs will assist academics and the different key role players to offer relevant, flexible, and holistic support to all first-year students entering post-school institutions in South Africa.

8.5.2 Principle 2: The relevance of cultural capital

Enabling students' cultural capital is located within dimension two which focuses on **students' academic factors** and is indicative of their academic orientation and agency. As discussed in Sections 7.2.2 and 7.2.3, and the findings of this study, unlocking students' self-efficacy and

agency contributes positively towards attaining academic success, which inevitably builds confidence.

Cultural capital can be acquired in formal and informal ways by all students. Students who are not first-generation students are at an advantage as they enter the institution, gaining cultural capital through family and or relatives studied at tertiary institutions before. Thus, they have acquired cultural capital on a formal basis. First-generation on the other hand, may have obtained limited forms of cultural capital via informal friends and community support. The fundamental understanding is, as the late Nelson Mandela has stated, education is the most important weapon to overcome poverty and inspire an improved existence for oneself and others. Both these forms of acquiring cultural capital can be brought together through a process of social cohesion at all SAHEIs to offer an all-encompassing induction opportunity for all first-time entry students (Case, Marshall, McKenna & Mogashana, 2018; Faine, Plowright & Seddon, 2016; Fraser, 1998; Walker, 2015; 2017).

8.5.3 Principle 3: The significance of regular review and overhaul of curricula

The significance of regularly reviewing and overhauling curricula forms part of the **third dimension of the embedded ALs hybrid model**. Hybridity as a transformational tool can offer relevant and effective curricula at universities that would equip students with the required knowledge, skills and practices for a dynamic and rapidly changing work environment. This can be realised by providing hybrid-learning spaces to develop students' skills and discipline-specific competencies. As this process becomes part of best practices within tertiary institutions, constantly new and innovative, authentic cognitive curricula can be designed and implemented. Embracing indigenous knowledge will contribute to decolonisation, and focusing on digital literacy and curricula mainstreaming, particularly concerning the infusion of ALs skills and practices into the cognate discipline programmes should be encouraged.

Regularly reviewing the relevance of the curriculum should be a practice adopted in all modules and disciplines because of the ever-evolving of knowledge, technologies, and demands of the world of work. Thus, academics should work collaboratively among themselves, and they should also work with industry partners to keep abreast of what is

happening in the workplace. Doing so will help academic institutions to teach relevant and current content with practical application so that the students could develop the required skills and competencies to advance their career prospects.

8.5.4 Principle 4: The necessity to prioritise AD and ALs work in SA higher education

The necessity to prioritise AD and ALs work at institutions of higher learning in South Africa resorts under **dimension four** and was realised in Findings Four and Five. Finding Four illustrated that the ALs coordinators and lecturers used a Social Constructivist Learning Theory, which was student-centred and collaborative. Their pedagogical practices and strategies were applied within a caring and conducive learning environment for their students.

On the other hand, Finding Five dealt with the challenges identified by some students, the ALs coordinators, and the ALs lecturers. It was evident from the results, discussions, and interpretation thereof that AD and ALs work should be prioritised at post-school institutions in South Africa. The aftermath of apartheid is still prevalent today, twenty-seven years into the new democracy. Poverty, unemployment and the Covid-19 pandemic are factors that work counter-productive against the government's transformation efforts and empowerment of African and Coloured youth and their communities.

I propose that university leaderships should prioritise and support academic development work and invest more resources (human and financial) especially in the first-year degree programmes. They should encourage and incentivise the training and development of cognate discipline academics and other staff to understand and appreciate the importance of academic development through the provision of ALs modules. Knowledge and understanding of the history of AD work and how academic literacies have developed are essential for collaboration and a student-centred, inclusive pedagogical approach. This will ensure that all students are offered holistic support that is informed by students' unique identities, good academic formation and socialisation, and qualified and competent lecturers who will embrace and nurture collaboration, social cohesion, and hybridity.

Based on the findings and principles of the hybrid ALs model, recommendations for the various role-players are proposed in the next section.

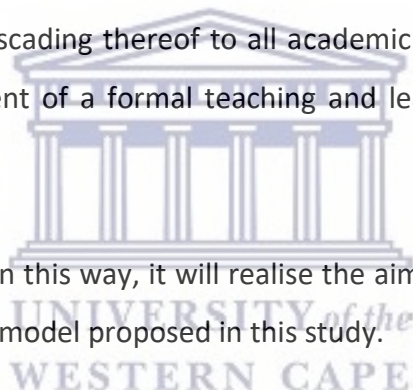
The above principles could be implemented in the following way:

Principle 1, students' personal factors, requires that every staff member (administrative, academic and professional) intentionally practise this principle to create a welcoming, safe and supportive learning environment for students throughout their study careers.

Principle 2, the relevance of cultural capital, and 3, regular review and overhaul of curricula, should be acknowledged and embraced by all staff members and prioritised by the university leadership so that academic staff can adhere to these two principles in their pedagogy and course curricula.

Principle 4, prioritise AD and ALs work, should equally be a priority for the university management to enable the cascading thereof to all academic staff through mainstreaming and incentivising the attainment of a formal teaching and learning qualification in higher education.

If these principles are applied in this way, it will realise the aim and objectives of the hybrid embedded academic literacies model proposed in this study.



8.6 RECOMMENDATIONS

The students are the most important role players in the learning process, but they cannot be successful on their own because learning is a socially constructed process. They need support, resources, and an enabling environment to strive and reach their full potential. As such, recommendations are proposed for first-year students, their parents and families, the ALs coordinators and ALs lecturers, cognate discipline academics, the faculties and university's leadership, other public universities in South Africa, and the Department of Higher Education and Training.

8.6.1 Recommendations for first-year students

Students as co-creators in the learning process should provide input into how their needs can holistically be addressed and supported at tertiary institutions. They need to be encouraged

to share their authentic identities without fear, favour, reservation, discrimination, and judgment. They should further be encouraged and supported to develop their self-efficacy and agency through open-minded and flexible formation opportunities to attain success in and beyond the academic arena. First-year students should be guided and empowered to take ownership of and responsibility for their own learning by becoming studious, disciplined, committed and goal-oriented in expressing curiosity and a passion for learning in the pursuit of improving their own as well as others' lives.

8.6.2 Parents and families of first-year students

Parents and families of first-year students should recognise, expand and enhance cultural, academic, and social capital. They should provide their children with moral and emotional support and take a keen interest in their children's academic work and activities to provide academic support and encouragement. Parents and families of first-year students should create opportunities for regular communication between the student and other family members within the same household. This should be done to navigate negotiations, consensus, and compromises about issues such as minimum household and family responsibilities, quiet time for students to study and the provision of adequate study space and furniture. Those who provide support for first-year students should not be afraid to ask for help on how they could support their children in their home environments. They should encourage their children to volunteer their free time. Students could 'job shadowing' various professionals within their communities during this free time, for example, the local clinic, doctors' surgery, libraries, retail stores, and at the university, as this will assist them in building social capital and gaining work experience.

8.6.3 ALs module coordinators

ALs module coordinators should continue to advocate for yearlong ALs modules to include all first-year students (both in the three- and four-year degree programmes). All new incoming students should be inducted into the university environment so that their chances of succeeding in their respective degree programmes are strengthened. They should initiate and help maintain flexible, supportive structures and professional relations and advocate for appropriate and sustainable resources (human and financial). Doing so will enable them to offer ALs staff the necessary career development support and training.

ALs module coordinators should take the lead in negotiating formal collaborative links (Service Level Agreements) and relationships with coordinators of the cognate disciplines and heads of departments. They should arrange regular workshops and team discussion sessions around the importance of ALs modules and the content and skills taught. Formal collaborative relationships would also benefit team teaching and research into the Scholarship of Learning and Teaching. Lastly, ALs module coordinators should also liaise with industry and form partnerships to provide input about the module content and skills developed in students. They can be invited as guest lecturers. These relationships could pave the way for first-year students to do job shadowing and other part-time or internships in the industry during university holidays. Job shadowing, part-time work, and internships could further assist the development of work-related competencies, which will make them more employable graduates.

8.6.4 ALs lecturers

ALs lecturers should continue to recognise, acknowledge and accept students' unique identities within the university environment. Using the embedded ALs hybrid model, ALs lecturers will be able to utilise students' identities to help inform their learning and teaching theories, and pedagogical practices to enhance the students' learning experiences. They should communicate the aim and objective of ALs modules clearly and meaningfully, and relate the aim and objective to the content, discussions, activities, and assessments so that all students understand the purpose of the ALs module and why it is essential for the development of their first year at tertiary institutions.

The ALs lecturers should continue to use the Social Constructivist Learning Theory and Narrative Learning Theories to inform their pedagogical methods. They should embrace the hybrid ALs model developed in this study and the four guiding principles as outlined in the previous section. ALs lecturers should continue with the practice of infusing the ALs content and skills into the cognate disciplines and requirements; actively seeking and fostering partnerships and interdisciplinary relationships with the aim of co-teaching and collaborative research projects. Finally, they should also liaise and form partnerships with industry, which will aid the ALs content and type of assessments so that the students could develop relevant and required skills and competencies that employers are looking for.

8.6.5 Cognate discipline lecturers

Cognate discipline lecturers should be willing to learn and understand the importance of academic development and ALs modules. They should be open-minded, constructively critical and teachable. There should be a willingness to collaborate and forge professional relations between themselves and ALs lecturers to make tacit knowledge of literacies practices and discourse patterns explicit at all times. In addition, cognate discipline academics should assist and support ALs lecturers in their quest to develop and strengthen the students' self-efficacy and agency so that the students would become confident in their own academic abilities and take responsibility for their own learning. They too, should adopt the principles of the hybrid ALs model and encourage their students to apply the ALs skills they have acquired through the embedded process to strengthen the students' academic success in their own disciplines. They should be open to co-teaching possibilities with the ALs lecturers and collaborative research projects. All three role players (first-year students, ALs lecturers and cognate lecturers) will benefit from this embedded learning and teaching approach.

8.6.6 Faculty and university leadership

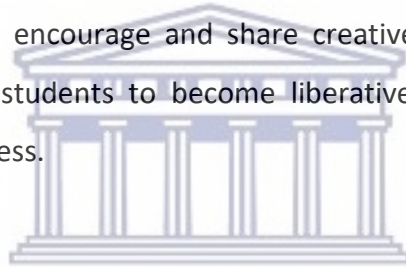
The faculty and university leadership should support the need for offering ALs modules across one year (two semesters) to all first-year students as a consistent standard practice across all faculties. They should foster and nurture an inviting and conducive working environment to build productive academic and professional relationships between ALs, cognate discipline lecturers, administrative staff, and those in leadership positions across faculties. Tangible discipline needs-based support and training should be offered towards AD work so that cognate discipline academics and HODs would understand the importance of ALs modules and their contribution to first-year students' integration into the university environment. They should also support the ALs coordinators in their attempt to involve industry and play a decisive role in fostering working relationships with industry partners, as explained under the recommendations for ALs coordinators.

Moreover, the university leadership should utilise the concept of hybridity as a tool for change in the practice of collaboration. It should prioritise the operational aspects of embedding decolonised AD work per faculty through committing and providing dedicated and sustainable resources, which will result in a more evenly balanced approach towards the spreading of

workload amongst junior and senior academic staff members across faculties. Lastly, the university and faculty leadership should institute a monitoring and evaluation system. Through such a system, academic staff can gain 'points' or 'awards' for the teaching and collaboration between ALs lecturers and cognate discipline lecturers, as is the case for other professions in both the private and public sectors in South Africa.

8.6.7 Other public higher education institutions

Other public higher education institutions could adopt, implement, and monitor the embedded ALs hybrid model in their specific contexts. They should also encourage inter-university collaboration between students and academic staff to establish best practices to enhance diverse, decolonised communities of practices for the benefit and empowerment of both students and lecturers. Inter-institutional forums should also be revived to offer staff development opportunities to encourage and share creative, unconventional, innovative hybrid pedagogies to enable students to become liberative co-creators in learning and teaching towards ongoing success.



8.6.8 Department of Higher Education and Training

The Department of Higher Education (DHET) should regularly review first-year students' academic development needs. They should adopt the embedded ALs hybrid model to respond to the urgent call made by the Council for Higher Education's Task Team on Undergraduate Curriculum Structure for a "flexible curriculum structure" within South African Higher Education (Council on Higher Education, Discussion Document, 2013). They should also incentivise the professionalisation of learning and teaching qualifications. This will ensure that all lecturers receive and are adequately trained and equipped with the knowledge and skills to offer relevant, innovative and a high standard of quality education to all first-time entry students into university and colleges in South Africa. In addition, the DHET should encourage and support the call to expand the notion of academic development work with the decolonisation of the curricula as the main objective within an African and South African context. This will enable academics to become inclusive by drawing from other heterogeneous voices and work stemming from South American, Asian and non-European scholars, who are at the forefront of hybridity and inclusive curricula.

8.7 LIMITATIONS OF THE STUDY

There are always limitations to any research study conducted, of which this study is no exception. The first limitation of this study was that four of the seven faculties were sampled as the research sites as explained in Section 5.6.2. This could be perceived as a limitation for the study as it did not include the other two faculties that also have ALs modules. It could, therefore, be argued that the results, findings, and recommendations of this study should only apply to the four faculties that formed part of the study. However, because the ALs hybrid model is based on flexibility and adaptability about its implementation in the various degree programmes and discipline requirements, it can be used by the other faculties' ALs lecturers.

Another possible limitation of the study could be that the cognate discipline academics were not included as part of the study's research participants. This could be viewed as a limitation as the input from the cognate discipline lecturers could have provided more in-depth information and data about a positive or negative contribution towards meeting the needs of first-year students holistically or not. A refute for this limitation is that the results and findings revealed that the ALs theories and models used to undergird the learning and teaching of the different ALs modules within the three of the four faculties were collaboratively embedded into the discipline-specific modules and requirements. The embeddedness thereof was also validated by most of the student participants' constructive and positive responses.

A possible last limitation of the study could be that only one public university in South African was the research site of the study. As such, it could be argued that the findings and recommendations would only apply to this university's context. A counter for this limitation is that at least seven other public universities have the same students and historical contexts. Hence, the findings and recommendations could apply to them. They (and other post-school institutions) could use the embedded hybrid model and apply its principles to ascertain which ones are applicable and which ones should be amended to suit their specific contexts.

In conclusion, despite these possible limitations of the study, the literature reviewed and discussed, the three participant groups, the data collected, analysed, discussed and interpreted enabled the study to attain its aims and objectives.

8.8 POSSIBILITIES FOR FUTURE RESEARCH

Reviewing the literature and based on the findings of this study, three areas for possible further research are identified. One, there is a need for an evaluation of ALs modules at other public universities. Empirical studies could be conducted at these universities, including the historical White universities, where the hybrid ALs model and its principles could be used to determine if the results and findings would be similar or different. Research in this regard would yield meaningful and enriching insights into higher education's attempts to look at alternative perspectives on academic development provision.

Two, future research could focus on testing the hybrid ALs model's principles and dimensions to ascertain if they will dismantle colonised curricula and dispel the inherited exclusive notion of the 'deficit model' initially instituted at HWIs. Such a study could include cognate discipline lecturers and leadership as part of the research participants. Using the hybrid ALs model could also serve to assess its effectiveness, and whether or not adjustments need to be made.

A final area for possible further research is related to comparative studies which could be conducted. The focus could be on assessing and evaluating the academic performance of first-year students who receive ALs support versus those who do not receive such support. The hybrid ALs model and its principles could be used as the studies' conceptual framework to guide the data collection and analysis process. The results and findings of such a study could serve as impetus and evidence for the compulsory offering of ALs modules to all students regardless of their language orientation, ethnicity, class status or culture. Or it could prove that only certain students should receive ALs support because of a rapidly changing technological advanced global world. In so doing, first-year students would receive holistic support according to their personal, academic and other needs. This will strengthen their chances of becoming adequately and successfully prepared for a more dynamic, robust, and

continuously transforming working environment, thrust forward by the Fourth Industrial Revolution.

8.9 FINAL REFLECTION

With this study, I have attempted to contribute to a different perspective on how academic development through the provision of ALs modules should be perceived, understood and executed. I argue that tertiary institutions have a fundamental obligation to offer holistic support, underpinned by equity that takes into cognisance diversity, inclusion, and social justice for all. This study and many others have demonstrated that the needs of African and Coloured students are different, and thus, flexible interventions and support are required to provide all first-year students with a chance to succeed in higher education. At the same time, these creative and innovative holistic support models and interventions should be viewed as a priority resources in the mitigation of student retention, increased throughput rates, and overall success. Hence, this study accentuated the vision and aspirations of the people in the South African Freedom Charter of 1955. The Charter unequivocally stated that higher education institutions would provide access to all by opening the *Doors of learning and culture* and supply the necessary resources required to enable students to succeed to make meaningful contributions towards an improved life for all. I have endeavoured to contribute to this vision and process by developing an embedded hybrid academic literacies model.

Personally, it was an exhilarating and immensely gratifying experience of development and growth. I hope that the readers of this dissertation will gain both inspiration and insights on why and how to utilise the ALs embedded hybrid model in their various contexts. This hybrid ALs model could serve as a significant resource that would offer enabling, empowering and socially just support and opportunities to new first-time entry students (and senior students). Every student who enters post-school studies should be enabled and supported to develop into a confident, competent and ethically responsible employer, employee, entrepreneur, leader, and trail blazing citizen in a global world.

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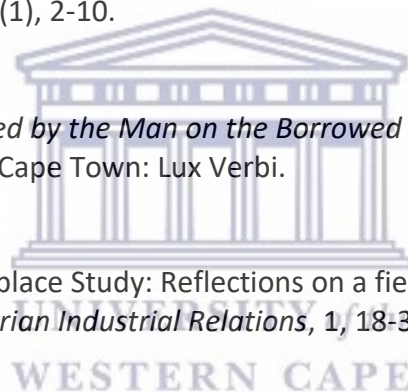
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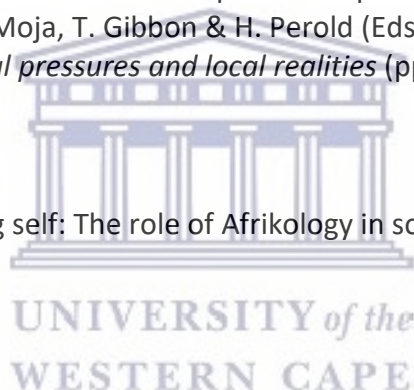
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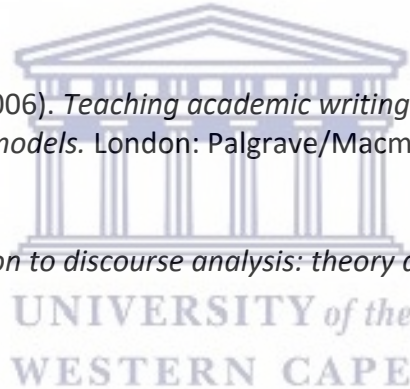
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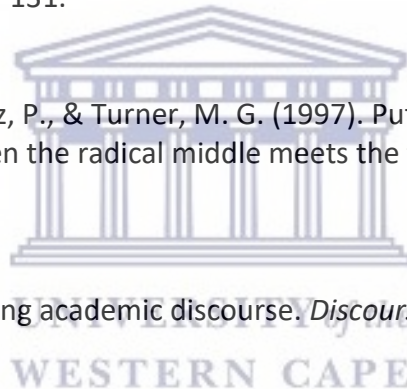
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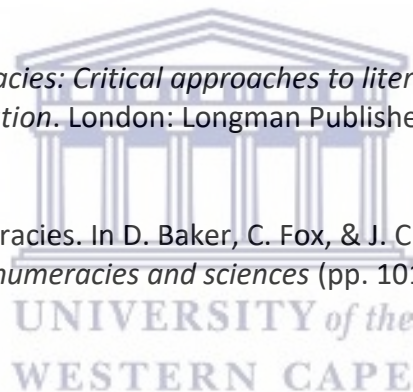
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Addendum 1: Ethical clearance letter



UNIVERSITY of the
WESTERN CAPE

OFFICE OF THE DEAN
DEPARTMENT OF RESEARCH DEVELOPMENT

12 February 2014

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape approved the methodology and ethics of the following research project by:

Ms L Ndesi (Academic Development Department, EMS Faculty)

Research Project: As assessment of the Academic Literacy (AL) module offered at the University of the Western Cape: Towards an embedded hybrid model of academic literacy.

Registration no: 13/10/59

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

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 T: +27 21 959 2988/2948 F: +27 21 959 3170 E:

pjosias@uwc.ac.za www.uwc.ac.za

Addendum 2: Information sheet for student participants

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

INFORMATION SHEET FOR STUDENTS

Dear participant

My name is Lutasha Ndesi and I am a lecturer in the above-mentioned department.

The title of my thesis is: **An assessment of the Academic Literacy (AL) modules offered at the University of the Western Cape: Towards an embedded hybrid model of academic literacy**

Please take time to read through this information sheet carefully in order for you to be familiar about what is required of you as a research participant in this study.

As a participant who gave consent of your participation in this study, you will be required to:

Respond to eight questions pertaining to your understanding and practice of academic literacy modules offered to students in your faculty (30 minutes).

Your participation in this research project is voluntary and your responses will be treated as confidential. It will assist me to achieve the objective of the study which is to arrive at an embedded hybrid AL model which faculties could use within their own context and disciplinary domains to enhance student success. Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact me at my office (021) 959-3213 or via e-mail at lndesi@uwc.ac.za.

You may also contact my supervisor, Prof VF. McGhie at vfmcghie@uwc.ac.za, also the Head of Department.

Thank you for participating in my study

Addendum 3: Consent form for student participants

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

CONSENT FORM FOR STUDENTS

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You may also contact my supervisor, Prof VF. McGhie at vfmcghie@uwc.ac.za, also the Head of Department (HOD).

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Date

Thank you for participating in my study

Addendum 4: Student questionnaire

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

SELF-REFLECTIVE QUESTIONNAIRE FOR STUDENTS

AN ASSESSMENT OF THE ACADEMIC LITERACY (AL) MODULES OFFERED
AT THE UNIVERSITY OF THE WESTERN CAPE: TOWARDS AN EMBEDDED
HYBRID MODEL OF ACADEMIC LITERACY

DEMOGRAPHIC INFORMATION - PART 1:

1. Please indicate your age:

17	
18	
19	
20	
21	
22	
23	
24	
25+	

2. What is your home language?

Afrikaans	
Bilingual	
English	
Multilingual	
Ndebele	
Northern Sotho	
Southern Sotho	
Swati	
Tsonga	
Tswana	
Xhosa	
Zulu	
Please indicate other:	

3. Please indicate your gender:

Female	
Male	
Please indicate other:	

4. Please indicate your race (for use of research only)

African	
----------------	--

Coloured	
Indian	
White	
Please indicate other:	

DEMOGRAPHIC INFORMATION - PART 2:

5. Please indicate where your home is located:

Eastern Cape	
Free State	
Gauteng	
KwaZulu-Natal	
Limpopo	
Mpumalanga	
Northern Cape	
North West	
Western Cape	
Please indicate other:	

5.1 Please indicate if you live in the following:

Own house	
Rented house	
Own flat	
Rented flat	

Informal settlement	
Farm	
Please indicate other:	

5.2 Please indicate while studying if you are living with the following:

Both parents	
Single parent	
Both grandparents	
Grandmother	
Guardian	
Sibling(s)	
Relative(s)	
Partner	
Friend(s)	
University residence	
Private accommodation	
Living on your own	
Please indicate any other:	

6. Do you receive any form of a government support grant?

Yes	
No	

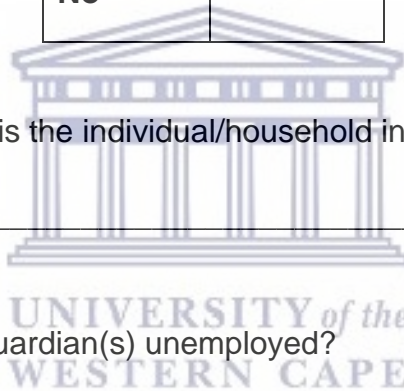
7. Is there anyone from your family (other than yourself) that receives a support grant?

Yes	
No	

8. Are your parent(s) / guardian(s) employed?

Yes	
No	

8.1 If employed, what is the individual/household income per month?



9. Are your parent(s) / guardian(s) unemployed?

Yes	
No	

9.1 If unemployed, how is provision made for living and other expenses (travelling, etc.):

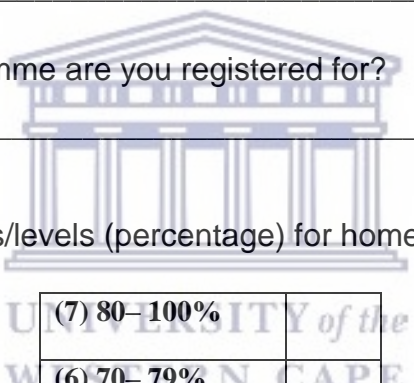
10. Are you the first person in your family to study at university?

Yes	
No	

10.1 If no, please indicate who else in your family has or is studying at university.

11. Which degree programme are you registered for?

12. What were your points/levels (percentage) for home language at high school?



(7) 80 – 100%	
(6) 70 – 79%	
(5) 60 – 69%	
(4) 50 – 59%	
(3) 40 – 49%	
(2) 30 – 39%	
(1) Below 30%	

STUDENT SELF-REFLECTIVE QUESTIONS PART 3

1. What do you think, why are you registered for this ALs/EED course?

2. Do you think this ALs/EED course is beneficial for you in any way?

Yes	
No	

2.1 If yes, please explain why and if no, please also explain why not.

3. Does the course help you to make the transition from high school to university easier?



Yes	
No	

3.1 If yes, please explain in what ways it has helped with your transition from high school to university. If no, please explain why you think it has not helped you with your transition from high school to university.

4. Do you think you are being equipped with useful skills in the ALs/EED course?

Yes	
No	

4.1 If yes, please explain which ALs/EED skills have equipped you, how and why you think it has equipped you. If no, please explain why not, which Eng. 105 skills you think you should be equipped with how and why.



5. Are you applying the ALs/EED skills you have learnt elsewhere in your studies?

Yes	
No	

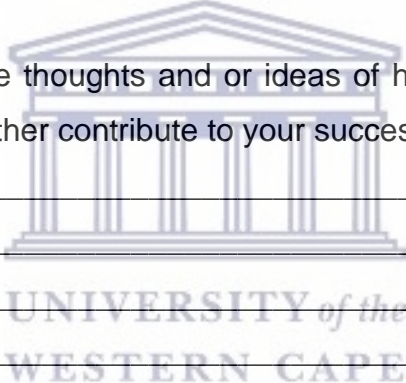
5.1 If yes, where are you applying it and if no, please explain why you are not applying the skills.

6. Do you think the ALs/EED module contributes towards your academic success?

Yes	
No	

a. If yes, please explain how it contributes to your success and if no, please explain why you think it is not contributing to your success.

b. Also offer some thoughts and or ideas of how you think the ALs/EED course may further contribute to your success in future.



7. How would you rate the educational quality of the ALs/EED course in this faculty?

Excellent	
Good	
Average	
Poor	

8. Do you grant permission for me as the researcher to access your academic results/record?

Yes	
No	

PLEASE ACCEPT MY SINCERE GRATITUDE TO YOU FOR YOUR WILLINGNESS TO COMPLETE THIS QUESTIONNAIRE



Addendum 5: Information sheet for ALs coordinators' interviews

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

INFORMATION SHEET FOR ALs COORDINATORS

Dear participant

My name is Lutasha Ndesi and I am a lecturer in the above-mentioned department.

The title of my thesis is: **An assessment of the Academic Literacy (AL) modules offered at the University of the Western Cape: Towards an embedded hybrid model of academic literacy**

Please take time to read through this information sheet carefully in order for you to be familiar about what is required of you as a research participant in this study.

As a participant who gave consent of your participation in this study, you will be required to:

Respond via voice recording to five questions pertaining to your understanding and practice of your academic literacy module offered to students in your faculty (30 minutes).

Your participation in this research project is voluntary and your responses will be treated as confidential. It will assist me to achieve the objective of the study which is to arrive at an embedded hybrid AL model which faculties could use within their own context and disciplinary domains to enhance student success. Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact me at my office (021) 959-3213 or via e-mail at lndesi@uwc.ac.za.

You may also contact my supervisor, Prof VF. McGhie at vfmcghie@uwc.ac.za, also the Head of Department.

Thank you for participating in my study

Addendum 6: Consent form for ALs coordinators

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

CONSENT FORM FOR ALs COORDINATORS

Dear participant

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You may also contact my supervisor, Prof VF. McGhie at vfmcghie@uwc.ac.za, also the Head of Department.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Date

Thank you for participating in my study

Addendum 7: Interview guiding questions for ALs coordinators

UNIVERSITY OF THE WESTERN CAPE



**FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT**

QUESTIONNAIRE FOR ALs COORDINATORS

Interview guiding questions

1. Which EED/ALs models are currently being used within your faculty?
2. Why are these model(s) being used and which theories are they based on and why?
3. What are the strengths and weaknesses of the EED/AL models used in this faculty?
4. Do you think there is a need to change the current EED/AL model and theories? If yes, please explain why and if no, please explain why?
5. Are you liaising or working with other subjects or disciplines within your faculty in the different degree programmes? If yes, please explain why you do this and how do you about it.
6. How successful are the students who are enrolled for your AL module and do you think the students are benefiting from the course? Please explain in detail as far as is possible.
7. Are there any challenges within the ALs module(s) that you coordinate?

Addendum 8: Information sheet for ALs lecturers' interviews

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

INFORMATION SHEET FOR ALs LECTURERS

Dear participant

My name is Lutasha Ndesi and I am a lecturer in the above-mentioned department.

The title of my thesis is: **An assessment of the Academic Literacy (AL) modules offered at the University of the Western Cape: Towards an embedded hybrid model of academic literacy**

Please take time to read through this information sheet carefully in order for you to be familiar about what is required of you as a research participant in this study.

As a participant who gave consent of your participation in this study, you will be required to:

Respond via voice recording to eight questions pertaining to your understanding and practice of your academic literacy module offered to students in your faculty (30 minutes).

Your participation in this research project is voluntary and your responses will be treated as confidential. It will assist me to achieve the objective of the study which is to arrive at an embedded hybrid AL model which faculties could use within their own context and disciplinary domains to enhance student success. Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact me at my office (021) 959-3213 or via e-mail at Indesi@uwc.ac.za.

You may also contact my supervisor, Prof VF. McGhie at vfmcghie@uwc.ac.za, also the Head of Department.

Thank you for participating in my study

Addendum 9: Consent form for ALs lecturers

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

CONSENT FORM FOR ALs LECTURERS

Dear participant

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You may also contact my supervisor, Prof VF. McGhie at vfmcghie@uwc.ac.za, also the Head of Department.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Date

Thank you for participating in my study

Addendum 10: Interview guiding questions for ALs lecturers

UNIVERSITY OF THE WESTERN CAPE



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
DEPARTMENT OF ACADEMIC DEVELOPMENT

Guiding questions for ALs lecturers

1. How long are you involved in teaching the Academic Literacies (AL) course?
2. Do you know the history of EED/AL in the Arts/Law/Natural Sciences/EMS faculty?
3. Are EED/AL modules offered both for main and extended stream students?
4. Is the EED/AL module a stand-alone or embedded within another module in the faculty? Please explain why and how?
5. Is the EED/AL module a compulsory module or is it an elective module in your faculty? Please explain why?
6. What is the structure of the AL module and how do you teach the course?
7. What are the theories that you have based your EED/AL teaching on and how is it realised in the context of the course?
8. How successful are the students who are enrolled for your AL module and do you think the students are benefiting from the course? Please explain in detail as far as is possible.
9. Are there any challenges?

Addendum 11: EED Eng. 105 module descriptor and outline

NQF Level: 5

Credit value: 15

Duration: Semester

Proposed semester to be offered: First Semester - ENG105

Second Semester – ENG106

Programmes in which the module will be offered: BA (2101)

Main Outcomes: On completion of this module students should be able to: • Acquire the basic academic literacy skills required at a higher education level. • Write in a well-structured academic way with clearly and coherently expressed ideas and acknowledged and referenced sources. • Edit their own work with the input of their lecturer and sometimes with the help of peer-editing. • Extract and interpret the meaning of both literary and nonliterary texts through critical reading and engagement with their lecturer and peers. • Analyze texts in a logical and nuanced manner

Main Content: The course is taught in small groups so as to facilitate interaction between students themselves and their lecturer. • Students analyse, discuss and write about a variety of different texts. • All texts are organised around key themes that encourage critical thinking.

Pre-requisites: Only students who are in their first or second year of study can register for English 105/106. Students who are in their third or fourth year of study must apply to the course coordinator for permission to register for English 105/106.

Co-requisites: None

Prohibited module combinations: None

A. Breakdown of Learning Time: *Current Hours*
(example)

Contact with lecturer / tutor: 57 hours

Assignments & tasks: 33 hours

Test & Examination: 25

Practicals: 8

Self study: 35 hours

Other: Please specify: Tutorials: 20 hours

Total Learning Time: 150 hours

B. Time-table Requirement per week: Lectures p.w.2 Practicals p.w N/A. Tutorials p.w.1

Methods of Student Assessment: Continuous Assessment (CA): 60% Final Assessment (FA): 40%

Assessment Module type: Continuous and Final Assessment (CFA)

Eng. 105: Semester Outline: Monday, 04 February – Friday, 20 March 2019

Term 1: Mon, 04 Feb – Fri, 20 March (7 Weeks)	Type of Task	Assignment Cycle
Week 1: 04-08 February		
1. Welcome, introduction and ice-breaker; Objectives & Good Academic Practices	Administration; orientation to Eng 105 discussion of code of conduct, expectations, etc. / Cover Lecture 2 content	
2. Eng 105 and Academic Literacies (ALs)	Task: Why did you enrol in Eng 105/6? What do you hope to get out of the course?	
3. No Tutorial in first week of the semester		
Week 2: 11-15 February		
1. Different writing genres	Creative writing – You wake up one day to find Pres Zuma sitting in your lounge ...	
2. Writing a personal narrative; introduction of essay topic		
3. Brainstorming and mind-mapping (MM). Parts of a narrative essay – Introduction, body and conclusion.		HW: Students write at least one paragraph on the intro, body & conclusion; bring neatly hand-written/typed drafts to next tutorial, for peer review.
Week 3: 18-22 February		
1. Reading an extract and introduction of argument essay topic	Lecture task: From Week 2's MM task students identify and develop points for body of essay.	
2. Discussion of assessment criteria		
3. Peer editing exercise	Students exchange essay drafts from previous tutorial, and complete peer editing forms.	HW: Over the weekend work on peer input, choose which input to use as they revise essays, and submit typed draft during Wk 4 tutorial.
Week 4: 25- February-01 March		
1. The Harvard referencing technique	Information literacy	
2. Unpacking a sample essay for discussion and analysis	Development of an evidence sheet	

3. Critical & close reading	Annotating for evidence	Submit typed narrative essay draft for feedback
Week 5: 04-08 March		
1. Visit to the Thintana Computer Lab	Digital literacy – online discussion forum	Students to do a follow-up visit on their own, complete Part 2 and submit completed project in Week 6 tutorial.
2. Level 6 - Library Thintana Training Room	Information literacy: Accessing reputable search engines, identifying and sourcing information	
3. Comprehensive feedback & clarifying comments		Students submit Dig Lit exercise. Tutors return narrative essay drafts.
Week 6: 11-15 March		
1. Close reading of a short story	Special attention to the concept of 'tone'	
2. Presentation skills		
3. Role-play scenario allocation; discussion of assessment criteria	Brainstorming in groups/pairs, division of labour, exchanging contacts, planning ahead.	Submit typed narrative with ff. attachments: marked draft & completed peer review form.
Week 7: 18-20 March		
1. Elements of good essay writing; thesis statement, paragraphs		
2. Writing an introduction and conclusion		
3. Argument drafting – Compile evidence sheet using your own sources		Role-plays and submission of typed scripts.
Term break: Thurs, 21 March – Sun, 31 March		Work on draft argument and submit this in the tutorial of Week 1 of Term 2

Addendum 12: EED Law module descriptor and outline

NQF Level: 5

Credit value: 15

Duration: Year

Proposed semester to be offered: Both Semesters

Programmes in which the module will be offered: LLB

Main Outcomes: On completion of this module students should be able to: • Demonstrate basic English language communicative competence and academic literacy skills (writing, reading, listening, speaking) within a legal context – with particular emphasis on argument and counter argument – as necessary conditions for the English for academic and occupational legal purposes that students acquire directly and indirectly through their LLB subjects

Main Content: The module components are set in legal context defined by material such as: the Constitution; films, graphics, fiction and journalism on the law and morality; articles on legal matters collected in course readers; legal textbooks.

Pre-requisites: None

Co-requisites: None

Prohibited module combinations: None

A. Breakdown of Learning Time: *Current Hours*
(example)

Contact with lecturer / tutor: 52 hours

Assignments & tasks: 35 hours

Assessments: 7

Practicals: 8

Self study: 28 hours

Other: *Please specify:* Tutorials: 20 hours

Total Learning Time: 150 hours

B. Time-table Requirement per week;

Lectures p.w.2

Practicals p.w N/A.

Tutorials p.w.1

Methods of Student Assessment: Continuous Assessment (CA): 60% Final Assessment (FA): 40%

Assessment Module type: Continuous and Final Assessment (CFA)



**ENGLISH FOR EDUCATIONAL
DEVELOPMENT (EED) LAW**

**EED (LAW) 101
2019 SEMESTER 1
TERM 1**

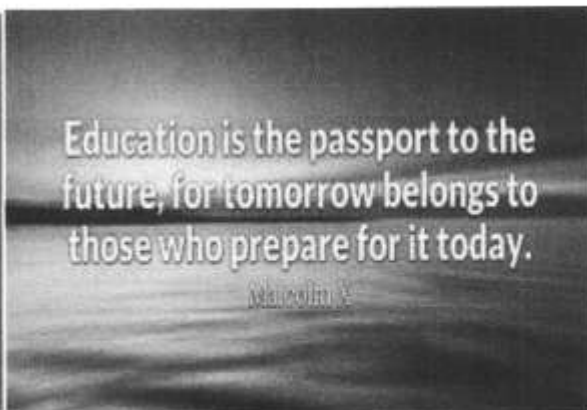
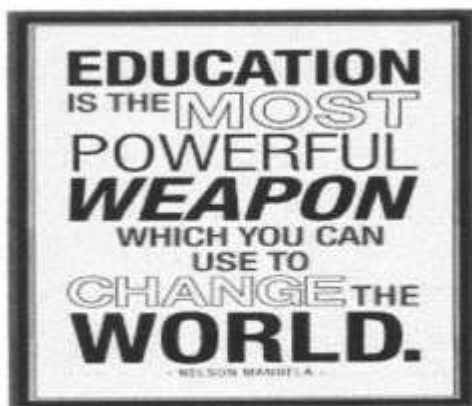


"The most potent weapon in the hands of the oppressor is the mind of the oppressed" Steven Bantu Biko.

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Dear students

The University of the Western Cape (UWC) describes itself as an 'engaged university' that is committed to addressing 'the complex challenges of the modern world'. It has a number of past identities or reputations which affect how we see it today. These include 'bush college', 'struggle university', 'historically black institution', 'historically disadvantaged institution', 'home of the left'. You may have been aware of some or all of these identities, and some or all of them may have influenced your decision to study here.

UWC seeks to be sensitive and responsive to its history and goals in South Africa, Africa and the international community. In part this means that the university is aware that many of its students come from socially and economically deprived backgrounds. At the same time, it must develop the abilities and talents of its students and staff so that they can take their places in a global and competitive environment.

One of the ways it seeks to achieve this is by being a 'people-friendly' university, and by acknowledging that we are 'a society in transition' that operates in a contradictory environment. For instance, internationally and nationally many 'high level jobs' actually reduce the number of jobs available, while our country seeks to grow by increasing the number of jobs. Commitment to 'quality, excellence and development' is another means of reaching this goal because it 'brings about sustained and beneficial change'.

So what is your role as a student in all this? As an individual you need to commit yourself wholeheartedly to your own educational progress. You do this by taking ownership of the structures that have been set up for you. Your contributions in lectures and tutorials will enhance the learning of others. Your attentiveness and responses to the material and to the group processes you are involved in, could make or break your future or those of your fellow students. Without your full engagement, the experience of this course will be mediocre, for yourself and those around you. Consider that YOU can make a difference and try it out! Please keep all of these ideas and principles in mind because they form the background to your success at UWC and in this course.

Wishing you all the best for 2019,

Mahmoud Patel
Overall Coordinator EEO
Programme Coordinator and
Lecturer EED(Law)
Office: D236
(021) 959 2090

mpatel@uwc.ac.za

Essential Information

Welcome to EED (Law) 101- the academic development course specifically for Law students at UWC. This is a well-established course, but we are continually revising it to meet new needs and to develop fresh challenges. EED (Law) 101 is a year course comprising of four terms and two semesters.

Please note that this course is for Law students but that the **EED Programme, NOT** the Faculty of Law, **administers it**. If you encounter problems with tutorials or lectures, please come to the EED Programme currently located in the Department of English, not the Faculty of Law.

However, there are two important exceptions:

1. If you know in advance that you cannot write an EED (Law) 101 examination/test because, for instance, there is a clash in your examination timetable; you must contact the EED Programme and the Faculty of Law as soon as possible.
2. You could not write the examination/test because, for instance, you were sick or involved in an accident; you must obtain the necessary forms from the Faculty of Law, and then bring them to Mr T Galvin the EED administrator in D232, within five working days of the day of the examination/test that you missed, and you must provide proof to support your claim.

Lectures and tutorials

There will be no tutorial in the first week of the first (semester 1) and third terms (semester 2). Apart from that, and unless there is a public holiday or for some other reason University teaching does not take place, there will be two lectures and one tutorial per week. In the lectures your lecturer will do most of the 'talking', but in a manner that encourages interaction with the lecturer. Professional tutors and/ or lecturers conduct tutorials in close consultation with the course coordinator. In the tutorials you do most of the talking/writing and the tutor facilitates discussion. In lectures and tutorials you should be thinking and listening all the time. Students are divided into lecture groups. We start the year with three lecture groups for full time registered students.

Lecture times and venues:

Lecture group number	Day and period	Time	Venue
Gp 1 (fulltime)	Mon, p 2	9:40 -10:40	GH2
	Thurs, p 2	9:40 -10:40	GH2
Gp 2 (fulltime)	Mon, p 3	10:50 -11 :50	81
	Thurs, p 1	8:30- 9:30	B1
Gp 3 (full time)	Mon, p 5	13:10-14:10	N7
	Thurs, p 5	10:50- 11:50	N7

Your lecture and tutorial times and venues should be in your registration details. For tutorials please consult the EED (Law) notice-board in the DL block. If your tutorial times and venues are not there or there are clashes, consult Mr T Galvin, the EED Programme Administrator in D232. **You must stick with the lecture and tutorial group for the whole year to which you have been allocated. Do not 'shop around'. If you do this, it is possible that some of your marks may not be allocated to you.** You may only change lecture or tutorial groups if you have received permission from Mr Galvin, and the course coordinator. Do not bring your query directly to a lecturer!!! Follow the proper procedure!!!

Lectures and tutorial attendance is compulsory. In the event of unannounced 'spot tests' in lectures; those who do not write the tests will receive 0%, and may not be eligible for a rewrite. Please ensure that you attend tutorials, otherwise you may fall behind. Part of your coursework mark is on tutorials. You will see your tutor at least once per week for your tutorial, and at least once per term for consultation on essays and tutorial work, during official consultation times and appointments.

There are at least five ways in which information about the course is disseminated.

1. Information given out in lectures
2. EED (Law) notice board in the DL block
3. EED (Law) virtual notice board – the university's e-tool system, Ikamva
4. Information distributed by tutors.
5. Information distributed by class rep/s

Please pay attention to information given out, and make a note of it. **Consult the DL block EED(Law) notice board and virtual notice board(Ikamva) regularly, because you will find information about important issues such as: times and venues of tests, sick tests and exams, names of students eligible for supplementary/re-evaluation exams; lists of students eligible for certain tests; changes to the course timetable, marks; information about tutorials and tutors; reading material/lists for parts of the course. Please do not only rely on e-communication, this means that you must check the subject notice board in the DL block, and what is communicated during lectures.** If unsure communicate with the module coordinator.

Tutorials and administration

At the start of the first term and second terms there may be some administrative problems if, for instance: a) your registration printout details have clash groups, and b) you give incorrect information without furnishing your printout, we then need to open new tutorial groups or close down some. This means that courses, students, coordinators and tutors may have to make several adjustments to their timetables to accommodate various competing changes/demands. **Your registration printout may allocate you to a tutorial**

group, but it is possible that this will change. Please consult the EED (Law) notice board regularly to find out if there has been any change and pay attention in lectures when announcements are made.

As a first year student you may find this confusing, because you may encounter several different tutorial groups and tutors in the first few weeks. This is an inevitable consequence of the adjustments we need to make at the start of the year.

Please ensure that you attend a tutorial every week, and that you know when and where your tutorial takes place.

Consultation times for lecturers and tutors

Consultation times enable you to explore problems and/or to obtain more clarity.

For instance, you may want to talk and discuss about your essay, or a test, or the exams. Alternately, your tutor may want to see you if she feels that you should address a particular problem in your essay, or if you have not been attending tutorials. If this happens, please meet with her. Generally, students who use the consultation times do better than those who do not. The lecturer/s and tutors are available for consultation at fixed times in their offices.

You must ask your tutor for her consultation times and venues.

Your tutor must tell you when and where she is available for consultation, and she must put up a notice about this on her office door, and on the EED (Law) notice board. Please contact the course coordinator if your tutor does not provide you with this information.

Please use consultation times throughout the year. Do not wait until the day before a major assignment or the day before a test or the final examination.

You must visit your tutor for at least one consultation session per term. If you do not do so, marks may be deducted from your course work mark.

EED (Law) 101 Portfolio

Your portfolio will consist of all tasks you have done during the course. Portfolios will be done online. You will receive orientation and assistance from Centre for Innovative Education and Communication Technologies (CIECT). The primary purpose of the portfolio is to afford you the opportunity to:

- 1. Take a second look at work you have done and think about how you can improve future work; and**
- 2. Communicate with your tutor in ways that school probably did not provide for.**
- 3. Take ownership/responsibility of your development in the course.**
- 4. Develop professional approaches to your learning and development.**
- 5. As a future legal professional you must develop discipline and professionalism.**
- 6. Develop and improve your work through the use of technology.**

It is expected that, as you engage with each portfolio-related task, you will begin to develop the critical ability to self-reflect, self-evaluate and engage in self-directed learning which is the basis of university learning. Portfolio material includes all essays, tasks from the Lecturer and tutorials as well as additional materials accumulated in the course. Details and guidelines are provided by the Lecturer and/or tutor as you will be expected to regularly ensure that your portfolio is up to date, before the final submission and deadline. You will receive eportfolio training in term 2, during your tutorial slot, facilitated by CIECT staff at a designated elab Attendance is compulsory for the eportfolio training.

What is the purpose of this course?

At UWC most faculties have language and academic literacy courses that prepare students for the specific demands of their courses and professions. Many professions and disciplines have particular language and academic literacy requirements. EED (Law) is specifically for Law students. It seeks to enhance and enrich the Law students' understanding and use of the English language in a legal setting so that they can adjust to the language and academic literacy demands of the university environment and to the requirements of their chosen profession.

Given our country's history of inequality and disadvantage, we acknowledge that students arrive at UWC with different levels of competence, that they cannot fix all language and academic literacy problems in one year, and that they will confront different challenges along the way. Nevertheless, by the end of this course students should be able to write, speak, interpret and debate in the following ways:

- They should be able to meet the requirements of the question, and produce well-structured responses to essay topics.
- They should be interested in and sensitive to the effect and meaning of words because legal practitioners work with words and words carry the law.
- They should be able to interpret factual knowledge critically and logically
- They should be able to construct an argument and argue coherently and persuasively.
- They should be able to recognise different types of arguments, and to distinguish between stronger and weaker forms of argument.
- They should be able to unite their own research with arguments and well-motivated personal opinion.
- They should be able to use concepts accurately and consistently
- They should be striving to attain the best of their personal and professional ability to produce written and spoken work with as few errors as possible in grammar, spelling, and punctuation.

These professional and personal qualities and skills are vital for success at university and in the market place where there is increasing competition for employment. **Students who make a full commitment to the course will find that it makes a positive contribution to their academic, professional and personal development.**

In addition, your interest in language matters should not end with this course. Throughout your academic and professional life you should seek to improve the ways in which you understand and use English.

Do I qualify for an exemption from EED (Law) 101?

The general rule is that EED (Law) 101 is compulsory for all Law students. However, we recognise that the English competency, and essay-writing abilities of some first-year Law students are fairly advanced, and that the course is unnecessary for them. We are able to exempt some students in one or two ways. If you are exempted, we cannot prevent you from registering for the course.

If you think that you fit into any of the categories below, you should apply for exemption. To apply for exemption, contact the module coordinator with all supporting documentation concerning module exemption to D236 or the EED Administrator currently located in office D232 (Department of English, New Arts Block).

Remember to bring the necessary documentation (See below for more details). We aim to complete the exemption assessment before the final date for EED (Law) 101 registration.

General conditions for exemption from EED (Law) 101

You must be at least 23 years old and in your first registration of the LLB degree, and you must have spent some time in the world outside school (eg working or at a tertiary institution) before coming to this university.

A student can only be exempted if the university is satisfied that she has already reached the level of proficiency of someone who has passed the course. In other words, the university must be satisfied that without having completed and passed EED (Law), you already have the abilities that we expect of someone who has completed and passed the course.

Documentation required

You must also provide **certified copies** of your results and a comprehensive description of the course that you have passed. You can find that description in the official university or college calendar, faculty handbook or syllabus description for the year in which you passed the course. **Make sure that the year of the handbook and the year in which you passed the course are the same.**

Recognition of tertiary institution

You must first find out whether UWC recognises the institution at which you obtained your qualification(s), whether UWC regards its qualifications as equivalent to those obtained at UWC. If UWC does not recognise the institution, then you will have to complete the EED (Law) 101 course. Please note that there is a difference between recognising an institution and recognising a qualification. UWC might recognise an institution, but not recognise its qualification as the equivalent of EED (Law) 101.

Types of exemption

There are two types of exemption:

1. **Exemption with credit:** this means that you do not have to complete EED (Law) 101, and that you receive a credit or credits based on the course or courses that you have already completed. If these are not English courses, you will need to show that their course outcomes are sufficiently similar to EED (Law) 101.
2. **Exemption without credit:** this means that you do not have to complete EED (Law) 101, but you do not receive any credits, and you must complete another course or courses to obtain the credits you would have obtained if you had completed and passed EED (Law) 101. When you choose another course or courses, please ensure that your replacement courses meet the same academic objectives and have the same credit value.

In several of these cases we may require you to write an extra test in the first term. **If you write the exemption test you must achieve a final mark of at least 65%.** Below are some of the conditions under which you may be able to obtain exemption.

Exemption with credit

- **You have completed and passed a course at UWC or another university or college. UWC recognises the university and the course as the complete equivalent of EED (Law) 101.** You must provide comprehensive details of the course you have passed (see above). In this case you may not need to write an exemption test.
- **You have completed and passed a course at a tertiary institution that UWC recognises, but it regards that course as the partial equivalent of EED (Law) 101.** In this case, if you want to apply for exemption you will have to write an exemption test in the first term. The combination of the marks for the course completed and your exemption test results will decide if you can be exempted.
- **You have completed and passed courses at UWC or another university that UWC recognises. These courses are not language and academic development courses. Nevertheless, you feel that through them you have acquired sufficient essay-writing experience and competency in English to be exempted from EED (Law) 101.** In this case it may be possible to treat a course or courses as the complete equivalent of EED (Law) 101, but then you might not be able to use those courses to make up your 'non-legal' subjects. Again, you might be required to write an exemption test.

Exemption without credit

- **You have obtained very good marks in English through an educational system that is generally recognised as more demanding than the SA one.** Again, if you want to apply for exemption from EED (Law) 101 you may have to write an exemption test.
- **You have been accepted through the RPL process, and have a portfolio of pieces.** Again, if you want to apply for exemption from EED (Law) 101 you will

have to write an extra test in the first term. The combination of your portfolio, course marks and test results may be used to decide if you can be exempted.

Marking criteria for scripts of those students applying for exemption

The marking criteria used for the exemption test are the ones that we use for EED (Law) 101 essays, tests and exams throughout the year. This means that the standards that we apply to EED (Law) 101 assignments, essays, tests, portfolio and exams and the exemption test are identical.

When we mark your work we will pay particular attention to:

- Whether you have answered the questions correctly
- The structure of your essay (introduction, body, conclusion)
- Whether you use concepts accurately and consistently.
- Whether you express your own opinion
- Whether you use the correct register¹
- Whether language usage (sentence construction, grammar, spelling, and punctuation) is correct.

What books or resources will I need?

There is no single textbook for this course. Lectures, tutorials, tests and exams will refer to material in the reader, Ikamva and to books and articles on reserve in the Main Library.

Having said that, there are books to which we will refer to and/or which you will find useful:

- Course reader/s there is/are one for each term or semester; they contain important information such as the course outline, tutorial tasks, essay or assignment topics. **You must have a copy of the reader because it contains very important information about the course. We print them on a large scale. Unless we run out it is cheaper to buy them than to photocopy or print them yourself.**
 - A good dictionary and/or thesaurus
 - The Constitution of the Republic of South Africa, 1996 ; a pocketsize copy would be useful
 - P. du Toit, M. Heese and M. Orr, *Practical Guide to Reading, Thinking and Writing Skills* (Oxford University Press, Cape Town)
 - D. Kleyn and F. Viljoen, *Beginners Guide for Law Students* (Juta, Cape Town)
 - R. Palmer, A. Crocker, M. Kidd, *Becoming a Lawyer: Fundamental Skills for Law Students* (LexisNexis Butterworths, Durban)
 - D. Ndima, *The Law of Commoners and Kings-Narratives of a Rural Transkei Magistrate* (Unisa Press, Pretoria)
 - C. van der Walt and A.G. Nienaber, *English for Law Students* (Juta, Cape Town)
 - We may prescribe additional works later in the year.

¹ The appropriate level of formality for an academic legal essay

What are the readings in the course reader for?

You will refer to these readings in your essays, tests and tutorials. In conjunction with your lecture notes and articles they are essential for exam preparation.

All four terms will contain a language component that complements the theme of each term. Also note that you may have to complete online language development tasks from term one to term four.

What is the student's role and responsibility in the course?

Student participation is vital.

We cannot prevent you from learning in a passive manner, but we can do our best to discourage passive learning, and to encourage you to attend lectures and tutorials and to learn in an active and participatory manner. The course encourages participation through debates and discussions. Student input also helps to improve the course.

There are many ways in which students should participate:

- 1) Attending lectures and tutorials.
- 2) Participating in lecture and tutorial discussions.
- 3) Students must switch off cellular phones, ipods, netbooks and laptops before entering a lecture venue.
- 4) Students must refrain from chatting to other students/friends during a lecture.
- 5) Students must be present in the lecture venue at the designated venue for the commencement of a lecture.
- 6) Students may not leave prior to the conclusion of a lecture.
- 7) Consulting your tutor regularly during consultation times and visiting the Writing Centre for more advice on your essays.
- 8) Bringing your course reader and textbooks to lectures.
- 9) Preparing for lectures and tutorials.
- 10) Using a dictionary or thesaurus to look up unfamiliar words so that you know what they mean and therefore do not waste valuable teaching and learning time.
- 11) Submitting assignments in the correct format and on time.
- 12) Check Ikamva regularly.
- 13) Completing questionnaires on the course honestly and constructively.
- 14) Ensuring that you have been allocated a lecture and tutorial group, and contact the course administrator/s as soon as possible if there are any problems and clashes.

Please note

- a) Any student who appears halfway through the course, and claims there has been a clash with another course for the last six months, or that she did not know about

As assessment marks are processed (you receive an email in your student email) and we also post on the Notice board your final CA at the end of the second semester before the FA. Do note that you will have five working days to query them. Take your queries to D232. Set out the problem in writing and attach the relevant documents, eg actual marked version of script(s) you feel have been left out of the calculation. (NB: your marks must be checked and corrected [if the need arises through due process] with your Tutor after your last tutorial in terms 1, 2, 3 and in term 4 before the study period and commencement of the official assessment/examination period.

Do I have an automatic right to write the exams?

No. The University has a 40% Duly Performed (DP) rule. The DP rule states that you must obtain a coursework mark of at least 40% to qualify for the exam.

The 40% DP rule determines whether you are eligible to write the end of year exams, and whether or not you will pass the course.

Rule A.5.2.3 (c) (Page 78 of the UWC General Calendar 2019) reads as follows:

Except where Senate, on the recommendation of the Senate Assessment Committee, determines otherwise, or as provided for in (d) below, a student shall not be allowed to write the examinations or summative or comprehensive assessment task in a module unless (s)he has obtained a continuous assessment mark of at least 40 percent for that module. In the case of professional programmes, faculties may require a higher continuous assessment mark for practical or clinical work.

In practice this means that a first- and second-year student can only write the November EED (Law) 101 exam (final exam) if her coursework mark is 40% or more. **This means that you cannot write the November exam if your coursework mark is lower than 40%, and that you will therefore fail the course.**

In general, the higher your coursework mark, the better your chances of passing the course. However, a high coursework mark on its own does not guarantee that you will pass the course. To pass you need to obtain a specific minimum for each part of the course. It is the combination of the two marks (coursework and exam) that is important. Pass requirements fall under Rule A.5.2.5 as per the 2019 General Calendar of the University Pass Requirements page 79.

The Rule: A.5.2.5 Pass Requirements

Unless otherwise approved by Senate, a student shall obtain credit for a module by gaining –

- (a) a final mark of at least 50%, computed in the relevant ratio from the continuous assessment mark and the examination or final assessment mark; and*
- (b) at least 40% in the examination or final assessment task.*

Additional questions you may ask

HOW LONG IS THE COURSE?

This is a single, one-year course broken up into two semesters.

You cannot do the course in halves, ie one half this year and one half next year. In order to pass this course you have to complete both parts in one year.

What if I have problems with the course?

Please note the following:

All academic aspects: if you have problems with the academic aspects of the course, for example you do not understand something covered in lectures or tutorials or an essay topic is unclear; please contact your tutor and/or lecturer. If you have a problem with your tutor, you should contact the lecturer, if still unresolved then the course coordinator. Please address a problem/s as soon as possible, and do not seek assistance outside of the course, unless all course processes have been exhausted.

Requests for extensions to essays, tutorial work, all in-class tests *except the November exams*: submit your request in writing with proof or evidence that the extension is genuinely motivated to the EED Programme Administrator in D232.
November exams: consult the Faculty of Law office and the EED Programme if, for instance, there is a clash in your test/exam timetable, and/or you missed the test/exam.

In some cases, eg the exams, if you are sick you may apply to write the supplementary exam. To qualify you must apply within five working days of the main exam or test, and you must prove that you could not write, eg by providing a medical certificate or police case/docket number. Please note that some EED (Law) 101 tests during the year may not have sick tests.

Essay assignments and tests, deadlines, and exams

Essays, portfolio and tests make up the largest part of your coursework mark. In this course you will write several essays, and you may have to rewrite/retype the same essay several times over in order to improve your skills. If you do not submit an essay, you weaken your chances of passing the course! EED (Law) 101 is a developmental course. This means that you will be writing longer essays on more complex subjects as the course unfolds.

Do I have to type my essays?

Yes. If your essay is not typed your tutor will deduct marks, or refuse to mark it. When you type your work will look more professional, and it will be easier to make changes as you proceed through one or two drafts before you hand in the final version.

lectures, essays, orals, tests, portfolio or tutorials must take responsibility for her own ignorance.

b) Any student who registers late for the course must take personal responsibility for completing their assignments, tasks, essays etc. and obtaining information about parts of the course that she has missed.

c) This is not a correspondence course. **Your active participation is necessary for your own development in terms of this course and the rest of your progress in LLB.**

What kinds of assignments are there?

Every semester students complete written, oral work. These include short essays, long essays, tests, a portfolio and tutorial work.

Should I keep records or copies?

Keep all drafts and copy of assignments and final versions before you hand them in. Your tutors or lecturer may need to see them if there are any questions about your final marks or your progress during the year.

How are students evaluated?

The course evaluates students on a continuous basis.

We evaluate your abilities through compulsory written assignments (tutorial tasks, lecture tasks, essays), tests, portfolio and student participation in tutorial discussion. There is a compulsory exam in November. Course work comprises 60% and the exam 40% of the overall mark. In the first week of teaching the lecturer/s explain the assessments for the year and the calculation in terms of weighting of the course work. This information is also uploaded on Ikamva in week one of teaching. Please ensure that you understand your coursework and exam weighting as well as the calculation thereof.

NB Marks Weighting:

Continuous Assessment (CA) (60%, as per table below)

Final Assessment (FA) (40%, Examination in November)

<u>Assessment Groups</u>	<u>Semesters</u>	<u>Final Mark: CA+FA= FT</u>
Essays	Semester 1 + Semester 2 = 40%	
Tutorial Work	Semester 1 + Semester 2 = 20%	
Tests	Semester 1 + Semester 2 = 20%	
Portfolio	Semester 1 + Semester 2 = 20%	
CA Total	CA for both Semesters 100%	CA = 60%
FA Total	FA November Examination	FA = 40%
Final Total (FT)	FT -----	FT = 100%

version. Attached drafts to the final version with Tutor's comments must be attached for submission if not you incur a penalty.

Please note that if you hand in a draft on a date that the tutor regards as unreasonably close to the deadline for the final version, the tutor is entitled to treat it as the final version.

How will my essay be marked?

As future legal practitioners you must pay attention to the facts of a case and more. In EED (Law) 101 we want more than 'the facts'. We want to know what you think, how you argue your point of view, and how you would defend it against criticisms that you yourself have anticipated and/or encountered through reading or discussion. **This means that you need to develop an important skill: the ability to think of a point or argument, to think how and why someone else might object to it or criticise it, and to think how you might deal with that criticism.**

We will also pay attention to the **structure** of your essays, the **language** you use (for instance whether it is appropriate for an academic essay), and the **technical** aspects such as footnotes, presentation, and bibliography. We will cover these topics in lectures and tutorials.

This means that when we mark your coursework, test and exam essay we consider some or all of the following points:

- Whether you answer the question (focus on the topic, write to the required length)
- The structure of your essay (introduction, body, conclusion)
- Whether you express your own opinion
- Whether language usage (sentence construction; grammar; spelling punctuation; level of formality) is correct
- Whether you use concepts accurately and consistently.

Is there a right and a wrong essay?

Generally we work on the principle that an absolutely perfect essay is very rare, that some essays are better than others and that essays have different strengths and weaknesses. **This means that most essays have something to offer unless the student has completely ignored the question and/or her language use is very poor. This can happen!**

The process of marking essays is not an exact science, but markers can agree on common standards and make sure that students know what these are.

Other procedures ensure consensus among markers:

- a) Markers meet and discuss a number of essays in a tutorial or lecture group, and use these to agree on what sort of essays would pass, fail, or obtain a high mark.
- b) Lecturers and tutors also discuss essays on an individual basis to maintain consistency.
- c) All scripts may be moderated.

You should also note that a lecturer and/or course coordinator may change marks given by tutors and the course coordinator may change marks given by a lecturer.

Examinations

The exams are at the end of the fourth term. Exams normally consist of two parts: two essay questions, or an essay question and multiple choice questions and/ or shorter type questions. In the November exam the subject matter of the both semesters, and material that is relevant to the whole course, eg language use, and logic.

If you miss the exam for a valid reason you will need the approval of the Faculty of Law and the EED Programme.

How can the Writing Centre help me?

The Writing Centre can help you to develop your academic writing skills. If you are a registered UWC student, its services are free. The consultants can help you **once you have written a first draft**, eg by helping you to formulate ideas and to improve your essay structure. Sometimes the Writing Centre is very busy. You should make a booking at least one day in advance.

Some students may have to visit the Writing Centre several times. If your lecturer or tutor feels that your essay writing skills are weak or that they require significant improvement, then she may require you to visit the Writing Centre for a consultation, and to provide proof that you have done so. You can obtain that proof by asking the consultant to sign and stamp your essay draft. The essay cycles have been planned so that you should have at least one week in which to visit the Writing Centre before the deadline.



Writing Centre consultants can help you to:

- Analyse academic tasks
- Develop pre-writing or planning activities
- Structure ideas coherently
- Consolidate information effectively
- Voice your opinion
- Improve your writing style
- Comprehend and critique academic texts
- Apply academic writing conventions

Location

The Centre is in the Old Arts Block, and is open Monday to Friday 9.00-16.00.

Visit or contact the Centre to book an appointment; ph 021 959-2390

Consultations last for one hour.

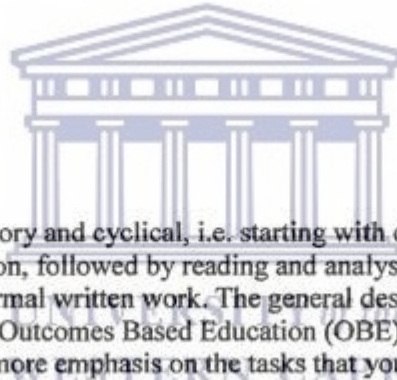
What are the course expectations and outcomes?

At the end of the course, students should demonstrate competence in the following skills:

- Referencing according to the Faculty of Law conventions (e.g. footnotes and bibliographies)
- Essay structuring and different ways of arguing
- Oral presentations within the legal context
- Identifying, analysing, interpreting and responding to relevant information in a variety of texts relating to the discipline of law
- Summarising and paraphrasing a variety of texts

At the end of the course, students should demonstrate knowledge of:

- The Constitution of the Republic of South Africa (Chapter 2, sec. 8, 9, 36, etc.)
- Restorative Justice
- Retributive Justice
- Logic (premises, inductive and deductive arguments)
- Logical connectors
- Modals and conditionals
- Sequence of tenses
- Meaning markers
- Content and Structure
- Punctuation
- Word Classes



Method of presentation:

The method used is participatory and cyclical, i.e. starting with debates, introducing formal logic and argumentation, followed by reading and analysis, followed by writing, responding and presenting formal written work. The general description for the educational system we use is Outcomes Based Education (OBE). This approach places less emphasis on exams and more emphasis on the tasks that you can perform or the requirements that you can meet (outcomes) when you have finished the course. **This does not mean that the exams and tests are irrelevant.**

The most important and general outcome for you as a student is this:

By the end of the year, all EED (Law) 101 students should display University English language communicative competence and academic literacy skills (writing, reading, listening, speaking) within a legal context – with particular emphasis on argument and counter argument – as necessary conditions for the English for academic and occupational legal purposes that students acquire directly and indirectly through their LLB subjects. The course components are set in a legal context defined by material such as the Constitution of the Republic of South Africa; films, graphics, fiction and journalism on the law and morality; articles on legal matters collected in course readers; legal textbooks; specific legislation but not limited to such as the Promotion of National Reconciliation and Unity Act 34 of 1995 and the Consumer Protection Act 68 of 2008.

To whom and where do I hand in my essays and other written assignments?
You will hand in your term assignment/essay at the top floor New Arts building
Department of English in D232. Tutorial assignments/work to Tutor's on time.

What is a deadline?

The deadline or due date refers to the date, time, and place for handing in an essay or other written assignment. The course readers contain information on deadlines and due dates, so you have plenty of time in which to plan and write. **Deadlines apply to all students.** They ensure that all students have the same amount of time for their work. Take your deadlines seriously. They are a vital part of academic and professional life. **Your tutor, Lecturer and/or Coordinator are entitled to deduct marks from work handed in after deadline, and may refuse to mark the work if it is very late.**

What if I need help with my essay?

Your tutor and/or lecturer will explain the topic to you in tutorial/s and/or in the lecture. If you are still unsure, you should see your tutor and/or lecturer during a consultation time. **Remember that you must have a formal consultation session with your tutor at least once per term. Ask for help sooner rather than later. Your tutor or lecturer will not bite you.**

What is the point of drafts and a final version?

In EED (Law) 101 we use an approach known as 'process writing' in which the student submits at least a first draft and then, later, a final version. This approach treats essay-writing as a process through which a student learns more about the subject matter, and how to improve the arguments, the essay structure (more on this later), and the grammar of her work.

In EED (Law) 101 you will hand in your draft(s) to your tutor who will return them to you during a tutorial or consultation session. When you write an EED (Law) 101 essay you normally submit at least one draft that your tutor comments on and returns before you hand in your final version. The draft(s) will not have a mark, though the tutor may indicate whether the essay in its current form would pass or fail. Sometimes the comments can seem overwhelming and undermining. Remember that the comments are there to improve your essay. Include suggested improvements in the final version. We mark the final version. This will have fewer comments than the draft.

Feedback on essays may take the form of written comments and/or discussions in consultation times. Feedback is most effective when students manage their time effectively and hand in their work on time.

Do I have to write drafts before I submit a final version?

Yes, definitely. The research, thinking, planning and writing that goes into an essay can be quite complex and our experience is that first year students benefit from the chance to try out ideas and expressions before they commit themselves to a final

Lectures and tutorials seek to develop skills that will be useful for you in your academic and legal future. That is why we aim to enrich vocabulary; increase awareness and use of grammatical rules and punctuation; develop the ability to plan, write and present clear, well-structured essays; use quotations, references and bibliographies correctly and effectively; improve listening and note-taking skills; address questions of values and ethics; develop the capacity to see that there is more than one interpretation of a rule, law or event.

What does all this mean?

Of the Faculty of Laws desired outcomes for its first-year students, EED (Law) 101 concentrates on the following:

- Getting familiar with legal texts
- interpreting legal jargon
- improving accuracy in terms of vocabulary, grammar, punctuation,
- becoming aware of coherence and cohesion
- clear and logical writing
- structuring essays
- planning essays and oral presentations
- interpreting exam questions and instructions for assignments
- listening and note-taking skills
- becoming aware of multiple points of view
- expressing informed perspectives on a variety of current issues in South African law
- becoming aware of the various possible interpretations of legal rules
- critically analysing various sets of political and cultural values/ethics in the South African current context and globally

Finally, to ensure that you function and perform optimally during your academic journey at UWC the following support services are available to you as registered student:

Medical Services: Campus Health & Wellness Centre

UWC has modern and well-staffed facilities for your health related concerns. The services range from day to day primary health care needs to more specialised surgical procedures which are done on site. The Medical Services: Campus Health & Wellness Centre is located on the first floor of the Community Health Sciences Building (next to 'B' Block). For an appointment to consult with a Doctor or Nurse, please visit: <http://doctorsvisit.co.za/members/>. You can also call at 021 959 2876/5, or e-mail at health@uwc.ac.za for an appointment.

Center for Student Support Services (CSSS) Contact Details:

Reception: Wendy Wicks and Randall Lange
Tel: 021 959 2299/3587, Email: csss@uwc.ac.za
Director: Dr. Birgit Schreiber
Tel: 021 - 959 2299

Email: birgitdewes@gmail.com

CSSS is located on the second floor, Community and Health Science Building, and open 8h30-4h30.

Office for Academic Support

Programmes and Activities:

Living and Learning

Peer Mentoring Programme

Manager: Laetitia Permall

Tel : 021- 959 2729

Email: lpermall@uwc.ac.za

Facebook page: <https://www.facebook.com/groups/104520792147/>

Located on the second floor at Community and Health Science Building, and open 8h30-4h30.

Therapeutic Services

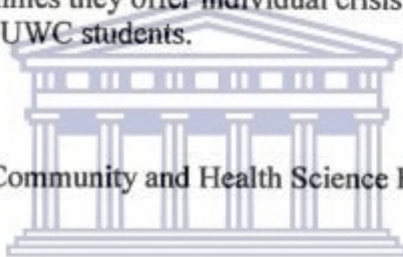
Therapeutic services are a professional and accredited student counselling service and provide student psychological services that facilitate students adjustment to University. Amongst their various programmes they offer individual crisis and trauma counselling free of charge to all registered UWC students.

Manager: Shahieda Jansen

Tel: 021 – 959 2732

Email: sjansen@uwc.ac.za

Located on the second floor, Community and Health Science Building, and open 8h30-4h30.



Office for Students with Disabilities

The Office for Students with Disabilities is dedicated to promoting equality, oppose unfair discrimination, ensure reasonable adjustment to campus, facilitate learning and encourage participation of all students in university life. Students with disabilities include those who might not directly identify themselves as disabled but who might face discrimination in everyday life because of their impairment. The OSwD facilitates access to campus services, resources and academic materials for students with special needs or disabilities, e.g. students who are blind, deaf, wheelchair users, mobility impaired, having learning disabilities and/or chronic medical conditions. Each student is individually assessed (preferably before they apply) and a programme designed to foster the development of each student to their full potential.

Services and Interventions

- Ensure that venues are accessible to persons with mobility impairment
- Provide academic material in Braille, large print, electronic format and audio
- Arrange that tests and exams are written at OSwD. Arrange for an amanuensis to assist students who are unable to write/ type themselves
- Liaise with lectures, tutors, administrators and staff at the library, residences and other departments and fellow students to foster an understanding of the challenges faced by students with disabilities

fields. It is to be filled in by your marker (Lecturer/Tutor). We will deduct marks if you hand in an assignment without the checklist being fully completed, or if there is clear evidence that you are lying, eg you ticked the box that indicates that you have acknowledged all sources, but have clearly not acknowledged all sources.

Alternatively, an assignment submitted without this checklist (page 26) may not be marked. In other words, you will receive zero. Please ensure that you attach the rubric on page 24 before all your attachments for the final essay.

We need this information so that we can sort essays quickly. Your tutor needs this information, and it is also useful if your essay goes astray. You must develop a keen sense of professionalism.

Please make a copy of your whole assignment before you hand it in.

Please write on one side of the page only; do not write on both sides. This means that a three-page essay consists of three sides of A4 paper.

One staple in the top left-hand corner is sufficient.

Elaborate bindings, plastic covers, and plastic envelopes do not prove that you have put a lot of work into your assignment, and they do not give you more marks. They may make the marker irritated if she has many assignments to mark and finds that the bindings slow her down. We expect your assignments to be word-processed/typed.

Format for typed essays: This refers to the font type (Times New Roman), font size for text (12 point), font size for footnotes (10 point), line spacing (double), margins and other features. **Bibliography** must distinguish sources.

Remember: Your Lecturer and/or tutor may impose penalties or refuse to mark your essays if they are not typed and/or no cover page and/or no signed, completed declaration and/or checklist and/or no bibliography and/or no commented drafts are attached to the final version.

NB: EED (Law) 101 Deductions sheet for term essays:

1) No fully completed draft commented on by tutor/facilitator, and submitted on due date for draft, attached with final submission	(-10)
2) No Bibliography but does have footnotes	(- 5 and must submit with a complete Bibliography)
3) No Bibliography and no footnotes	0% Plagiarism (report to Course Coordinator)
4) Bibliography with no correct subheadings	(- 2.5)
5) No Rubric Attached with final essay	(-10)/(-5 per page)
6) No Checklist	(- 10)
7) Incomplete Checklist	(-5)
8) Incorrect Details on Cover Page	(- 1) per item incorrect
9) Incorrect Footnotes	(- 1) per page
10) Incorrect Sequence	(-2)
11) No Plagiarism Declaration	0% Plagiarism (report to Course Coordinator)
12) Incorrect Declaration - Previous Declarations or Law Student Handbook Declaration	(-5)

Term 1 Lecture, tutorial schedule

	Lecture 1	Lecture 2	Tutorial	Administration
Week 1, starting Monday 4 February 2019	Course introduction and introduction to academic writing. Administration: Weighting of CAM/calculation	Academic writing, writing as a process, Essay topic/ Writing the argument essay/Working with argument	No tutorial	NB: For public holidays during term 1, affected Tutors arrange make-up tutorials.
Week 2, starting 11 February 2019	Working with argument /writing procedures Plagiarism, Quoting: Faculty of Law conventions	Writing the argument essay/Plagiarism , Quoting: Faculty of Law conventions	Argument Tut Task 1 based on hypothetical scenario	Online/lkamva training by CIECT Submit Tut Task 1
Week 3, starting 18 February 2019	Alex La Guma, 'A day at Court'/ Newspaper articles about Judicial officials (synthesising information from different sources)	Ndima, 'In the Magistrates Court of Butterworth, 'Juvenile whipping', 'Assault GBH with a dangerous weapon'.	unpacking essay/structure of an argumentative essay/ mindmaps	Online/lkamva training by CIECT Submit Tut Task 1
Week 4, starting 25 February 2019	Marking of a sample essay to refine awareness of what makes a GOOD essay. Summary and paraphrase	Marking of a sample essay to refine awareness of what makes a GOOD essay. Summary and paraphrase	Peer editing, quoting and referencing/Workshop essay Summary/paraphrase La Guma, Ndima, newspaper articles, Quoting and referencing	Hand in Tut Assignment 1(a): Summary of text(TBA) Assignment 1(b): Paraphrase of text(TBA) <u>Bring typed draft to Tutorial</u>
Week 5, starting 4 March 2019	Ndima, 'The Magistrate and judicial independence', Judicial officials images.	Kewana v Santam Insurance Co Ltd	La Guma/Ndima, newspaper articles Quoting and referencing/Workshop Essay	<u>Hand in 1st Draft Essay</u> Hand in Assignment 1(b)
Week 6, Starting 11 March 2019	Kewana v Santam Insurance Co Ltd	Word Classes/ Casey No v The Master and Others	La Guma/Ndima, Quoting and referencing	Hand in Tut Assignment 2 Tutors return 1st draft of term 1 essay
Week 7, starting 18 March 2019	Word Classes/ Casey No v The Master and Others	Casey No v The Master and Others/ Online Test	La Guma/Ndima, Word Classes.	Tutors return 1st draft of term 1 essay Deadline for term 1 essay: 2/04/19 before 4pm, in D232.

NB: This schedule is not cast in stone. If there are changes you will be informed (see page four, paragraph three and four)

Addendum 13: EED Science module descriptor and outline

NQF Level: 5

Credit value: 15

Duration: Semester

Proposed semester to be offered: First semester EED 117 & Second semester 127

Programmes in which the module will be offered: Science

Main Outcomes: Students should be able to demonstrate skills in academic reading, writing, speaking and listening in the English Language with a focus on scientific discourse; they should also be able to understand how scientific knowledge is constructed and distributed in the world.

Main Content: The course is task based focusing on the personal narrative, the scientific report and the academic argument. The aim of the course is to utilize the student's skills they bring to the course and build on these.

The programme is approached through a selected set of generic science related texts, including a brief section on the history of science and how this knowledge is constructed in the world.

Pre-requisites: None

Co-requisites: None

Prohibited module combinations: None

A. Breakdown of Learning Time: *Current Hours*

(example)

Contact with lecturer / tutor: 28 hours

Assignments & tasks: 30 hours

Assessments: 4 hours

Practicals: N/A

Self study: 24 hours

Other: Please specify: N/A

Total Learning Time: 86 hours

B. Time-table Requirement per week;

Lectures p.w.2

Practicals p.w N/A.

Tutorials p.w.1

Methods of Student Assessment: Course work mark 60%

2 Minor Tests/ 3 Assignments/Tutorial Work

Examination 40%

Assessment Module type: Continuous assessment and Summative assessment



2019
EED 117 READER
STORIES OF SCIENCE



NAME AND SURNAME:

STUDENT NUMBER:

General consent form for EED Science students

Dear student,

The responsiveness of this module to the changing needs of students depends in part on the coordinator's use of examples taken from previous students' work. Students who in the past have given permission for their work to be used have helped to enhance future students' learning experiences.

This consent form gives the Science EED coordinator permission to use your written work based on an understanding that your name will not be used, that you are free to withdraw your consent at any time, and that your work will not be used for any kind of research. Kindly read and sign the consent statement below. Please tear out this page of your reader and hand it in to your lecturer after you have completed the form.

I, _____ do/do not give the Science EED coordinator permission to use **any of my written work for future module and/or assessment content.**

I understand that my name will not be revealed.

I also understand that I may withdraw my consent at any stage without any explanation.

I understand that my work will not be used for any kind of research.

I understand that the evaluation and assessment of my course work will not be compromised by any decision I might make about whether my work may be used or not.

Student's full name: _____

Student's signature: _____

Date: _____

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Welcome

Dear Student

Welcome to the Science EED module. EED stands for English for Educational Development and the overall objective of the module is to help you develop the skills that you will need to be a successful student and scientist. The topics we will cover this semester have been carefully chosen to encourage an open-minded attitude, curiosity, and critical thinking. The objectives of the module, covered in the first lecture, are very closely aligned to the attributes the University of the Western Cape wants its students to graduate with. These graduate attributes include a critical attitude towards knowledge, as well as a relationship, and interaction, with local and global communities. The University aims to create an environment which produces inquiry-focused, knowledgeable, autonomous, but also collaborative and socially (and environmentally) aware students who are skilled communicators.

This reader is the only text that you need to purchase for the module. In addition to the material provided here, other relevant content and information will be made available in the lecture slides, on iKamva, or it will be handed out in class.

Course coordinator and lecturer contact information

Course coordinator

Dr Jacolien Volschenk
D231 (New Arts building)
E-mail: jvolschenk@uwc.ac.za

Lecturer

Dr Martina van Heerden
D231 (New Arts building)
E-mail: englishuwc.martina@gmail.com



If you have an issue related to your tutorial group, the first person you should contact is your tutor, and if the problem has to do with your lecture group, you should contact your lecturer. For any other queries, you may contact the coordinator via email or make an appointment during consultation hours (which are available on iKamva).

Lecturers and tutors will share their consultation times with students in the first few classes. Make sure that you copy this information down. If you can't go to see your lecturer or tutor during their consultation times, you should send them an email. It is a good idea to regularly check your student email account and iKamva for communications related to the module.

Your tutor and lecturer are there to help you learn and should you have any concerns, queries, or require assistance in any way, don't hesitate to speak to them. This especially applies to circumstances preventing you from attending class or submitting work. The sooner you communicate with them, the easier it will be for them to help you stay up-to-date with your work, and ensure that you're not in danger of failing. It will be too late for them to help you if you only speak to them at the end of the semester.

Attendance policy

You are expected to attend both lectures and the tutorial every week and there will be attendance registers for both lectures and tutorials.

The attendance mark for each term is only for attendance (not participation too). Each tutorial counts 3 marks. If you are more than 10 minutes late or if you leave early with no explanation, you will only get 2 marks. Unexplained absences will result in no marks, and excused absences are given 2 marks. You do not have to be physically ill to be excused from a class, **but you must communicate the reason for your absence within a week of the tutorial**. After two unexcused absences, it will be your responsibility to meet with your tutor. **If you know you are going to miss a class, email your tutor as soon as possible so they can make sure that you don't fall behind with the work**. You should do the same for missed lectures.

Some tutorials will require preparation, and those classes will have short gate-keeping tests to ensure that you have done the reading. If you fail the test, you will only get 1 mark for attendance. Tutors will give their groups make up exercises for classes affected by public holidays. Those exercises count towards your attendance mark and failure to complete them will result in you receiving no mark for that class. Attendance for each term counts 4%, which combines to make up 8% of your coursework mark.

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. 08.30-09.30					
2. 09.40-10.40	Group 1 Lecture 1	Group 2 Lecture 1	Group 2 Lecture 2	Group 1 Lecture 2	
3. 10.50-11.50		Group 3 Lecture 1	Group 3 Lecture 2		
4. 12.00-13.00	Tutorials	Tutorials	Group 4 Lecture 1/ Tutorials	Group 4 Lecture 2/ Tutorials	Tutorials

Venues for the lectures and tutorials should be on your registration printout, but they will also be made available on iKamva. **Please note that the tutorial group and venue on your printout is subject to change and any changes will be posted on iKamva.**

Assessment schedule and submission guidelines

Your course work mark constitutes 60% of your final mark, with your exam mark making up the other 40%.

Assessment	Weighting
Class presentation	6%
Research report abstract	10%
Tutorial test 1 (Finding, integrating, and referencing sources)	16%
Attendance term 1	4%
Class debate	6%
Argumentative essay	16%
Research report (draft 15%, and final 85% of the report mark)	36%
Tutorial test 2 (Comprehension and reading)	12%
Attendance term 2	4%

Please make sure that you submit your work on time, and in the right format. Assignments must be typed in Arial or Times New Roman, font size 12, left-aligned, and in double spacing. Your text should preferably be justified. There will be checklists on iKamva for the research report abstract, the full report, and the argumentative essay. You are encouraged to consult these to familiarise yourself with the criteria your tutor will use to grade your assignment, and/or if you are unsure of what you must do for the assignment.

All assignment submissions are done via Turnitin. Please use your tutorial group number, and student number as the submission title. For example, if you are in tutorial group 5, your submission title would be as follows: 5, 3912345. Because you are submitting your assignment electronically, there is no need for a separate title page. You only need to include the title you came up with for your assignment, in bold (and left-aligned), at the top of the first page.

Turnitin is software designed to detect plagiarism. Plagiarism is when you use someone else's work or ideas (a fellow student or any other author's) without acknowledging your sources. You will be taught how to properly reference sources as it is a very important component of academic writing. To make it fair to students who fail an assignment without plagiarising, students who do plagiarise will not be allowed to resubmit, but their tutors will show them how to use sources without plagiarising. A plagiarised abstract will only be eligible for a maximum mark of 48%, and for the argumentative essay, report draft, and full research report the capped mark is 45%. In cases of repeat plagiarism, you will have to consult with the coordinator before any mark will be finalised.

The penalty for late work is 5% per day late (excluding weekends), and after one week the assignment will no longer be accepted. No extensions will be granted on the day of submission; if you have a valid reason for why you need one, you should contact the coordinator at least one day before the due date.

There are two tutorial tests and if you miss either of them you must contact your tutor **within three days** (with a valid excuse) otherwise you will not be allowed to write the sick test.

Your tutor will aim to return your work with feedback within a week of submission (except when there are two assessments due in one week). Tutors will be available for one-on-one sessions during their consultation hours if you feel that you need more assistance. **Once marks have been published on MAS, you will have one week to query your marks. Note that you must contact your tutor about missing or incorrectly-recorded marks.**

Accessing iKamva

At the top of the University of the Western Cape homepage (www.uwc.ac.za), you will see a link titled "Online Services". Click on this link.



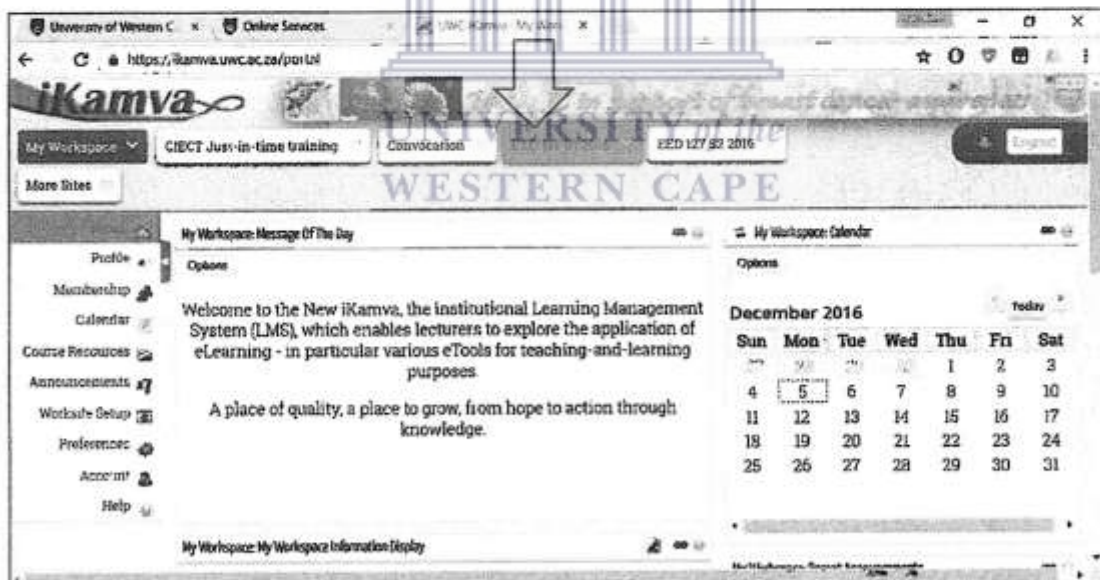
A new tab will open. "iKamva (Sakai eLearning platform)" is the third option on the list of services. Click on the link.



In the bottom right corner, you will see where you need to enter your username (your student number), and your password (the default password assigned to your student email account until you have changed it). Once you have entered these details you can click on the "Login" button.



Once you have logged in you will see the modules you are registered for and you can select the EED module.



On the left you will see your selection choices which include “Announcements” and “Course resources” which are the two options you will make use of the most.

Support services

There are several resources and services on campus that students may make use of.

Library

Each Faculty has dedicated librarians who specialises in the resources required for the disciplines within that faculty. The Science Faculty librarians and resources can be found on level 14 of the library. We do cover aspects of doing research in this module, but there is also training available at the library itself. The Faculty librarians are:

Ms V.D. Knoll (yknoll@uwc.ac.za)

Ms. S. Sota (ssota@uwc.ac.za)

Campus Health Centre

The centre is located on the first floor of the Community Health Sciences building.

Contact: health@uwc.ac.za / Tel. 021 959 2876/5

Centre for Student Support Services

The CSSS provides broad student-centered development and professional services, programs, training opportunities, and resources aimed at enhancing students' academic experiences, graduate attributes, and quality of life. Their services are free and confidential. They are located on the first and second floor of the Community Health Sciences building.

Contact: csss@myuwc.ac.za / Tel. 021-959 2299

Therapeutic Services

The Centre for Student Support Services includes Therapeutic Services. This unit provides professional and confidential counselling and psychological services for personal, social, familial, and other problems and concerns. Other services include trauma debriefing, crisis intervention, and any kind of mental health related work with students.

Contact: Shahieda Jansen, sjansen@uwc.ac.za / Tel: 021 959 2299

Office for Students with Disabilities

The Office for Students with Disabilities is dedicated to promoting equality, oppose unfair discrimination, ensure reasonable adjustment to campus, facilitate learning and encourage participation of all students in university life. Students with disabilities include those who might not directly identify themselves as disabled but who might face discrimination in everyday life because of their impairment. They are located on the second floor of the Community Health Sciences building.

Contact: Carmen Loubser, cmloubser@uwc.ac.za / Tel. 021 959 3128

or Zeena Spannenberg, zspannenber@uwc.ac.za / Tel. 021 959 2770

Practical tips for being a successful student

Get organised

- The first step is to put together a to-do list so you can keep track of everything that needs to be done. Make sure that you have a master list of the due dates for all your assignments and tests. Do this at the start of the semester already so you know how to divide up your time. When arranging your electronic material you can use dates as part of folder names as an easy way to remind yourself of due dates.
- There are several options to keep track of dates: you can use a paper diary or set reminders on your phone's calendar. Or, you can put together a schedule with OneNote (which comes with Microsoft Office) where you can create different tabbed folders for all of your modules. You can also use Google Calendar which is linked to your Gmail student account.
- Don't make your daily to-do lists too lengthy, try to limit it to a maximum of five main tasks that need to be accomplished to avoid feeling overwhelmed.
- Being organised does not only mean that you have a to-do list, it also means that you keep all of your study material, lecture notes, and tutorial work ordered. Arrange your electronic material with labelled folders, but also keep your hard copy material neatly labelled and filed for easy access.
- Effective learning requires revision so start studying well in advance. Review lecture notes every day while it is still fresh in your memory. Reading preparation before, and follow up after classes will save time on studying during the exam time.

Prioritise

- Prioritise assignments that are due not only according to how much work is involved, but also take into account how much each assignment counts towards your course work marks. A task that requires research and drafting will need more time allocated to it. Learn from your experience: if you miscalculated for a previous task adjust your time allocation for future assignments.
- The last week or two of each term is usually packed with tests and due dates. Work and plan with that in mind.

Be realistic and flexible

- Be realistic. When you put tasks off until the last minute you will often try to work for hours on end which is very unproductive and stressful.
- A work schedule must be flexible because down time is as important as working hard, but also because of unforeseen circumstances like getting sick which may impact your ability to get work done. You especially need to give yourself time to recover from intensive tasks.
- Procrastination is a normal part of working, but it should not dominate your work time. If you know that you take some time to get going with work then you should plan your work schedule with that in mind.

Goals, motivation and rewards

- When you set goals for yourself do not forget to reward yourself for your hard work. This will help keep you motivated.
- Keep a list of completed tasks to help you track your progress and development. We tend to focus on our weaknesses and shortcomings and having a record of your accomplishments will remind you of all the hard work you have already completed.
- Ambitious or difficult goals can be intimidating and you might be tempted to give up before you even start. Break a task down into smaller, manageable units to make it easier to complete. The same principle applies to forming new productive habits. If you struggle to complete reading tasks, tell yourself that you will start off by reading at least 1 page (or the least number of pages you think you can manage) a day and then gradually increase the page count. The important thing is not to skip a day because you want a new habit to take root.

Work smarter not harder

- Know what time of day you're most productive. Some people get more done early in the morning, others prefer to work at night. Set aside time at the same time every day (if you can) to create a productive habit.
- Know your limits in terms of how long you can concentrate, and work around that. No one can fully concentrate for a whole hour so start with 15 or 30 minute units with small breaks in-between.
- Avoid distractions. You must try to maintain a distinction between your work time and recreational time. Tell your friends that you will be working and put your phone away. If you are working on a computer, switch off the internet so that you won't be tempted to procrastinate.
- When you have free time between classes try to use at least some of it for work. You can go to the library, or wherever you feel comfortable, so that you can focus.
- When you set deadlines, avoid thinking in terms of weeks or months. If you tell yourself that you have a whole month to complete a task you are less likely to start on it right away. Instead, think about your deadlines in terms of days. Assess the amount of work a task will require and assign an appropriate number of days to each task.

Some useful apps

- Pomodoro Timer: It helps to regulate your work and study sessions, and to keep you focused.
- Pocket: You can download articles onto your phone when you have Wifi access, and then read them offline at home.
- Tiny Scanner or ClearScanner: It converts photos you take on your phone into PDFs (useful for urgent forms).
- Use Google Drive (which comes with your student account) to save any files your lecturers email to you, or upload onto iKamva. That way you can access everything on your phone using Google Docs, Slides, and Sheets. You can make a file available offline to avoid using mobile data.

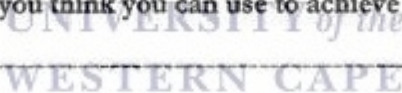
- o Also, Office 2016 is available to students for free, just go to the service desk for instructions on how to get it.

YOUR SEMESTER GOALS

What are your goals for this semester? (They don't necessarily have to be academic.)



What resources do you think you can use to achieve these goals?



Semester 1 outline

Term 1	Assessment and public holiday dates
Week 1: 4-8 February	
Lecture 1: Introduction to module	
Lecture 2: Becoming a critical thinker	
No tutorials	
Week 2: 11-15 February	
Lecture 1: Academic writing and the writing process	
Lecture 2: Using and integrating sources	
Tutorial: "Hidden Figures: Inspiring STEM heroes for girls"	
Week 3: 18-22 February	
Lecture 1: Research report topic - representations of science in film and other media	
Lecture 2: Research report abstract instructions	
Tutorial: Integrating sources activity	
Week 4: 25 February-1 March	
Lecture 1: Information literacy	
Lecture 2: Referencing (part 1)	
Tutorial: Class presentation (SA scientists)	Class presentation (for marks)
Week 5: 4-8 March	
Lecture 1: Referencing (part 2)	
Lecture 2: General research strategies	
Tutorial: Reviewing a student's research report (part 1)	
Week 6: 11-15 March	
Lecture 1: Thinking like a fact-checker when you're doing research	
Lecture 2: Reading for academic purposes	Research report abstract is due Tuesday 12 March before 15.00
Tutorial: Tutorial test 1 (Integrating and referencing sources)	Tutorial test 1 (for marks)
Week 7: 18-20 March	Thursday public holiday
Lecture 1: Argumentative essay and class debate topic and instructions	
Lecture 2: Construction and sharing of scientific knowledge	Classes end on Wednesday
Tutorial: Research report abstract feedback	

Term 2	Assessment and public holiday dates
Week 8: 1-5 April	
Lecture 1: Research report instructions	
Lecture 2: Improving current scientific practices	
Tutorial: "Braiding science together with indigenous knowledge"	
Week 9: 8-12 April	
Lecture 1: Common types of bias	
Lecture 2: How bias affects research and researchers	
Tutorial: Class debate	Class debate (for marks)
Week 10: 15-19 April	Friday public holiday
Lecture 1: Footnotes in the margins of science history	
Lecture 2: Privilege	Full research report draft is due Tuesday 16 April before 15.00
Tutorial: Reviewing a student research report (part 2)	
Week 11: 22-26 April	Monday public holiday
Lecture 1: <i>The mask you live in</i> (2015)	
Lecture 2: Algorithms of oppression	Argumentative essay is due Tuesday 23 April before 15.00
Tutorial: Research report draft feedback	
Week 12: 29 April-3 May	Wednesday public holiday
Lecture 1: Report from planet midnight	
Lecture 2: The word for world is forest	Final research report is due Friday 3 May before 15.00
Tutorial: "The Barnum Effect"	
Week 13: 6-10 May	
Lecture 1: "The plague" and <i>Pan:z</i>	
Lecture 2: Ethics in science	
Tutorial: Tutorial test 2	Tutorial test 2 (for marks)
Week 14: 13-17 May	
Lecture 1: Resisting absolute thinking	
Lecture 2: Exam preparation	
Tutorial: November 2018 exam paper	
Assessment period 20 May-28 June	

Addendum 14: ALC EMS module descriptor and outline

Home Department: ACADEMIC DEVELOPMENT

Module Topic: ACADEMIC LITERACY FOR COMMERCE 131/132

Generic Module Name: ACADEMIC LITERACY FOR COMMERCE 131/132

Numeric code: ALC131(Full time and part-time) ALC132 (Full time repeat module only)

Alpha-numeric Code: ALC131 /ALC132

Credit Value: 15 credits

Proposed semester/term Duration: SEMESTER

Programmes in which the module is offered: B Com, B Com Accounting, B Com Law, B Admin, B Com, B Com (ACC) 4-year programme Level 5

Main Outcomes

ALC 131/132 aims at improving first-year students' academic literacy skills, and the use of productivity software. After the course students will be able to:

- Demonstrate the use of various listening and note-taking strategies.
- Demonstrate an understanding of group dynamics.
- Demonstrate an understanding of analytical and critical thinking
- Apply critical and analytical reading skills in various contexts, e.g. text books & articles in journals, newspapers, magazines.
- Write well constructed- written assignments and academic essays. Use references and quotations in a coherent and appropriate manner.
- Summarise main and supporting ideas in written texts.
- Write well-constructed reports and proposals.
- Effectively utilize IT-based productivity tools to organize and manage information.

Main Content

- Listening and note-taking
- Self-esteem & group dynamics
- Critical thinking
- Reading & writing
- Referencing & digital information literacy

Pre-requisites: ALB 131 for 4-year programme students only

Co-requisites: ALB 131 for 4-year programme students only

Prohibited Combinations: None

Breakdown of Learning Time Hours:

Time-table requirement per week. Three lecture periods plus one tutorial period

Contact with lecturer / tutor: 60 Lectures p.w. 3

Tests & examinations: 6

Practicals p.w: DAL, one period per week

Assignments & Tasks: 30 hours per week

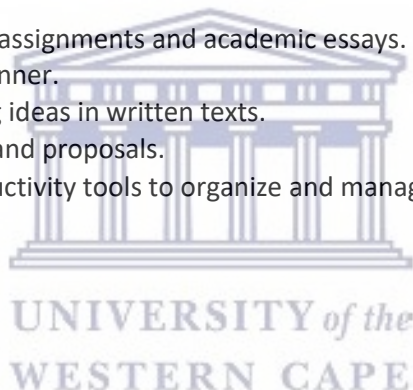
Selfstudy: 40 hours per week

Total Learning Time: 150 notional hours

Assessment Type:

Continuous evaluation (CE): 60% - tests, tutorials and major assignments

Formal examination: 40%



UNIVERSITY OF THE WESTERN CAPE

**FACULTY OF ECONOMIC AND MANAGEMENT
SCIENCES**

DEPARTMENT OF ACADEMIC DEVELOPMENT

ACADEMIC LITERACY FOR COMMERCE (ALC 131)



MODULE OUTLINE
UNIVERSITY of the
WESTERN CAPE

FIRST SEMESTER 2019

ACADEMIC LITERACY FOR COMMERCE (ALC 131)

Dear Student

Welcome to the Academic Literacy for Commerce (ALC 131) module.

We trust that you will enjoy the module and gain the necessary academic literacy skills to be a **competent** and **active** student throughout your **academic career**.

This is the ALC131 module outline, which is included in the ALC workbook. The workbook is the textbook for the module and you can buy it directly from the Printwize Shop in the Student Centre. The cost of the workbook will be communicated to you during the first week of lectures. We advise you to buy it as soon as possible.

There are four periods per week for ALC 131- three lecture periods and one tutorial period. **Please follow the time-table according to your degree and group. DO NOT SWITCH** to another time-table since it will result in the lecture venues being too small to accommodate everyone.

We are here to support you and this support does not only mean academic support. We also aim to offer students moral support and encouragement. You are therefore invited to come and consult with the staff when you need assistance. We appreciate students who adhere to the lecturers' and tutors' consultation times. However, we have an open-door policy for emergencies.

We would like to wish you well on this very exciting, but challenging journey – always do your best and be prepared to work hard. That is the key to success at university level.

The ALC Team.

PART A: GENERAL INFORMATION

2. ALC TEACHING STAFF AND CONTACT DETAILS OF DEPARTMENT

Lecturers:

Dr XX: XX

Telephone no: XX

E-mail address: XX

Ms XX: XX

Contact telephone no: XX

E-mail address: XX

Ms XX: XX

Contact telephone no: XX

Email address: XX

Senior Tutors:

XX

Secretary:

Ms XX: XX

Contact telephone no: XX

Fax number: XX

E-mail address: XX

Marks' Administrator:

Ms XX: XX

Telephone no: XX

E-mail address: XX

UWC website address: XX

Library referencing: <http://libguides.uwc.ac.za/referencin> EMS website:

<http://www.uwc.ac.za/Faculties/EMS/Pages/Home.aspx#>



PART B: TEACHING AND LEARNING

3. MODULE OVERVIEW: AIMS AND OBJECTIVES OF THE MODULE

Academic Literacy for Commerce (ALC 131) is a semester module aimed at developing students' academic literacy skills and general English language proficiency. The module is shaped through ongoing discussions and close cooperation with subject-specific lecturers

and departments to ensure that the tasks and assignments prescribed in the module develop skills needed by students in the faculty.

It equips students with skills and knowledge needed beyond the first year of university studies, and for the world of work. It develops the following academic literacy skills and competencies among students:

- Effectively listening and note making skills
- Self-esteem, interpersonal and group dynamics skills
- Decoding (instructions and questions)
- Critical and analytical thinking skills
- Reading for academic purposes
- Writing for academic purposes
- Report writing skills
- Research skills

The module consists of weekly lectures and tutorials where students meet in smaller groups to discuss and work on assignments. The assignments include tutorial tasks, a major assignment (an argumentative essay) and one term test. A final examination is written at the end of the semester.

Academic Literacy for Business (ALB 131/132) is the pre-requisite for ALC 131/132. ALC 131/132 is in turn, the pre-requisite for the module, Intensive Reading and Writing (IRF 131 and BSA 202). It is important to understand that ALC builds on the skills taught and learnt in ALB 131, and IRF 131 builds on the skills taught and learnt in ALC 132. Therefore, the literacy modules are linked and interdependent, and the objective in all three modules is to equip you, the students, with academic literacy skills which you should apply to all your other modules so that you will do well and succeed at university.

4. MAIN LEARNING OUTCOMES

At the end of the module students should be able to understand and demonstrate an ability to:

- Listen effectively in lectures and tutorials, and take notes effectively;
- Know what their strengths are and take responsibility for their own learning;
- Work effectively independently and in groups;

- Analyse questions and instructions in tasks, assignments, tests and examination papers;
- Critically read, analyse and evaluate different written texts (text analysis);
- Write well-constructed paragraphs in assignments and tasks, and summarise texts;
- Argue effectively and write coherent academic essays in which their sources (references) are integrated;
- Write reports and apply the digital literacy skills learnt; and
- Find research information, evaluate and select credible and reliable sources, and use the APA referencing system correctly.

5. INFORMATION LITERACY SKILLS

Information literacy is a term that is applied to the set of competencies required to source, evaluate, process and use information appropriately for a specific purpose. The Library has adopted an internationally recognised framework of information literacy competency standards for higher education. These have been summarised and differentiated for student level (Tyron et al, 2010).

Coursework assignments typically require many of the following information skills:

- analytical ability to define and precisely pinpoint the problem at hand;
- determining the type and extent of information needed to satisfy that problem;
- knowing where to find such information;
- an ability to devise an effective search strategy and refine this as necessary to improve relevancy of search results;
- understanding and recognizing markers of quality such as authority, peer review, currency and method;
- the ability to read, view or listen analytically and critically to establish viewpoint and value systems underlying a text;
- integration of new perspectives with previous knowledge and experience;
- marshaling evidence and arguments from information sources to answer questions;
- communicating the response in an appropriate format; and
- familiarity with protocols of quoting and citation for acknowledgement of sources used.

Information Literacy also aims to increase students' awareness of the ethical issues related to information use, such as copyright, censorship, access and privacy.

Information Literacy Curriculum Map I = introduce, R = reinforce, M = master	New Student Orientation	International Student Welcome	First Year Composition	COM 101	BIO 202	Study Abroad	Senior Capstone
Students will be able to identify keywords that represent a research topic.		I	I		R	R	M
Students will be able to identify article databases relevant to their major field of study.			I	R	R	R	M
Students will be able to distinguish popular from scholarly sources.			I	I	R		M
Students will be able to cite sources according to standard citation styles.			R	R	M		M

6. GRADUATE ATTRIBUTES

We also would want our students to acquire the following graduate attributes during the module and beyond:

Graduate attribute	Learning outcomes	Assessment tasks
Display respect and sensitivity towards members of various backgrounds	Students should respect and be sensitive towards other people's culture, religion and language. If they learn how to do it at university, they will be able to work effectively with their fellow colleagues in the working environment. Group work is important because that is where they could develop this attribute, as well as acquiring interpersonal skills and negotiating skills.	Group work is encouraged: working together in lectures, tutorials and group consultation sessions. Practicing interpersonal skills and listening skills.
Demonstrate ethical behaviour at all times	Students should be knowledgeable about plagiarism and other forms of academic dishonesty. They should strive to demonstrate ethical behaviour at all times by doing their own work and by acknowledging their sources when they have done research and used other people's information. They should also know the difference between what is right and what is wrong in order to behave ethical in any given situation.	Own work and honesty is encouraged in all assignments; plagiarism declaration must be included and signed when submitting the academic essay.

Know who they are and be goal oriented	Students should know who they are and why they are at university; they should set goals for themselves and for their lives as well as work hard to achieve their goals. If they learn how to be goal oriented as students, they will carry this skill into the working environment and into other areas of their lives.	Self-esteem activity: Identification of strengths and weaknesses as well as skills and personality traits.
Become critical and analytical thinkers who are emotionally intelligent, accountable and responsible	Students should cultivate the ability to become critical, analytical and reflective thinkers in order to succeed at university and to participate effectively as well as productively in the working environment. It is a life skill which we hope that students will become skilled in, in order to apply it throughout their lifespan.	Group work assignment on critical and analytical thinking; individual assignment on text analysis; individual assignment on analysing and comparing case studies and summary writing.
Be effective listeners in various communication contexts	Students should listen effectively in their lectures and tutorials, in group assignments and in general when they are in face-to-face communication contexts, more especially in the workplace and other social gatherings.	Group work activity on testing students' listening skills as continued assessment in class and tutorials.
Communicate effectively both in speaking and writing	Students should develop the ability to construct good sentences that make complete sense and that will be clear, logical and coherent to their listeners and their readers. Ideally, they should become effective communicators (verbally and in writing) in order to carry this skill to the world of work and beyond.	Individual assignment on constructing sentences and writing coherent paragraphs. Major assignment on academic essay writing
Respect and adhere to due dates	Students should develop the ability to plan and manage their time effectively because if they learn how to do it at university, they will be able to adhere to due dates in other contexts, as well as in the work place.	No late submissions policy. If a due date has been missed without a valid excuse, a zero (0) will be awarded.

UNIVERSITY of the

We therefore expect our students to acquire these attributes as the module progresses so that they can internalise and apply them in their attitude, conduct and character. In addition, we also expect our students to take responsibility for their own learning and work hard from the start of the semester in an honest and diligent manner. Lastly, we expect our students to be committed to their own academic success and do everything in their power to achieve their goals and dreams. These we expect not only in the first-year of study – our expectation is that students should own these attributes, make them part of their daily behaviour and apply them throughout their lifespan.

7. ATTENDANCE REQUIREMENTS FOR STUDENTS

Since the aim of the ALC module is to help students develop Academic Literacy and general English language proficiency, the work covered in the lectures and tutorials will be most important. **THEREFORE, ATTENDANCE IS COMPULSORY.** Attendance registers will be kept in both the lectures and in the tutorials. Students who are attending all the lectures and

all the tutorials, do their pre-reading and participate actively in class will receive 20 marks (2%) towards their final coursework mark at the end of the semester.

AN EXCUSED ABSENCE: Being absent due to illness/or any valid circumstance is an **excused absence**, if a student can provide proof.

When you are absent, remember it is **YOUR RESPONSIBILITY** to contact your lecturer in order to book consultation for work missed.

Please also note: We adhere to **due dates and we do not accept late submissions for work done in ALC**. The only time when we will accept late submissions is when you have a **valid reason which was communicated to us within the five day rule** of the university. Furthermore, a valid reason means that you must provide written proof of why you were not able to submit an assignment on time or missed a test. **The proof should reach us within five (5) working days after the missed deadline or missed test date** as per university rules.



8. ASSESSMENT IN THE COURSE AND LEARNING ACTIVITIES

Students are continuously assessed during the module to determine the level of their development. Assessment is done through a coursework component and a final examination. Students are, therefore, advised to keep in mind that passing the coursework components is vital for the successful completion of the module because the coursework component counts more than the examination component.

(1) Coursework Component:

The major assessment of a student's development occurs in the **Coursework component** of the module during the semester and it counts **60%** towards the final mark.

(2) Examinations component:

The remaining assessment takes place through the **Examination component** that occurs at the end of the semester and counts **40%** towards the final mark.

The success of the module is determined, amongst many things, through written self-reflections at the end of every second theme covered in the module. The tutorial assignments prescribed in the module have various outcomes such as developing reading techniques; applying and developing critical and analytical skills for planning and analysing instructions and questions in assignments, test and examination papers; effectively using mind maps as

tools to analyse the content in the different textbooks and academic articles; writing well-developed paragraphs; summarising and analysing business and academic articles, and case studies; and writing an argumentative academic essay in which academic literacy skills such as problem-analysis, argument development, referencing various sources of information and integrating sources in arguments are applied and practiced.

We want to encourage you to adhere to ethical principles when completing all assignments and tasks given. Therefore, please familiarise yourselves with the UWC policy on plagiarism and academic dishonesty, and refrain from copying or using someone else's work without recognition thereof.

9. MARKS BREAKDOWN: COURSEWORK AND EXAMINATION

The coursework mark is calculated in percentages from all the assessments done in the module to arrive at a mark out of 100. A final mark of 60% will be taken from the mark out of 100 to arrive at the coursework mark at the end of the semester for the module.

The examination mark will be out of 100. A final mark of 40% will be taken from the mark out of 100 to arrive at the examination mark. The examination takes place at the end of the first semester.

We take the 60% of the coursework mark and add the 40% of the examination mark to arrive at the final mark for the module.

10. COURSEWORK BREAKDOWN: ASSESSMENTS AND WEIGHTING

Term 1 & 2	ALC
Assignments	Weighting
Four tutorial assignments	25%
Major Assignment	Weighting
An argumentative essay	30%
Test	Weighting
1 Term Test	30%
Participation and attendance	5%
DAL	10%
TOTAL	100 %= 60% CW

EXAMINATION MARKS (EM)

END OF SEMESTER	WEIGHTING
100	40%

FINAL YEAR MARK

End of Semester	60% CW + 40% EM=100%
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11. PLANNING AND MANAGING YOUR LEARNING TIME

Planning during the semester	Estimated hours
Weekly pre-reading and class preparation (self-study)	2 x 13 weeks = 26
3 Lectures per week	3 x 13 + 2 = 41
1 Tutorial per week	1 x 12 = 12
4 Tutorial assignments (self-study)	4 x 5 = 20
Essay writing process including doing research (self-study)	35
Term test preparation	6
Examination preparation	10
Total learning time (contact and self-study)	150

12. FEEDBACK ON COURSE WORK COMPONENTS

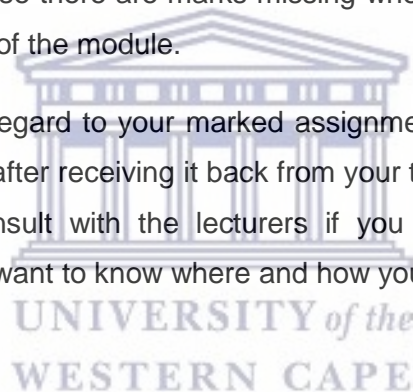
Please refer to the weekly module schedule in order to find the assessment tasks and due dates. All assignments are started within the tutorial periods and submitted in the tutorial periods on specific due dates. The marked assignments, with written feedback, will also be handed back to you in the tutorials. **Note further that, if you were not present in the tutorial**

when the assignment was started, it will not be marked unless you have a valid reason and did inform the lecturers about it within five (5) working days.

Please note that there is a two (2) week period in which the assignments will be marked, and thereafter, you will receive it back in the tutorials. The participation mark will be accumulated during the semester on pre-reading spot quizzes and discussions in class. This mark will be calculated in the second last week of the semester. There is only one term test for ALC and will take place at the end of Week 1 or 2 in Term 2. The marked term test will also be handed back to you in a tutorial period.

It is required of you to enter the marks which you obtained for your assignments on your personalised mark sheet in your workbook. Make sure that you sign next to the mark entered, and that your tutor signs as well. Having a personalised mark sheet will enable you to track your own performance and progress in the module. It also serves as proof that you have submitted an assignment in case there are marks missing when all the marks are published on the notice board at the end of the module.

If you have any queries with regard to your marked assignments, please consult with your lecturer within 5 working days after receiving it back from your tutor. You may also bring your marked assignments and consult with the lecturers if you need further clarification on comments made and/or if you want to know where and how you can improve on your work.



13. EVALUATION OF TEACHING AND LEARNING IN THE MODULE

The formal module evaluation of ALC 131 will take place in the last week of the semester. All students must complete the module evaluation form and are encouraged to specify what they believe should be done to improve the quality of the module.

In addition, written personal reflections on skills learnt and where the skills were applied will take place on a regular basis during the semester. One reason why personal reflections are done in the module is to assist students to reflect on their own learning process and to evaluate their understanding of the themes covered. Another reason is to provide students with an opportunity to identify challenging areas related to the module content in order to make it known to the lecturers timeously. In this way, lecturers can follow-up and clarify difficult aspects of the content.

14. WEEKLY MODULE SCHEDULE

The weekly module schedule is attached at the end of this outline. Please note it is divided into the two terms which comprises the first semester. Term 1 starts on Monday, 5 February until Friday, 23 March 2018. There is a one week break between Term 1 and 2, thereafter it is the start of Term 2 from Tuesday, 3 April until Friday, 18 May 2018. The examination period will follow thereafter.

PART C: ADDITIONAL INFORMATION

15. EMERGENCY NUMBERS ON CAMPUS



15.1 Campus Protection Services	(021) 959-3777/2100
15.2 Student Health Centre	(021) 959-2876/5
15.3 Campus emergency	(021) 959-2508
15.4 Centre for Student Support Services	(021) 959-2299
SMS Counseling Help line	(072) 561-5105
15.5 Vice Rector Student Development & Support	(021) 959-3589
15.6 Gender Equity Unit	(021) 959-2812
15.7 Residence Administration	(021) 959-2725
15.8 Proctor's Office	(021) 959-3685
15.9 Tygerberg Hospital	(021) 938-4911
15.10 South African Police Service (Bellville-South)	(021) 950-1300
15.11 Other matters: ADD Secretary	(021) 959-3485
15.12 EMS Security Officers (short code numbers)	5500/5499

16. STUDENT SUPPORT SERVICES ON CAMPUS

16.1 STUDENT HEALTH CENTRE

There is a health clinic on campus, situated on the first floor in the Community and Health Sciences Building. This service is available to all registered students. Undergraduate students pay R140 per visit, and undergraduate part-time students R190 per visit. If your parents (spouse) belong to a medical aid scheme, you are welcome to use that. Family planning costs R70.00 for the first visit; thereafter it is free for all undergraduate students (both full-time and part-time). HIV/AIDS testing is also free and available from Monday to Friday, between 09h00 and 14h30. Contact no: (021) 959-2875/ 2876.

16.2 STUDENT COUNSELING

This service is available free of charge to any registered student that is in need of counseling, but you need to make an appointment first. The Centre for Student Support and Counseling is situated on the second floor in the Community and Health Sciences Building.

16.3 OFFICE FOR STUDENT DEVELOPMENT

The Office for Student Development offers a wide range of services and advice to students, free of charge during the module of the academic year. The office is situated in the Student Centre on the first floor, next to the elevators.

16.4 GENDER EQUITY UNIT

This unit deals with gender equity issues and related matters such as sexual harassment, abuse, rape, and violence. The unit is situated at the far north end of the campus, behind the Cassinga Residence.

Sexual harassment could be described as unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behaviour of a sexual nature where such conduct creates an intimidating, hostile, or demeaning educational environment.

If you feel uncomfortable about the way any person (lecturer, tutor, other staff members, friend, boyfriend, girlfriend), acted towards you in the afore-mentioned regard, you may seek assistance from the UWC Gender Equity Unit, contact number (021) 959-2813.

16.5 OFFICE FOR STUDENTS WITH DISABILITY (OSwD)

The Office for Students with Disabilities is situated on the second floor in the Community and Health Sciences building and offers a support service (free of charge) to students who are physically and otherwise challenged.

16.6 STUDENT REPRESENTATIVE COUNCIL (SRC)

The SRC is the formal structure that students can utilise when they have any issues related to their academic work and progress that they feel were not sufficiently dealt with by the lecturer, tutor, department or faculty. The SRC's office is situated in the Student Centre, on the second floor. There is also a faculty representative council in the EMS Faculty.

16.7 THE WRITING CENTRE

For additional writing support, please feel free to contact the writing centre. They are located at the ground floor at the back of the New Arts building.



16.8 CAMPUS PROTECTION SERVICE

Campus Protection Service coordinates safety and security matters on campus and their offices are situated behind the Prefab buildings. Theft, lost or stolen items, abuse, rape, violent and assault incidences, as well as other safety and security matters can be reported there. Contact numbers are: (021) 959-2564/3700/2100.

16.9 STUDENT LAW CENTRE (Legal Aid)

The Student Law Centre provides advice and services on legal issues that you may have. This centre is situated next to the Law Faculty.

ALC 131 WEEKLY SCHEDULE – FIRST SEMESTER 2019: TERM 1

		LECTURE 1	LECTURE 2	LECTURE 3	TUTORIAL
Weeks & Dates	Learning objectives/ Outcomes Students should:	Content to be covered	Content to be covered	Content to be covered	
1 4 -8 Feb	Understand what ALC is about and why they need to pass ALC	Introductory lecture Overview of what ALC is about Give pre-reading	Introductory lecture Overview of what ALC is about Give pre-reading	Listening What is listening? Why is listening important? Types of listening	No tutorial
2 11- 15 Feb	Understand and demonstrate an ability to listen and take effective in lectures and tutorials; Know who they are	Listening continues Barriers to listening Listening strategies Note-taking	Note –Taking continues What is note taking? Why do we take notes? How to take effective notes in lectures and tutorials	Group Dynamics The individual in the group(self-esteem) High vs low self-esteem Self-esteem strategies	Tutorial assignment No. 1a: Listening and note-taking assignment in tutorials
3 18 -22 Feb	Understand how groups function; understanding and demonstrate an ability to decode instructions and questions in assignments, tests and examinations	Group Dynamics continue Group formulation Group phases The Lima Bean story and lessons that we can learn	Decoding Decoding (analysing) instructions and questions in assignments, tests and examination papers	Decoding & Key concepts in ALC Multilingual glossary list with most important concepts in ALC for all students across the various degree programmes	Tutorial assignment No. 1b: Individual assignment on decoding based on instructions and questions from different modules Receive assignment 1a
4 25 Feb - 1 Mar	Understand and demonstrate an ability to think critically and analytically in order to solve problems	Critical thinking Defining the concept of critical thinking Key characteristics of critical thinking Critical thinking strategies	Critical thinking continues De Bono’s critical thinking hats and tools for effective problem-solving and decision-making purposes across all modules	Reading for academic purposes Pre-reading techniques Comprehensive reading for application across all modules	Tutorial assignment No. 2: Group assignment on critical thinking and problem solving Submit assignment 1b

5 4-8 Mar	Understand and demonstrate an ability to read for academic purposes	Reading for academic purposes continues Critical reading and text analysis for application across modules	Writing for academic purposes Learning to write vs writing to learn Basic building blocks and English word groups	Writing for academic purposes continues Sentence construction Paragraph development Rules for academic writing Writing coherently	Tutorial assignment No. 3a: Individual assign on comprehensive reading and text analysis Submit assignment 2 Receive assignment 1b
6 11-15 Mar	Understand and demonstrate an ability to write for academic purposes and using quotations correctly based on the APA referencing style	Writing for academic purposes continues Answering essay type/long questions Structure and what to do Look at mark allocation	Writing for academic purposes continues Decoding the instruction Identify how many parts are included and plan on how to do it	Writing for academic purposes continues APA referencing style Incorporate sources and quotations in your writing and acknowledgement	Tutorial assignment No 3b: Starting the mini-essay assignment Submit assignment 3a Receive assignment 2
7 18-20 Mar	Understand and demonstrate an ability to summarise and analyse texts critically	Writing for academic purposes continues What is a summary? Different types of summaries How to write summaries	21 March Human Rights public holiday	Writing for academic purposes continues Brief summaries Analyse and compare two case studies in order to discuss the content critically	Tutorial assignment No 4: Start individual assignment on summary writing and text analysis Submit mini-essay

ALC 131 WEEKLY SCHEDULE – FIRST SEMESTER 2019: TERM 2

Weeks & Dates		LECTURE 1	LECTURE 2	LECTURE 3	TUTORIAL
	Learning objectives/ outcomes. Students should:	Content to be covered	Content to be covered	Content to be covered	Activities
1 2-5 Apr	Understand and demonstrate an ability to analyse, compare and two case studies critically	Short week because of the public holiday on Monday	Test preparation Comprehensive and critical reading Text analysis and critical discussion	Lectorial on test preparation Comprehensive and critical reading Text analysis and critical discussion	Activity Submit assignment 4 Receive assignment 3b Receive mini-essay Test preparation
2 8-12 Apr	Understand what an academic essay is and why we write academic essays in undergraduate modules	Academic Essay Writing Process What is an essay? Why do we write essays? Types of essays	Academic Essay Writing Process Structure of an academic essay: Introduction Main part (referred to as body) Conclusion	Lectorial on the academic essay and topic identification and formations	Activity Select a topic, decode the topic and plan the first draft
3 15-19 Apr	Understand and demonstrate an ability to write a first draft of the academic essay	Academic Essay Writing Process Writing is a thinking and meaning making process Contextualise your argument	Academic Essay Writing Process Writing the academic essay Contextualisation, use signals effectively and creating cohesion	Lectorial on contextualising my stance/argument, writing coherently, meaningfully and interestingly	Activity Submit the first draft and peer-commenting on the draft in order to start the second draft Receive assignment 4
4 22-26 Apr	Understand and demonstrate an ability to integrate quotations and references correctly according to	Academic Essay Writing Process Plagiarism Referencing Selecting credible, valid and	Academic Essay Writing Process Types of quotations In-text referencing Integration of quotes within the body of the essay	Lectorial on selection of credible, valid and trustworthy sources, and integration of sources within the body of the essay	No tutorials due to public holiday (Freedom Day)

	the APA referencing style	trustworthy sources	End-text referencing		
5 29 April - 3 May	Understand and demonstrate an ability to in cooperate feedback given on first draft in order to prepare the final draft	Academic Writing Process Essay writing criteria How to conduct interviews and using the information as a source in essays	1 May 2018 Public holiday: Workers' day	Lectorial on the academic essay: final preparation and checklist	Activity Final checking and submission of final essay draft Receive test back
6 6-10 May	Understand and demonstrate an ability to write reports, emails and letters	Business writing Report writing Email writing Letter writing	Business writing Report writing Email writing Letter writing	Business writing Report writing Email writing Letter writing	Activity Quiz on business writing
7 13-17 May	Understand and demonstrate an ability to use study skills effectively across all modules	Study skills Different learning styles Tips from successful students How to manage stress	Study Skills How to study Remembering information through the technique of association	Revision and exam preparation Final revision and examination preparation	Activity Receive essay back Receive attendance mark Verification of marks Exam preparation

Addendum 15: Students' qualitative responses: Open-coding, Stage 1

ENG. 106 ARTS STUDENTS QUALITATIVE RESPONSES

FINANCIAL SUPPORT
Q8. Are your parent(s)/guardian(s) unemployed?
Q8.1 If employed, what is the individual/ household income per month?
<p>R30,000</p> <p>Not sure</p> <p>R10,000</p> <p>R2,800</p> <p>Mother R15 000 Father R25 000</p> <p>R13,000</p> <p>R5,000</p> <p>R35,000</p> <p>I don't know</p> <p>R14,000</p> <p>R25,000</p> <p>R28,000</p> <p>R2,500</p> <p>R 20 000 - R 30 000</p> <p>R20,000</p> <p>R20,000</p> <p>I am not sure I do not live with mother</p> <p>R6,000</p> <p>I dont really know</p> <p>R 9 000 - R 11 000</p> <p>R50,000</p>



10 students preferred not to answer the question.

Q9.1 If unemployed, how is provision made for living and other expenses (travelling, etc.)

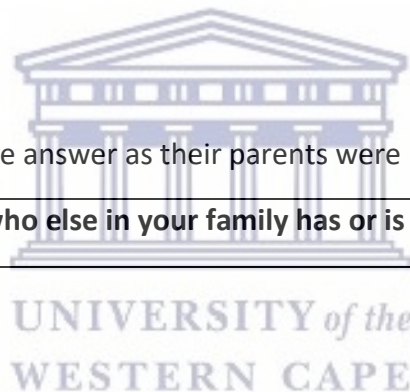
- By selling sweets in the streets.
- My grandmother's pension is the provider for living and other expenses.
- My parents own a small business back at home to support the whole family and provide us with everything.
- My mother uses my siblings' support grant and stepdad works, so his income contributes to.
- My mother sells vegetables and fruits
- My grandparents are pensioners. They receive money from the government.
- Father is not present in my life so I have my mom who tries to cover up the GAP of an absent father.
- Parents assisting financially

23 students did not answer the question as their parents were not unemployed.

Q10.1 If no, please indicate who else in your family has or is studying at university.

- My mother at CPUT
- Older sister
- Both parents but my mother dropped out
- My brother
- Older brother
- Siblings
- My mother
- Aunts, uncles and cousins have studied at university.
- Mother, brother
- My mom/ aunt / uncle
- Mother, Aunt and cousin
- Dad has also studied here at UWC

19 students did not answer the question as they were the first generation of graduates at university in their families.



Q11. Which degree programme are you registered for?

B A (general)

B A

B A

B A in Arts

B LIS

B A

B A

B A

B A

B A Psychology

B A Arts

Bachelors of Art (B A)

B A

B A degree

Bachelors of Arts 4 year

B arts degree in Geography

B A

Bachelor of Arts, general

B A

B A

B A

B A Arts degree

B A

B LIS

B A 2101

B A

B A 4 year programme



B Arts

B A

2 students preferred not to answer the question.

STUDENT SELF- REFLECTIVE QUESTIONNAIRE ABOUT ALs COURSE

Q1. What do you think, why are you doing this course?

- I am doing it to have a basic understanding of how to answer certain essays and to have a foundation of the English language.

- It will help me when I'm doing the community service, I will be able to teach instead of doing it for free.

- To help me understand the language better and how to present my findings in a proper way.

- I am studying English 106 to help complete my BA in Arts to improve on my English, and to help me understand and interpret discussion and conversations.

- To help with writing, reading and thinking critically. To being able to conerse with people.

- I am doing Eng. 106 because it is important for me to be able to write and be familiar with writing and reading because of my career choice - Journalism

- I am doing English 106 because I want to improve in English as a language of communication in the world.

- To help me enhancing my critical thinking and writing skills. To make my academic voice stronger.

- Because I am not good at essay writing.

- I am doing this course to develop my communication skills and to be creative in terms of thinking.

- I think it is a good module. I chose English 106 because I want to learn more about literature.

- To gain knowledge about the course so that it can benefit me in my future career.

- I had a bit of a struggle with English 111 and switched to Eng 106 because it seemed much easier as I am an Afrikaans speaking student.

- I am doing this module because I love creative writing.

- To add credits

- To help me handle my other modules better.

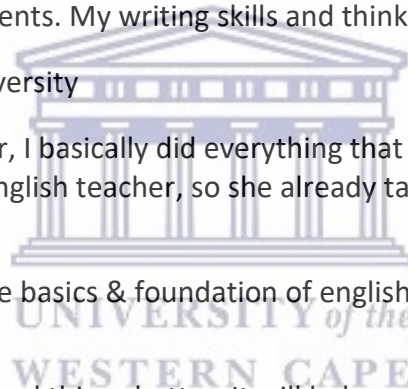
- I'm doing this course in order to get credits for me to pass first year.
- I'm doing it because it has always been my goal to know it since I was laughed and made fun of in my first year of high school because I was from a disadvantaged school with a broken english.
- I am doing the course to better my english skills such as critical thinking, creative writing and understanding
- I want to learn more on how to write my assignments.
- I was struggling with first semester ENG 111
- I am doing ENG 106 to better understand English the way its used and interpreted
- Much easier than other modules
- Because I failed ENG 121 last year an d106 was the easier option.
- It is because it helps me with critical thinking and communication
- Because I failed ENG 111 and need the credits
- It was the only module that did not clash with my other modules I had chosen.
- Only module that was available
- I need credits for a first year module.
- To become a better writer, reader and
- Learning and improving your use of thinking and writing

Q2. Do you think this course is beneficial for you in any way?

Q2.1 If yes, please explain why and if no, please also explain why.

- It is beneficial because certain basic things that I may think I understand that I do not. Therefore, English 106 is a navigation for that understanding.
- It improves me in my everyday life in terms of language.
- Yes it has helped me to argue and present my work in a very good way.
- English 106 is very different from the English that I thought I was going to study. It is important and helpful because we talk about issues that we face in society and how we as individual can help deal or solve it.
- We get to know more about grammar and your thinking skills. It will help with able to write thesis in the coming years.
- The module is beneficial in a sense that I am able to use the English language formally and it has broaden my vocabulary as well.

- Because I am learning how to write and communicate using English.
- My writing and thinking skills have improved. I do not accept things as it is and want facts/evidence.
- It helps with essay writing and my development in the process of essay writing and my accumulation of knowledge in many ways.
- YEs, this is beneficial to me because I am now exposed to communicating with different people in the class and this makes it easy for me to adapt into other people.
- My English got improved in terms of speaking and writing it.
- I am gaining knowledge and skills that will improve myself and my career.
- It will help me to get more understanding of the basic language and grammar.
- It is easier to understand and also it gives me the chance to improve my vocabulary and grammar.
- It helps me with my assignments. My writing skills and thinking skills
- It helps me get a grip on university
- During my high school career, I basically did everything that we ar doing in this course already. Also my mother an English teacher, so she already taught me how to think critically.
- Yes, because it helps with the basics & foundation of english which means the language, structure etc.
- It will benefit me to understand things better. It will help me to interpret things clearer.
- It helps me to know how to structure my essays.
- It is giving me the skills to think criticalky and to be able to write essays.
- Because it helps me understand the language better.
- I learn more about writing techniques and my grammar
- The career that I want to go into does not really require ENG106
- It is very beneficial because I can analyse much more better and I have learnt a lot.
- It helps me with writing and everyday skills
- I didn't think I'd be studying English at university level as it is not my favorite or passion. I'm more of a historical/political mindset so I'd prefer to be based in those module rather not something I'm not passionate about.
- We have a really cool lecture and the information is helpful



- Yes, it helps understand the meaning of words and reading with understanding.

2 students preferred not to answer the question.

Q3. Does this course help you to make the transition from high school to university easier?

Q3.1 If yes, please explain in what ways it has helped with the transition from high to university.

- It has helped because in high school I was only given one option of doing an essay which was narrative essay. I have never been able to write an argumentative because I was told it is difficult so knowing how to write an argumentative has or will help me argue bigger things in university.

- You learn in depth how to express yourself in writing an academic level.

- How to construct an argument and be able to do without saying the something once and again.

- It has helped to cope with the transition from high school to university in that I do not. I should not take things from face value but engaged with them and be objective.

- Because we add more into what we have already learnt in high school and be better at it.

- The course has helped me in making the transition from high school to varsity easier because of the welcoming lecturer, Dr Ntete, who is very accommodating as well.

- It helped me because in high school I learned English as a first additional language but in the university it became a home language because I use English language on the daily basis.

- University expects the same from me that my school expected, only now I have less time. But that transition has ensured that I do everything in the time frame that I was given.

- It serves as a purpose and fills in the gaps from high school to university.

- This course has helped me to such an extent that I can easily hold a conversation with other different races. But at first, I was not able to do that because I attended in a high school which is only for blacks, so when I arrived to the university it was kind of difficult to me to communicate with other people who are of a different race.

- It has become more easier for me to communicate with other people in English and I am more confident about how I speak now than before.

- The course wasn't completely different to what we did in high school, so it allowed me to transition much easier than expected.

- It made things easier because the course is not that difficult and the lecturer/tutors helps us a lot.
 - English 106/105 it almost the same as the basic English that we did in high school.
 - It has helped me with my thinking skills and to be able to read between lines.
 - The module helped me cope with university and I feel as if the module prepares one for university life.
 - It shows me how to properly construct all essays which I have to write academically, which is something which I wasn't taught in high school.
 - Yes because in a way it has helped me to get used to how things are done at the level of education and also it helped me in understanding a lot of things which I can't do and also does what I am allowed to do.
 - This course helps me to be punctual. It helps me to be more disciplined towards not only this course but to all I do.
 - It helps me to write better essays and it improves me in my writing and how to conduct my academics.
 - It has given me the skills to write an essay and the different types of essays.
 - It laid the foundation for me to start and go on from there.
 - Make it easier for me to understand the writing process
 - I am doing my second year and I did not do this module during my first year so I transitioned without it.
 - It helped realise that in university you have to be reasonable for everything that you say.
 - It is much easier than Eng 111 and slowly eases into the work. It's not that big of a shock to go from high school English to English to Eng 106.
 - Particularly I'd not struggle with English due to the background schooling I had received so the transition between high school and university is not a big deal due to the education I've received before coming to university.
 - I learnt new things about the library
 - Yes it does because university wants you to express yourself fully in clear detail.
- 2 students preferred not to answer the question.

Q4. Do you think you are being equipped with useful skills in the EED/AL course?

Q4.1 If yes, please explain which AL skills have equipped you, how and why you think it has equipped you. If no, please explain why no, which EED/AL skills you think you should be equipped with how and why.

- I think other basic studies like how to answer and write plays and other aspects of media and writing skills.
- My use of language is getting better.
- On how to access digital staff.
- Critical thinking and discussion have been improved by studying English 106.
- Writing skills more especially because it is essential to know how to summarise and write whatever you are writing.
- Writing has got to be the one skill I am close to mastering. This is because of the work we have done thus far (essay writing) As well as readign with understanding and not just for the sake of heading.
- I know to communicate using English.
- It has equipped me with critical thinking and writing skills. Hence I do and see everything from an academic perspective.
- It equips me with writing skills and the writing process as well as the manner in which I read/
- In this course I have been equipped with good communication skills, writing skills and listening skills.
- I understand more on how literature is useful for me to study.
- The useful skills such as creative writing and so fourth allows me to use my imagination more and therefore with what I wan to do, careerwise, will help me excel and do a better job.
- It has helped me with my grammar, essay skills and even how to work / communicate with people.
- Yes, it has equipped me because I am to understand and do critical thinking.
- The course reader and my attendance has helped me to be able to structure my assignments and to think out of the box.
- English has helped me with understanding the library website and referencing works.
- How to think, read and write critically
- I think that it has equipped but I wouldn't say me because it didn't do a lot.
- It has equipped me to understand things clearer. It developed useful skills such as critical thinking and creative writning.
- I have been equipped with the skill to write and to think critically.
- It helps me understand and communicate better.

- Language and writing skills
 - I am being equipped with better reading and grammar skills
 - It is critical thinking reasoning and knowing how to deal with arguments
 - No because most of the skills we are being taught in Eng 106, we were taught in high school.
 - It's basically a repetition of high school what's done here in ENG 106 is repeating things we've touched on at high school level but rather expanding it further or unlocking what the high school had left out.
 - With better understanding of academic environment.
 - Yes I am, teaching us the knowledge to read inbetween the line with fine detail.
- 3 students preferred not to answer the question.

Q5. Are you applying the EED/AL skills you have learnt elsewhere in your studies?

Q5.1 If yes, where are you applying it and if no, please explain why you are not applying the skills.

- In all my modules I now know how to construct meaningful arguments and presentation.
- I have learnt to engaged more in conversations and to more critical with my thinking process.
- Because they are totaly different modules and somethings we do in Eng. 106 we don't do in other modules.
- The majority of my modules deal with a lot of reading and writing. I am able to structure my writings such as essay and I am very much aware of what and what not to do when writing essays.
- I am applying English at home to my relatives to get use to English language because it is a language of communication.
- Antropology
- I apply it to all essay type questions in other modules.
- I am applying the skills in my other academic modules and to others who ate around me.
- I apply it when communicating with other people and it helps me understand my school work as it is all in English.
- With various other courses where essay writing is needed.
- I'm applying it to my psychology essays/ assignments and even in my Afrikaans module.
- When I am doing my assignments and also studying for the tests

- In my assignments writing
 - Finding platforms to find research has always been a problem and English 106 has helped me with the class we had in the library.
 - When studying for tests, writing essays for my other modules.
 - To all the module I have
 - I am applying the good ways in which I have to present my work.
 - I have been applying my ENG111 skills to my modules. Therefore I am able to write good academic essays.
 - Other subjects
 - I apply it to my essay writing my other modules
 - The skills are not required anywhere else
 - I am applying it to my academics and social life.
 - I've been applying these skills to my other studis long before i register for Eng 106
 - My other modules requires different skills
 - Doesn't go with the module I have
 - When I am doing research
 - Yes I am in terms of reading and studying LCS
- 4 students preferred not to answer the question.

Q6. Do you think the EED/AL module contributes towards your academic success?

Q6.a If yes, please explain how it contributes to your success and if no, please explain why you think it is not contributing to your success.

- It is one of my highest marks so it really helps boost my marks whilst learning new things within the course.
- Yes because now I know how to access information and be able to use that information to help me do my assignment and be able to quote other with reference.
- My writing and thinking skills is improving even with my other modules.
- It contribute to me knowing about stories and how to write, and how to present what you are writing.
- The module contributes very much to my success. The one thing, if not two, I love is that there are many fields I could use skills learnt - writing proposals, bursary applications, email, etc.

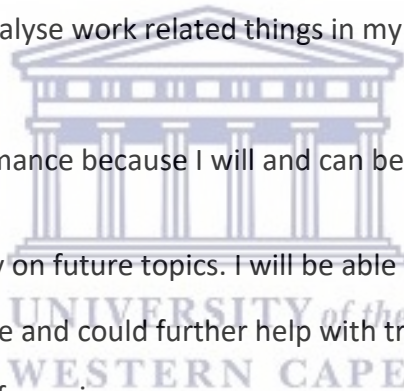
- It has made me a better writer.
 - I struggle with essay writing and the course is helping me develop my writing skills.
 - English is the root to my academic success because without it I wasn't going to be able to understand anything that is taught to me in English.
 - It is improving my skills which contributes to me succeeding in my academics.
 - It will equip me with my basic skills that will ensure my academic success.
 - The critical thinking contributes to my success very much.
 - It helps you understand and to be able to write and knew how to answer your essay.
 - It helps me understand how to think critically and objectively. Thus, improving my results.
 - It is basically teaching me how to become a successful university student.
 - It has a huge contribution to my success because it helps me to stay on par with things such as tasks.
 - It is not because I cannot major with it in the next coming year.
 - My academic essay skills have improved. I am able to write my essays on other modules with ease.
 - Helps on in certain areas where you can apply it in other module/subjects.
 - I can get get credits for this which could help me get enough to do a course.
 - I get to improve my English writing skills.
 - I am able to reason any decision/ take in a good way and I can be a critical thinker most of th time.
 - Because if I pass this moule I earn credits which will me pass th year.
 - I need to pass it in order to get to my net level of study
 - Cause I am new to it
 - Yes helps with the future and reading skills.
- 6 students preferred not to answer the question.

Q6.b Also offer some thoughts and or ideas of how you think the EED/AL courses may further contribute to your success in future.

So far, the department is doing a good job.

- It will help me be able to communicate

- If it could be made compulsory module for all first years that will great improve on individuals those who study it and society will benefit from it.
 - It will contribute to my success as to know how to write a report, article etc. and not to be emotionally involved in that report.
 - It will help me one day to write my thesis and to get facts/evidence before saying something.
 - Since I would like to become a speech therapist in the future, it will allow me to work better with my clients therefore helping me to achieve success in my career.
 - It will help me with my English language, how to communicate with people in this language.
 - I am able to learn more and unerstand things at a bigger picture.
 - It will help me to be able to write mt thesis and how to answer the questions being ask and not to answer by being of topic.
 - It will help me to critically analyse work related things in my workspace in the future.
 - None
 - It may contribute my performance because I will and can be promoted by the Eng 105 credits
 - I will be able to think critically on future topics. I will be able to write good essays.
 - English is a common language and could further help with travelling to other places.
 - Focus and help more with referencing
 - By allowing it to be taught on other years as well.
 - More creative writing assignments would be very helpful.
 - N/A its fine as is
 - Critical thinking as a skill
 - Helps understanding people body language and why things are the way they are.
- 11 students preferred not to answer the question.



ALC EMS STUDENTS QUALITATIVE RESPONSES

FINANCIAL SUPPORT
Q8. Are your parent(s)/guardian(s) unemployed?
Q8.1 If employed, what is the individual/ household income per month?
Participant 1: Unsure
Participant 2: I don't know, it is probably around R15 000 - R20 000
Participant 3: R45,000
Participant 4: R57 00
Participant 5: R20 000 and R40 000
Participant 6: R20,000
Participant 7: R45 000 +
Participant 8: R60 000 +_
Participant 9: R50 000 +_
Participant 10: I'm not sure
Participant 11: R3,500
Participant 12: Unsure
Participant 13: She is a pensioner
Participant 14: R 25 000 pm
Participant 15: Not sure
Participant 16: Not sure
Participant 17: R20,000
Participant 18: R23,000
Participant 19: I dont know
Participant 20: Unsure
Participant 21: Grandmother - social grant Mother about R4 000
Participant 22: R18,000
Participant 23: R30,000
Participant 24: R4,000



Participant 25: Grandmother receives social grand, aunt is unemployed.

Participant 26: Unsure

Participant 27: R10,000

Participant 28: R60,000

Participant 29: Unsure

Participant 30: 100,000

Participant 31: R20,000

Participant 32: R95,000

Participant 33: R4,000

7 students preferred not to answer this question.

Q9.1 If unemployed, how is provision made for living and other expenses (travelling, etc.)

Participant 1: My guardian rents out flats and has tenants. Apart from that she transports scholars to and from school. In that way earns some sort of income.

Participant 2: My father is a car guard and earns very little from it. My uncle supports my family financially, with studies especially.

Participant 3: We have opened a side business which helps to make provision for living expenses

Participant 4: I have a bursary and my grandmother does odd jobs at her previous place of employment.

Participant 5: My father sends money when needed my mom does not have a permanent job its a contract they only phone when she is needed.

Participant 6: I receive NSFAS. My grandmother receives a social grant. My aunt is self employed/ parttime photographer.

Participant 7: My one parent is employed and covers all expenses.

33 students did not answer the question as their parents/ guardians are not unemployed.

Q10.1 If no, please indicate who else in your family has or is studying at university.

Participant 1: Both my parents and sister have studied at a university.

Participant 2: My mother

Participant 3: My mother, father and sister has graduated from university.

Participant 4: Mother and Father

Participant 5: My sister (21)

Participant 6: Grandmother, mother, aunts, uncles, cousins, brother

Participant 7: Both parent and my younger brother.

Participant 8: Mon and dad

Participant 9: My brother, currently doing second year at the university of the western cape.

Participant 10: My foster sister is a graduate of the university of the western cape.

Participant 11: My dad and brother have both studied at universities.

Participant 12: Granny, grandpa, mother, father, uncle, aunt

Participant 13: My older sister.

Participant 14: Both my parents, my aunt, my older sister, my cousin.

Participant 15: Mom, sister, aunt

Participant 16: My older brother

Participant 17: My mother and my older brother

Participant 18: Brother is studying

Participant 19: Both parents (mom and dad) and brother

Participant 20: My brother is at a private university.

Participant 21: My father and aunt, my father's sister, my mother

Participant 22: 2 of my sisters

Participant 23: My mother

Participant 24: Mother

Participant 25: Youngest sister

Participant 26: My parents as well as my sister.

Participant 27: My elder sister

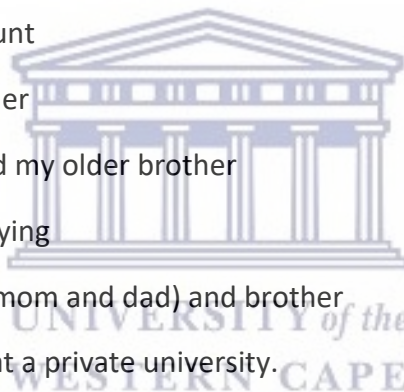
Participant 28: Father, mother and sister.

13 students indicated that they were the first generation of graduates in their families.

Q11. Which degree programme are you registered for?

Participant 1: B Com (General)

Participant 2: B Com Financial Accounting



Participant 3: B Admin

Participant 4: B Admin

Participant 5: B Admin

Participant 6: B Admin

Participant 7: B Com Accounting

Participant 8: B Com Financial Accounting

Participant 9: Bachelors in Administration

Participant 10: B Com Financial Accounting

Participant 11: B Admin

Participant 12: B Admin

Participant 13: B Com Financial Accounting

Participant 14: B Admin

Participant 15: B Admin

Participant 16: B Admin Degree

Participant 17: B Com (N)

Participant 18: B Admin (3yr)

Participant 19: B Admin

Participant 20: B Com Financial Accounting

Participant 21: B Admin

Participant 22: B Com Financial Accounting

Participant 23: B Admin

Participant 24: B Com general (N)

Participant 25: B Com general

Participant 26: B Com Financial Accounting

Participant 27: B Com Accounting 3 year

Participant 28: B Com Law

Participant 29: B Admin 3 year

Participant 30: B Admin



Participant 31: B Admin

Participant 32: B Com General 3years.

Participant 33: B Admin

Participant 34: B Com (nN)

Participant 35: B Com (N)

Participant 36: B Admin

Participant 37: B Administration

Participant 38: B Admin

Participant 39: B Admin

Participant 40: B Com Accounting 3 year

1 student preferred not to answer the question.

STUDENT SELF- REFLECTIVE QUESTIONNAIRE ABOUT ALs COURSE

Q1. What do you think, why are you doing this course?

Participant 1: I think I am doing the ALC course for me to gain skills that will benefit me while completing my undergraduate degrees and as I am going to pursue my post graduate studies. There are skills such as critical thinking, critical discussion and writing an academic essay.

Participant 2: I think the university has noticed that students who are transitioning from high school to university are struggling to understand as to what is expected of them when doing work, assignments and homeworks given out by lecturers.

Participant 3: To assist me in the transtion from high school to university. Especially where the workload, content, exams and essays writing/research papers are concerned.

Participant 4: I think that I am doing this ALC course to help me with writing and analysing skills that will consist me in all other modules.

Participant 5: ALC is a course that assists students with the manner in which things are done in university and contemporary society.

Participant 6: I think I'm doing the ALC course to help me adjust to university life, for mental purposes and just to be self aware because in the course we're taught on hoe to do academic reports nd writing which prepares me, and is a advantage because these skills obtained in ALC help me in my other modules.

Participant 7: I am doing this course (ALC) in order for my reading and writing skills to be enhanced, as a student needs to have sound skill of reading and writing in order for them

to better understand coursework and to be able to follow instructions effectively in examinations tasks.

Participant 8: This course gives students a foundation of what to expect at university and shows us how to apply the necessary skills that we are taught in ALC particularly as we are striving towards our degrees.

Participant 9: I think is there to prepare us for what is expected in university. How to provide work that is up to standard and leave high school ways.

Participant 10: I think we are doing ALC to try and be educated of how to deal with university studies. In terms of how we should think, answer and communicate.

Participant 11: In order to apply the skills that I learn in ALC in other modules. Also to make the work easier for you and understandable.

Participant 12: I am doing the ALC course because of its necessity to help me or to prepare me for other modules. As full round of the semester ending it has managed to make me a critical thinker towards other modules and has helped me in developing writing skills.

Participant 13: The course ALC teaches us about how to live in everyday life. Moreover it is the study of life skills. I am doing this course in preparation of other modules and the world of work.

Participant 14: I believe that I am doing this ALC course in order to prepare for workplace communication and in order to ensure that I am able to communicate and act in the proper manner.

Participant 15: ALC is a compulsory course for B Admin. But it has helped me a lot to develop myself academically and in my personal life, thanks to the skills taught to me. ALC is a necessary foundation for my entire academic career.

Participant 16: To teach us the skills to apply in all modules of the course. For example, referencing and decoding.

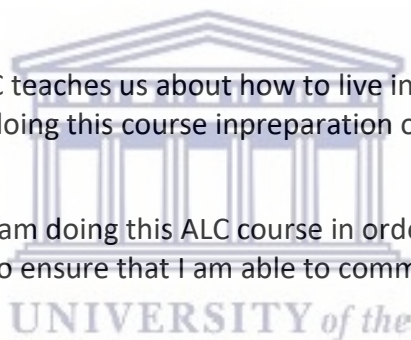
Participant 17: It serves as the fundamental basics for other modules which is beneficial.

Participant 18: To help me as a first year student to know the university works and what is expected of me in my studies. To help me in my modules and also in my everyday life.

Participant 19: To deepen our understanding with regards to key aspects (academically). For eg. critical analysing etc. Things we were not taught in school.

Participant 20: We are doing ALC to prepare us for future university life, on how to handle studies, how to study effectively, and also how to structure essays, summary etc.

Participant 21: To help improve my academic literacy skills. This course will help maintain professionalism throughout my future career.



Participant 22: To ensure I can apply practical skills to my day to day study/ academics and when I resume the working environment again.

Participant 23: I think I am doing this ALC course to gain skills on how to conquer university and what do you need to know or the skills you need to develop to have a successful university career.

Participant 24: To help me do good or to be able to succeed in other modules. It sets a foundation for further studies. It provides the basic knowledge you should have.

Participant 25: To improve an individual's learning skills. Learn about different effective study methods.

Participant 26: To improve my home language and to being formal when speaking. Also to learn the softer skills to learn more about people.

Participant 27: To learn how an academic arena works, what is required of you. How to study listen, take notes and write in academe.

Participant 28: I think I'm studying about different skills I will need through my studying period. Skills that help me and I'm studying the course to enhance my methods of studying and help me with studying my work.

Participant 29: To help me in academic writing, to make me comfortable and confident at university

Participant 30: To assist me in other courses.

Participant 31: This course will help students to cope with transition from high school to university. It will help one cope with all other modules.

Participant 32: To allow us to be / gain exposure to more creative and formal ways of thinking completing tasks and how one needs to conduct themselves in various environments. To equip us with the necessary skills needed in the modern society.

Participant 33: To establish a basis for how to answer questions & conduct research for other modules & the work place environment

Participant 34: ALC is to prepare us for university. ALC is to give us the tools we need for university.

Participant 35: To improve my skills in reading and writing

Participant 36: Its to give us the basic which we will use across all our modules.

Participant 37: To help my develop a skill set to be used in other modules and throughout life.

Participant 38: I think I'm doing this course so that I can learn new things that will help me on a varsity level, like how to write academic essays etc.

Participant 39: For critical analysing

Participant 40: I am doing this course to develop my skills in managing all the modules that I do in UWC. I learn how to write academic essays and other texts which will also help me on other modules. I also learn DAL which is part of ALC and it helps me to know computer applications to complete my work easier.

Q2. Do you think this course is beneficial for you in any way?

Q2.1 If yes, please explain why and if no, please also explain why.

Participant 1: It is beneficial for me in a sense that it trains me on how to write essays (the university way) as it is different from the way things were done in high school. It also force me to be informed everytime for me to engage in critical discussions.

Participant 2: It is beneficial because it has helped me to understand what is expected of me in university and transitioning from high school to university.

Participant 3: Although most of what ALC has taught me I already knew there are things I did not. such as how to based your arguements on/with sources ALC has taught me that I need to think a bit further than my nose and not be afraid to research. i do feel we as first year's should be taught how to write essays in the first term. eg. I've been writing essays and now at 1st semester I am taught how to after my brain has already picked up new habbits.

Participant 4: ALC is beneficial because it helps build on the basic skills that we've learnt in high school. It helps us get in to the swing of what happens and what is expected at university level.

Participant 5: Referencing is a crucial factor in academia. ALC has taught me the simple ways in which to reference which will indeed be helpful down the line. ALC brings different dimensions to things I though was simple.

Participant 6: It is beneficiary because the skills I obtain in ALC help me on a daily bases. I'm able to implement the skills I've learnt at school and outside world. ALC basically teaches me more than moral codes but having or using the right way of doing things. Preparing me to receive my degree.

Participant 7: Yes, it is beneficial. The written work assignments have acually taught me on the importance of being clear when one makes a statement. It has also taught me the benefits of reading and writing such as learning new information and communicated one's ideas/options.

Participant 8: This course hs helped me to tackle situations differently and interpret it properly. This course enables me to analyse and also teaches me the necessary skills on how to interact with other people especially in my future profession.

Participant 9: I have learnt how to decode questions on a university level, thus making it easy for one to know what is expected of me. I am also able to reference and summarise information in a satisfactory manner.

Participant 10: It helps me think more when I study which helps me understand the work more. I know how to answer questions for different questions according to what is required.

- It helps you understand any other modules' course content. For example, like Decoding helps you to understand the instructions so that you are able to know exactly what you are being asked.

- This course has managed, to set me on a part of being an independent thinker. I may not be a full objective thinker at the moment but it has been a work in progress due to this course study.

- This course is beneficial because we learn strategies to attend to our daily lives and prepares us for the future. Besides that, we are taught how to apply.

- I believe that this course helps to prepare students for their university writing and allows for students to understand the important aspects of certain tasks such as pre-reading.

- ALC has built a foundation for me to develop upon. With ALC I've learnt how to excel academically by simply understanding carefully and following instructions as required of me. ALC has opened up my mind to grasp knowledge much easier.

- It is beneficial, because it helps us to cope with other modules in course. It makes sure that we as university students are being taught the skills for the course. For example, decoding, referencing, academic essays etc.

- It is beneficial because the topics outlined in this module focus on basic topics used in other modules. Its purpose is to reach students the basics in order to get through other modules and the sentences.

- I will know how to study effectively in order for me to achieve the best academic results. I will know how to reference properly and how to write a well developed academic essay. It will also help me in my other modules and everyday life.

- It teaches me a lot. Deepens my understanding Equips me with the necessary skills.

- It is very helpful because it's a high school to university transition which is very hard, and us students would struggle if it wasn't for ALC.

- It is beneficial for me in a way that I would now confidently and professionally be able to communicate with people or authority and in the workplace. It has also helped to improve my study skills and manage my time effectively.

- It's beneficial in many ways simply, because it equips me with the necessary skills set that I can apply to my other subjects at university. I also run a business at home & work part-time therefore this would assist me with formal application i.e. emails, summaries and reports etc.

- It gives/shows the necessary skills I need, how to study, how to balance your studies, how to know yourself as student, how to identify the different researches that are needed in universtiy and also how to be a successfull student.
- I can achieve my goals I have set through the course I am registered for. The modules I have, relate to what I want and need in future.
- It gives learners the opportunity to discover different study methods and skills, as well as discuss topics which they are unsure about.
- It offers a vast variety of learnings as well as it equips you with the necessary skills that can keep you going until employed.
- I have become more alert and accastomed myself to academe and a university environment. I have grown so much and learned and cornformed to most of the practical as well as formal signments (writing essays).
- I feel as though ALC has made it easier for me to know the format of answering questions in university for various modules in university such as my academics assignments as well.
- It is beneficial in the sense that there are study skills, self esteem notes. Decoding in order to understand a question better. Information about writing different types of reports, summary writing and what to do and not to do at a job interview.
- It teaches me the basics that I didnot know. It helped me adapt faster to university.
- I have learnt how to study. How to reference etc.
- This allows me to communicate according to the environment suitable.
- It will lay one foundation for us once we are employed.
- This course is giving me the tools to succeed in university.
- Helps when needing to create well-structured essays, articles etc.
- It helps me in my other modules with writing etc.
- I learn stuff like study skills, how to work in group settings, email writing etc. So I feel its beneficial for it can be used not only in my class but in a work place too.
- I say yes because otherwise I will still be stuck with my high school ways of doing things.
- I want to get more broad with financial advising.
- ALC helps me t be good in communication it helps me improve my English and it helps me in writing tests because I try to apply every skill that I learn in ALC such as decoding and the help me to pass tests.

Q3. Does this course help you to make the transition from high school to university easier?

Q3.1 If yes, please explain in what ways it has helped with the transition from high to university.

- It has helped me in the sense of being able to take notes during lectures as in high school we hardly did that. It helped in the transition from high school by being able to adapt to different writing styles as well, thinking ability and academic discussions.
- It has helped me to understand university like the work that I need to put in. And what is mostly expected of me in university. The things I need to do in order to have a smooth productive year at university.
- With the constant assessment it helps you manage your time and learn to prioritise accordingly.
- The course helped with teaching us how to properly write essays and summaries and proven how different it is to what we've done in high school. It also trained us to analyse texts differently and to think and more in depth.
- The structure of high school had learners regurgitate the text book and content taught. The structure of the university is set out for students to apply what was taught. ALC in itself is an applied course and it has brought me to apply the knowledge I am being taught.
- Yes, it helps me transition from high school to university because in high school we had life orientation as a guide on how to tackle and understand our environment. ALC offers the same guide as a high level (university level) that promotes self-reliance and awareness. It also helps with dealing with the new challenges that I'm facing in university. ALC modules are like the introduction to a university guide.
- Yes, it has helped in the transition as in high school, I was close-minded and this module has taught me of the variety of many things in life and therefore to always be open-minded to what I perceive as different and not normal to my life / daily living.
- This course has given me a foundation of what I can expect in university and how to handle the new venture. This course helped me to adapt to the amount of workload and how to have time management.
- In university summaries follow a specific structure which is totally different to high school. In high school you only use a bibliography to reference your work. But in ALC you get to learn how to in-text and end-text reference appropriately.
- In high school they never had a subject that taught us how to deal with studying. ALC makes it easier for me to study because I am able to break down the information in different parts for me to understand easier.
- Everything I learn in ALC is just to make your work easier for you. It doesn't help with the transition.

- It has helped me to change from one way narrative of opinion and viewpoint. I am now able to understand that there is no wrong opinion but any opinion should be supported by evidence.
- Some things I did in high school or rather the way I did them is different from the way it is done in varsity. ALC has shown me that difference and shown me how I should distinguish.
- This course has allowed me to understand how to do activities that I would normally do in the correct manner. For example I have always pre-read my work but ALC has taught me a method in which I can pre-read effectively and efficiently.
- ALC has broken down and simplified exactly what is expected of me at university, regardless of what course I am doing, the expectations are the same so ALC has awakened my brain from the high school routines to the university routines.
- ALC helps us to prepare for other modules in ways that high schools don't. The ways we wrote essays in high school is very different from how we do it in university. Helps with time management, study skills and more information on the course.
- The course helped me with my transition at university as I was not fresh from high school. It re-capped on key things done in high school which I think is very helpful.
- It provides me with the skill to balance out my studies and social life. It makes my workload easier and it helps me identify what is the best way for me to study.
- It helps tremendously. Lifts the stress from my shoulders because I do not have to struggle on my own, the ALLC team is there to assist.
- It helped us understand what being university is like, what was different and what is needed to be able to do university work, small things like how to manage your time, which actually helps us to understand how different high school is from university.
- It has helped me to write better academic essays. It has also helped increase / improve my vocabulary. In high school I would use simple English, but now I'd use high English words.
- I completed high school 9 years ago & for me the transition is still great. I have worked for 7 years and I feel ALC helped me transition in the way I write academically. The skills learnt in ALC is useful for students coming from high school and workclass people.
- It has made me understand how university works. How university is different from high school. What are the skills that one needs to develop for university and how to conquer your university course as it is totally different from high school.
- You first start with the basics and at first it doesn't expect students to know everything. You learn the basics first and then go further with new work in a step for step way in order to keep yourself going.
- I myself already adapted well to university because I looked forward to being more independent and living the university life.

- It helped me by looking at things differently. It is more detailed than school and much more is required from you as a person.
- This course made me so comfortable in my studies. The lecturers are kind and caring and this course, because it equips one to be integrated with a university like UWC and helps to eliminate doubt with one's decision in choosing this degree course because while doing this course one discovers new things about oneself.
- Yes, it made me realise the transition is normal and gave me insight that I'm not the only one and I should speak to people whenever I need help.
- It has helped me to see that university is not a joke, there is too much work to do. Especially in ALC there is a lot of work, I nearly got frustrated with it. And most students think ALC is a joke.
- It helped with things like how to study. How to listen. how to write an essay. All those little things that are needed but weren't taught.
- Besides helping me cope with academics it teaches me how to reach my full potential in terms of health, physical and mental.
- Allows me to see the independent responsibility required for university. Clarifies the way one needs to manage their time, study and go about completion of tasks & responsibility.
- It has helped as it taught me how to correctly reference & properly conduct interviews & reports.
- It has helped me with working in groups and having self-confidence.
- The module has taught new things and hasn't made the transition easier.
- They don't teach us academic essay writing in high school.
- This course helped me brush up in a few things I forgot from school, so it helped me to remember school work too.
- It's helped me to go into more detail. To analyse my work before just tackling it. I now know that there are always simplified meanings when it comes to texts and I should always elaborate.
- It does not take the change in consideration, like critical marking, do not take change from language always in consideration.
- I have learnt that here in university it is good to work in groups and to work with tutors asking them questions and that it is good to be flexible and participate in many activities which will help you in your CV and studies.

Q4. Do you think you are being equipped with useful skills in the EED/AL course?

Q4.1 If yes, please explain which AL skills have equipped you, how and why you think it has equipped you. If no, please explain why no, which EED/AL skills you think you should be equipped with how and why.

- Academic writing and critical discussion. These skills have equipped me in the sense I'm now able to think through what I am writing.
- I have been equipped with research skills, writing skills, learning skills and interactive skills. All these skills have come in handy during the course of me completing my first semester.
- Most importantly analysing a text or resource. This has assisted me finding resources as well as finding the essence of a text/resource.
- How to reference properly, academic writing such as academic essays which is important for my course. Business writing which is important for my future career. Reading for academic purposes to make sure I read in depth to comprehend the whole text. Group dynamics which will assist with working in a team in the work setting.
- Note taking was the skill most valuable. something simple yet crucial. Copying notes from the slides does not help in anyway but phrasing the sentences or concept to one's own words could prove to be helpful. It makes the content easier to absorb as it is in your own words which makes it easier to understand.
- The skills of report writing, how to decode my work, understanding of the purpose of summary writing, a listening skills and writing for academic purposes and most importantly learning how to set up an email account.
- ALC has equipped me with enhanced reading and writing skills. When I read anything, I now look out for what is being mainly discussed in the concerned article in order to better understand the author's stance, before formulating my own stance. The reason /importance for this skill is so that I can better understand information that is communicated in writing.
- All the skills that been taught in the course can be used in all other modules. It taught me how to confront module assessments and the upcoming exam.
- I feel that having studied this course , I am ready to take on any academic challenge that comes my way.
- Yes help me understand, help me discuss.
- Being able to decode instructions. To be able to reference my work correctly. It has equipped me because many tutors have said you can only make it in university if you can reference properly.
- The skill to decode a question. The skill enable me to understand an question and how to apply what is required of me.

- The ALC skills have equipped me in such a way that I now think broader and know more about applying the knowledge I have now.

- ALC has equipped me with the ability to write in an effective manner that grabs the attention of readers. ALC has taught me to analyse writing and find the most vital points made.

- With ALC, I've learnt to know my study skills and understand my study times better. I have learnt to decode instructions better. Also to be a critical thinker and an analyst. I have learnt to summarise effectively and write well developed paragraphs.

- The skills that I was equipped with, in ALC was to be used in all modules in the course. I use the skills to do assignments in tutorials as well.

- Referencing in ALC has equipped me for my degree as it will be used throughout the years. Academic writing has also helped me pass my other 3 modules as the skill is used there as well.

- I have learnt how to write a well developed academic essay. This will help me with my studies further in the future. I have learnt how to reference properly in order to make sure I have not plagiarised any work. I have learnt how to make my studies easier and less draining, as this is very important while studying in order to remain focused.

- Critical thinking, Analysing, Referencing, Discussing etc..

- It has equipped me with skills such as, how to listen in lectures effectively, how to take notes in class and even how to study properly.

- Study skills and email writing skills as well as DAL. I want to become a chartered accountant in the future and one of the required skills is to be excel savvy and DAL has helped with that.

- For me practically, its been writing for academic purposes. I enjoy understanding concepts & the intergration of sources and references.

- I have equipped study skills and how to read critically and analyse texts properly. In high school I would lose marks because I did not analyse or read the question properly. Decoding skills that I learnt in ALC helped me realise how to analyse and what exactly do I need to answer.

-It has equipped me with the skills I need to have for my degree and future purposes. The reason therefore is, I will be able to understand the other modules work and I will be able to cope with anything given.

- Skills include drawing up effective mindmaps and constructing efficient summaries.

- Critical reading and writing. It has helped me with my other modules in extracting the texts and knowing what is asked in the question.

- Listening and note taking skills - it has enabled me to be comfortable in lectures and to be attentive. The skill to write summaries and essays in academe one has to write essays

and this course has enabled me to do so. Study skills helped me to approve my study habits. Critical and analysis skills, helps me to be more objective.

- The essay writing has equipped me, including the studying skills, critical thinking skills. ALC course has helped me analyse questions and being able to break it down into parts making it easier for me to understand in tests.

- Summarising is helping me with my law module in summarising a case. what to do in an interview. And mostly those quotes at the beginning of each lecture inspired me.

- I stopped hearing and started listening. I can mindmap my work better when I study and I can critically analyse my work.

- I now know how to manage time. I know how to study efficiently. I can now get myself mentally prepare for each day, whereas before I would struggle with self esteem issues etc. I now know that in order to be a successful student I need to get healthier and become more fit.

- Basic writing skills. Time management. Creative thinking. Cognitive use and analysis.

- The mindmapping has helped me during lectures to take notes & get the overall zest of lectures.

- I have used the skills I have learned in ALC with my other modules. An example will be group skills.

- Reading and writing skills. I have learnt how to properly construct sentences and paragraphs and how to create well-structured essays.

- ALC teaches us things like referencing different essays and other skills like writing.

- Having self confidence, being able to work in a group effectively, being able to write a professional email and summarising work.

- It's helped me to summarise my work properly. How to read to understand something properly. How to look for the bigger picture.

- I have learnt and I am able to listen attentively during lectures, I now know the importance of taking notes during lectures because they help you during your revision for tests and exams. I have learnt how to be good at groups and that conflict is a good thing for a group.

1 student preferred not to answer the question.

Q5. Are you applying the EED/AL skills you have learnt elsewhere in your studies?

Q5.1 If yes, where are you applying it and if no, please explain why you are not applying the skills.

- I have applied the skills in Economics, Financial Accounting, Management and QSC.

- I have applied these skills in other modules and assignments The writing skills and research skills are the one I have used the most.
- In my essays and content notes in politics and public administration.
- I apply it in the essays that I do in some of my subjects such as politics and public administration.
- In each module, namely management, Public Admin and Political studies.
- I'm applying the skill of academic essay in my politics modules. As were required to write academic essays about current affairs and based on what we havw learnt. Knowing the elements of an academic essay is important for the structure of an essay which gives me more marks.
- I applied it in my written tasks (Economics and Information Systems) by identifying what the required is and answering my questions accordingly.
- It basically is useful in all of my current modules especially management module.
- I apply what I learn everywhere because now, I am a more effective listener. And I apply it in every course I study.
- I apply it when I answer questions during test, When I do assignments for management, When I discuss my course work with other students
- I am applying it to 2 of my other modules in PUA 131 and POL 131.
- I have managed it in my exams, tests to highlight what is required of me first.
- I am applying ALC skills in everyday life this be in terms of reading, writing, applying and studying.
- I am applying my summary skills in all of my subjects in order to study and I am using my ability to identify key ideas in order to study for all of my odules.
- In all my modules as well in exams or tests, to better understand instructions.
- In every module in course. In POL 131, PUA 131, DAL, and QLC 141. All the skills I learned made me cope with my other modules.
- I have applied it in all my modules.
- In most of my study modules. eg. Economics, management, Financial accounting.
- PUA 131 module, POL 131 module, POL 131 (B) module
- I have applied skills like essay writing, summarising etc in my other modules which help a lot.
- I'm applying it to all of my other modules and everyday life.

- I am applying it in my other modules eg. Public Administration and Political Science. I also use skill at my workplace such as report writing which I do monthly & mindmapping when I do strategic planning for my business at home.
- I am applying the skills in my management module and economics module as they ask questions differently from ALC.
- In other modules such as PUA and POL we have exams or assignments.
- The skills and techniques are somewhat different to my personal preferences and study methods which work more effectively for me.
- When doing reports or reading texts and articles it becomes easier when analysing the text and critically reading to know what the writer means with what is meant.
- In my other modules, in every lecture. In my decision making (critical skills) helps me to make positive decisions. In my daily life and interaction with other people.
- I'm applying it in my other modules such as economics and information systems where I have to answer the questions.
- In my other modules. Self esteem in my cricket career because I always looked down on myself. And also critical thinking has helped to use my cognition as Prof McGhie always say.
- In all my other modules and in my day - to - day life.
- I am applying these skills to my politics, public administration modules where I need to write essays.
- When writing essays for assignments & test/exams. Reading & answering questions daily, written or verbally.
- In Public Administration 131, Political studies 131
- I learned how to dissect a question so that I can understand it fully. I apply this skill in my tasks.
- My other modules don't require the use of ALC techniques. I mainly use my own methods in other modules.
- Political studies, Public administration
- When I applied for a job interview I had to write an email with my CV and I applied the email writing skills I've learned in ALC.
- I apply it to other modules with regards to assignments when they ask us to write essays. I know how to write an academic essay.
- Referencing

- I apply ALC skills in FIA 131 Financial Accounting 131 because it can be very tricky and you need to relax and do your decoding well and understand what is required of you to answer.

Q6. Do you think the EED/AL module contributes towards your academic success?

Q6.a If yes, please explain how it contributes to your success and if no, please explain why you think it is not contributing to your success.

- It will contribute to my academic success more especially because I want to pursue my postgraduate degrees. Skills such as Academic writing and critical thinking will help me succeed in achieving these goals.

- It has contributed to my success because now I know how to do certain skills and how to improve on the mistakes I previously made.

- As stated in 5.1 it assists me with the way I write and analyse texts in order to get the necessary information for study notes or assignments

- It helps us with tips and skills necessary for work done such as how to write proper academic essays and how to reference properly. Proper essays, with good sentence structure and referencing can help help us reach success in our subjects.

- Referencing is a complex task and again ALC made it so simple. Being taught how to paraphrase brought about a new way to grasp concepts. ALC also prepared me for the interview phase, which I think is pivotal to any success.

- Yes it does, As I'm able to apply the skills throughout all my modules.

- It contribute to my academic success in the sense that I am exposed to the different things that happen in my society and country which is important for me to know as to how I will use my qualification to improve the conditions of my society & country.

-ALC teaches us how to get through our degree programme and is useful throughout our studies.

- I feel like I have become a better learner and student with this course. This course has given me a better understanding.

- If it was not for ALC I would not be able to discuss the questions. I would not be able to understand a lot of information they teach during lectures.

- If you can apply your skills you will be able to understand your work in have good results at the end.

- In this course we recently did research writing, this will help me in evaluating if any source is valid or not. This will help me in succeeding with my other academic writing

- The more I apply ALC the more I am familiar with life itself.

- It enabled me to do activities that I would normally do in a better way that has proved beneficial.
- The ALC module has taught me to made me realise exactly what is expected of me to excel in university.
- It contributes to my success, by teaching me essays to write in other modules. My essays so far were fine due to ALC teaching me the beneficial skills.
- It does, it offers skills that are used whilst obtaining higher degrees eg. masters. It definitely contributes to one's success.
- ALC helped/is helping me identify what works for me during my studies and what my strengths & weakness are. It helps me work effectively in a group / as an individual in order to receive the best academic results.
- Because it is teaching us how to become experts in the field.
- I have not been treated well thus far by the tutor that I was allocated to, I have been given 0 for four assignments that I have done, I will not mention names, the reason I got 0 was because my attendance wasnt up to standard for lectures, I haven't made those lectures because of transport problems, which I have told to tutor via email.
- It help me to read deeper than the literal.
- Definitely at University, as a student, you are expected to read with understanding & write in a way it's understood by the one who reads it. It is also different from what is expected in high school compared to higher education academia.
- ALC describes the skills you need in university and how you need to acknowledge yourself as a person in university. ALC shows you how you need to prepare your academics and how you should tackle them
- You can use the notes you made and the work you have learned in the future. ALC makes you able to do what is expected from you in other modules. ALC will be need for future purposes and it's very helpful you unsure about things or when you don't understand.
- As stated before, I have and use my own personal study techniques which, for me, work better than the skills/techniques being taught in the ALC course.
- It contributes to my success by giving me the necessary skills to be being formal as well as to do formal writing. Also to reference when doing assignments.
- By using the skills I learn in ALC it improves my academic life, writing examinations, my handling in daily study activities. It allows me to get B and A average.
- ALC course helps with the referencing and study skills we can apply in other modules.
- It will help me to be confident in everything I do. Help me with a successful interview be it in my sporting career or the work environment.

- It helped me critically analyse situations and texts.
- Teaches us skills that will help us throughout our studies.
- Helps me acquire the skills I need for the outside world and / or workplace.
- It contributed to my academic development as it prepared me for assignments for other lectures. As well as the help of tutors which assisted whenever needed.
- It helps me by giving me the right tool to succeed in my academic career.
- I need to pass ALC to move on.
- It makes working through every module easier which takes away a lot of stress.
- It contributes to my success because these skills just make me more attractive towards companies and businesses when applying for work.
- Without ALC, I wouldn't be able to complete half of my work.
- Analysing
- ALC has strengthened my understanding of the language and culture that is used in UWC. When I go to outside the classes around the campus I apply my ALC skills and I have learnt how to be a critical thinker and I try and practice it always and that helps me to pass.

Q6.b Also offer some thoughts and or ideas of how you think the EED/AL courses may further contribute to your success in future.

- It will help me get my honour degree, masters and hopefully Doctoral degree as well.
- The ALC course is very essential to the success of our studies, but there is a problem. The problem is that we learn academic skills after we have received all our work and assignment have been completed
- It teaches us what is to be expected in our future careers with regard to how to conduct interviews and write reports. It will help us cope well within the world of business.
- As aforementioned, the interview phase. ALC prepares one to be prepared for interviews and how to make one stand out from the rest.
- ALC module could focus on referencing as referencing is a major struggle for all students.
- When doing postgraduate studies, I will be able to use the skills & measures taught to conduct research in an effective manner which will contribute to me finding research that is of excellent measure and also introductory effective solutions in my society & country to better the lives of those concerned.
- I have heard that it is quite useful in your post-graduate studies so I will definitely use it in my post-graduate studies and also in the workplace.

- It should be offered to matriculants to equip them for university and how to cope in the work place.
- ALC will help me in my whole university studies and when I study my PHD even at a workplace I will know how to work with people as a group in a well mannered way.
- Go indepth of certain themes of the module. Those that are really important like referencing, decoding and writing for academic purposes.
- It may further contribute, by actually allowing students to do actual research.
- I don't have any, unfortunately.
- ALC has taught me the importance of being prepared and writing effectively.
- I just need to apply the learnt skills to my personal life as well to succeed.
- I cannot after any, at the moment, because, I really think that the ALC module is perfect the way it is.
- I might be able to use it int workplace eg. analysing etc.
- The work does contribute to success, but the tutor's given should be more careful to give students marks such as 0, cause it could take away my bursary which I worked extremely hard for. Please check the marks of students who were mistreated by tutors. this cannot stay like this. us students work hard to get into university.
- ALC will contribute successfully in my working environment. I tend to stay in a corporate, the writing skill is important.
- ALC course help me whe I need to further my studies and hopefully attain my masters or doctorate and do research and understand the different aspects of research.
- It can provide practical procedures for learners to go through or entrepreneurship in order to gain the experience you will need in whatever you going to study or need.
- Help students (maybe in tutorials) to improve their own study skills and techniques instead of them completely changing their preferred methods.
- It offers great quality of work and can assist me with all areas of studying in future.
- This course will enable me to conquer my second and third year of studies as this is my first year.
- Especially with the communication skills it helps us speak with people from different backgrounds.
- In ALC courses they must invite motivational speakers to help with the mindset setting because most students are dropping out because they lack motivation.
- Teach the important things first like now to do an acadaic essay because we need it in other modules.

- They could teach writing skills earlier, learning these things later in the semester could have helped me earlier with my writing ability in other modules.
 - Creates adaptive interaction and thinking.
 - I would say get more tutors & make consultation times accessible as there are too many students when you arrive for consultation.
 - This ALC course showed me how to act in an interview, this will contribute to success in my future.
 - If I were to make articles then my acquired ALC skills may help.
 - We need tutors who are less rude, there is a tutor in particular who is impatient with us and is difficult to work with.
 - When having a job one day I can apply the group working skills I learned here, the skill of summarising my work and finding solutions.
 - When I become a chartered accountant I will be a good one because I will be able to put good arguments to whatever topic I will talk about my future employees. And will be able to think critically and come up with good strategies to grow the businesses which I will be helping.
- 6 students preferred not to answer the question.

EED LAW STUDENTS QUALITATIVE RESPONSES

FINANCIAL SUPPORT

Q8. Are your parent(s)/guardian(s) unemployed?

Q8.1 If employed, what is the individual/ household income per month?

Participant 1: R2 500.00

Participant 2: R40,000

Participant 3: R10,000

Participant 4: R30 000 not sure

Participant 5: 20K

Participant 6: R5,000

Participant 7: Above R350 000

Participant 8: R40,000

Participant 9: R16,000

Participant 10: R10,000

Participant 11: I am not certain

Participant 12: I don't know

Participant 13: R21,000

Participant 14: I don't know

Participant 15: R25 000 (Not sure)

Participant 16: R15,000

Participant 17: R60 000 - 65 000

Participant 18: I don't know

Participant 19: R3,600

Participant 20: I don't know

Participant 21: Unsure, as I do not know the specific income

Participant 22: R7,500

Participant 23: R35,000

Participant 24: Less than R100 000

Participant 25: Unsure

Participant 26: R70,000



26 students preferred not to answer the question.

Q9.1 If unemployed, how is provision made for living and other expenses (travelling, etc.)

Participant 1: They sell tomatoes and snacks to be able to put food in the table and sometimes get help from relatives.

Participant 2: She is having a small business (stand of fruits and vegetables)

Participant 3: NSFAS Support me

Participant 4: None/ they are not alive

Participant 5: Depents on social welfare grant

Participant 6: We depend on social grand, my parent try to find part time jobs like cleaning or gardening and my NSFAS allowance also helps.

Participant 7: My elder brother who graduated takes care of most of the expenses.

Participant 8: They have to use profits from their hauching business to be able to function well daily.

Participant 9: My father receives old pension grant and my elderly brother who is working provides him with some money.

Participant 10: Provision is made by the NSFAS student bursary & parent salary

Participant 11: I have a part-time job to pay for my travelling to and from university. I also sell Tupperware to pay for additional university necessities like printing and course readers. My grandfather receives a government grant that buys groceries.

Participant 12: Pension fund (grant)

Participant 13: We live with the social grant that buy food for us and at school, I'm funded by NSFAS and pays all my fees and expenses at the campus.

Participant 14: Self employed

Participant 15: I receive travelling allowance from my bursary. We live off my grandfather's pension money.

Participant 16: Selling goods and clothes.

36 students preferred not to answer the question as their parents were not unemployed.

Q10.1 If no, please indicate who else in your family has or is studying at university.

Participant 1: My cousin and my brother

Participant 2: (Siphamandla Mdobhisa) Brother

Participant 3: My cousin and parents

Participant 4: Parents

Participant 5: Brother

Participant 6: Parents, siblings

Participant 7: Father, mother and sister

Participant 8: My cousin, my mother, my aunts

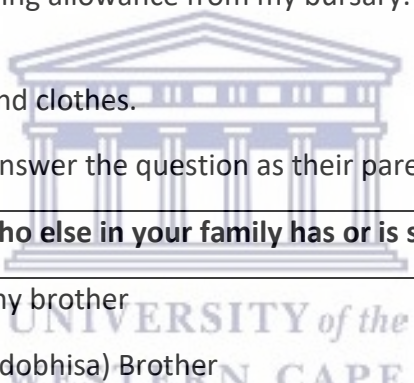
Participant 9: Mother and sister

Participant 10: My older brother

Participant 11: My mother has studied at this university.

Participant 12: My 2 older sisters

Participant 13: My older brother



Participant 14: My brother Keith is studying at VUT

Participant 15: My mother

Participant 17: My sister

Participant 18: Cousin

Participant 19: Sister

Participant 20: My sister and father

Participant 21: My aunt

Participant 22: Father, brother, uncle and sister

Participant 23: My cousin

Participant 24: Siblings

Participant 25: Sister

Participant 26: My mother, late father and my sister

27 students did not answer the question as they had indicated that they were first generation graduates in their family.

Q11. Which degree programme are you registered for?

Participant 1: LLB

Participant 2: LLB

Participant 3: LLB Law degree

Participant 4: LLB (Law)

Participant 5: LLB Law

Participant 6: LLB

Participant 7: LLB 4 year stream

Participant 8: LLB

Participant 9: LLB 4 year stream

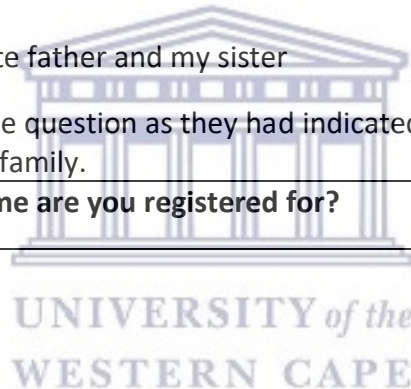
Participant 10: LLB

Participant 11: LLB in the Law Faculty

Participant 12: LLB (4 year)

Participant 13: LLB

Participant 14: LLB - Law



Participant 15: Law

Participant 16: LLB Law

Participant 17: LLB

Participant 18: LLB (Law)

Participant 19: LLB / 4year

Participant 20: LLB (Law)

Participant 21: LLB 4 year stream

Participant 22: LLB

Participant 23: LLB in Law

Participant 24: LLB (4year degree)

Participant 25: LLB 4 year programme

Participant 26: LLB (4 year programme)

Participant 27: LLB Law

Participant 28: LLB

Participant 29: LLB

Participant 30: LLB (4)

Participant 31: LLB

Participant 32: LLB

Participant 33: LLB (4 year)

Participant 34: LLB Law

Participant 35: LLB Law

Participant 36: LLB degree

Participant 37: Law (LLB)

Participant 38: LLB

Participant 39: LLB

Participant 40: LLB

Participant 41: LLB

Participant 42: LLB law



Participant 43: LLB

Participant 44: LLB 4year

Participant 45: LLB (4 year) degree

Participant 46: LLB (Law)

Participant 47: LLB Law

Participant 48: LLB

Participant 49: LLB

Participant 50: LLB

STUDENT SELF- REFLECTIVE QUESTIONNAIRE ABOUT ALs COURSE

Q1. What do you think, why are you doing this course?

Participant 1: To develop my writing ability aswell as my argumantive ability.

Participant 2: To develop writing and reading skills which will enable me to become competative and successful in my LLB degree.

Participant 3: I am doing EED law module because it is a compulsory module that is offered for first law student. I think it purpose it to train student legal writing skill and how to form argument or argue about something in court

Participant 4: I think I am doing EED Law because of helping me as well as other students to have a broad knowledge about English as a language. To help us to understand other module and help especially those who come from rural area and see English as a hard language to understand.

Participant 5: I think the main reason why I am doing EED (Law) course is to improve my skills (writing skill as well as research skills).

Participant 6: I think it is important for me to do it as it is going to help me improve my language/ English. It will help me to improve my writing and listening skills.

Participant 7: In order to improve my reading and writing skills

Participant 8: To improve writing ability and help with legal thinking

Participant 9: To become more proficient in English. To develop vital skills required in the field of Law.

Participant 10: Learning how to write academically

Participant 11: Personally I think the EED course is meant to enhance our abilities to read and write in an academic way. Therefore, as it is a law course, it will teach us how to read and write accordingly with regards to our legal studies.

Participant 12: EED will make me understand all things legal and steer me in the right direction when writing legal pieces.

Participant 13: To improve my already existing language (reading, writing, etc) skills

Participant 14: To develop literacy skills such as reading and writing

Participant 15: To improve my English which is required in law field and develop arguments and to know how to support this argument.

Participant 16: To improve my use of the English language in Law in terms of my grammar, vocabulary and sentences constructing.

Participant 17: To improve my writing skills and to introduce me to legal style of writing.

Participant 18: I think I am doing this EED course because it is crucial for the development of my writing, analysing and interpretative skills as well as my critical thinking.

Participant 19: To improve my writing and reading skills, to develop these skills in an appropriate manner so that it is suitable for law practice.

Participant 20: To improve my writing skills vocabulary and

Participant 21: I think I am doing this EED course to better my grammar and properly use this skills I acquire in this module in the near future.

Participant 22: To help us through out our Law degree, to know how to structure your arguments and how to reference and the importance of format writing as a Law undergraduate.

Participant 23: I am doing EED (Law) in order to improve my arguing and language skills. It also helps to improve my writing and understanding cases.

Participant 24: I think I am doing EED to improve my English, not just any English but a Law English

Participant 25: To learn how to speak English properly, I am also doing EED to learn how to write a good essay.

Participant 26: To develop the necessary skills in structuring essays, presenting, answering questions in a legal matter. To think critically and with understanding.

Participant 27: to better my written and verbal skills to aid me in my studies and prepare me for my career as a lawyer.

Participant 28: To improve in writing and the use of language, being able to write assessments and preparing portfolios for future reference.

Participant 29: To improve my reading and writing skills, To improve my English vocabulary.

Participant 30: To develop writing skills in my Law degree

Participant 31: EED help me to improve my language which is English, know how to speak the academic english that is need in order for you to be a good law student.

Participant 32: I think this module is used in the LLB degree, to improve the writing and understanding of students when writing essays and conclusions regarding law.

Participant 33: To improve my essay writing, language and argumantitive writing.

Participant 34: I think I am doing this course in order to prepare me for the rest omy degree as it develops my skills such as essay writing and how to put argument forward, which are very important for this course.

Participant 35: In order to improve our literacy

Participant 36: To help us understand in a practical way how language is used in our future professiion.

Participant 37: To equip me with the skills that is required to be successful in my studies and as a lawyer.

Participant 38: To improve my English, learning skills, to improve writing

Participant 39: To better your English, since is a dominant language in court.

Participant 40: The module is compulsory, but it is an excellent module to better our english.

Participant 41: To improve my use of the English language for law during my degree and when I practise.

Participant 42: I think I am doing this course to better my writing in English.

Participant 43: To develop my writing skills

Participant 44: To better my skills in English

Participant 45: It can help develop my language skills and creat a concrete foundation on how to structure my work not only for EED but also for othe courses.

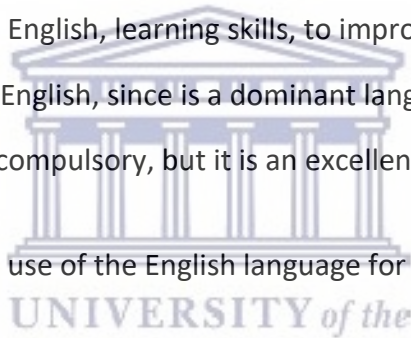
Participant 46: It is a module that teaches you how to analyse work/text. It teaches how to create a strong argument which can help us eventually thoughout our degree.

Participant 47: To develop writing and critical thinking skills for law.

Participant 48: It is a compulsory first year module which helps with improving my language in terms of law.

Participant 49: In order to accustom myself with the administrative rituals lawyers practice.

Participant 50: I think it is for language development especially English.



Participant 51: To develop my language proficiency in English. This is done in order for me to attain the basic necessary educational skills, writing and effective communication in the field of law.

1 student preferred not to answer the question.

Q2. Do you think this course is beneficial for you in any way?

Q2.1 If yes, please explain why and if no, please also explain why.

Participant 1: It is developing my academic ability.

Participant 2: Coming from disadvantaged school, for me to write proper essay was or have been challenging. With EED I am now improving when it comes to constructing my essays and reading.

Participant 3: Is beneficiary because it helps me to gain legal writing skills and it also helps me to build confidence of arguing since we are given opportunities sometimes to argue with each other as students.

Participant 4: It makes it easy for more to understand other work from some of my module, and what I am taught in this module I can apply it to those module and makes it easy.

Participant 5: Once I am done with it, I will be able to do proper research and develop some skills of writing.

Participant 6: It is beneficial to me because I receive the best education which helps me to pursue my goals. When I finish my degree I will get a nice job with nice salary, so yes it is indeed beneficial to me.

Participant 7: It is beneficial because writing is very important when it comes to formulating documents etc in the legal field one day

Participant 8: It has aided me in getting used to the referencing format, as well as creating writing practice.

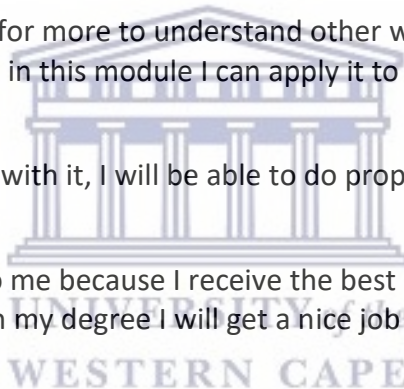
Participant 9: It helps me to analyze cases and texts more critically, as well as develops my writing skills.

Participant 10: It will assist in other modules

Participant 11: Besides teaching us how to read and write accordingly. The course has also taught me how to deal with time management. During the tutorials and classes, I learned to slot in time for reading. I started reading the EED course reader then went to other studies.

Participant 12: Yes, because it improves my writing

Participant 13: It allows for trial & error to improve my language capabilities.



Participant 14: It develops and improves my ability to write essays, reference my work, form arguments and read long bodies of texts.

Participant 15: It help to improve my english so that I can be able to communicate with other people. It also help me to know how to develop arguments that I can support.

Participant 16: The course have already helped me to acquire skills in terms of research and the use of my language in law itself.

Participant 17: It helps me to develop my writing skills

Participant 18: As a future lawyer I am fully aware of the fact that english is the language used for practice as well as writing in the correct format and grammar therefore EED is the to make sure of that.

Participant 19: Yes it has illustrated to me how to form an argumentative essay.

Participant 20: Yes it is beneficial because I have learnt how to write essays properly and claims and also how to support my claims and counter argue.

Participant 21: I feel that it is beneficial as this course teaches me how to write and understand how to answer whether it be essays or in a court room.

Participant 22: It helps me to understand the constitution and how to structure my arguments, it improves my writing skills and improves thinking skill.

Participant 23: It is beneficial because it improve our writing skills making us good enough to be competitive in the work place. It also improves one's arguing skills and that makes them better at presenting their argument.

Participant 24: Because it teaches me many things that are needed in my other law modules eg. teaches how to read a case, teaches how to respond to a law question etc.

Participant 25: It is beneficial by providing more knowledge about the law in our country.

Participant 26: It beneficial as it is an introductory course for the development as a future attorney.

Participant 27: I think that the course is not only beneficial for my studies but it will also help improve other aspects of my life as English is my home language and language development can't hurt.

Participant 28: It helps me improve my way of writing and it helps also with language. Assist me in gathering all my academic work for the year through a portfolio task.

Participant 29: It helped me improve my reading and writing skills, reading and summarising text and helped a bit in improving my vocabulary.

Participant 30: I have looked at the work required of me in years to come in the programme and comparing it with EED they are totally different. Some of my GLA's think EED Law is not beneficial at all to 1st year students.

Participant 31: I am able to notice different types of essays and how they are approached.

Participant 32: I learn a lot from this EED module, now at least I can be able to understand things I did not understand from other modules then I can apply what ever learnt from EED to other modules, that makes my studies easier.

Participant 33: Yes, because it improved both reading and writing.

Participant 34: It improves my language in the legal sense.

Participant 35: It's beneficial as it improves your writing skills which is useful for assignment and exams.

Participant 36: Yes will teach me how to for argument and how to use my language practically.

Participant 37: It helps me to be a better student

Participant 38: It is beneficial because it teaches me to think critically and analyse questions well when writing my essays and tutorials.

Participant 39: Because it betters your vocabulary.

Participant 40: It betters our understanding of English and the law.

Participant 41: It improved my way of looking at facts & how to structure my arguments. It also helped me analyse Acts & the constitution.

Participant 42: I think it is beneficial because I think I am better in English (writing) than I was before.

Participant 43: It will help me in my law degree. It helps me understand & article and help write essays.

Participant 44: As a law student it is required to be fluent in English, to know how to read a case etc.

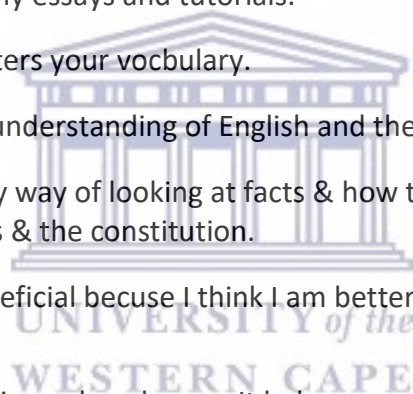
Participant 45: Language skills help in essay and also punctuation and improves one's level of understanding. It structures your work for all courses.

Participant 46: The course introduces many Acts and legislation. It also helps strengthen argumentative skills. It explains new terms in law and Acts as an introduction to the law degree.

Participant 47: This course develops your writing skills and helps you step for step in how to formulate an argument and writing piece.

Participant 48: It broadens my knowledge as well as improve my linguistic ways in terms of law.

Participant 49: his course provides a foundation for my career in Law



Participant 50: It helps me in writing and comprehension, summary skills in English literature.

Participant 51: It is necessary for me to develop these skills as it is important to note the basic fundamentals of English.

Q3. Does this course help you to make the transition from high school to university easier?

Q3.1 If yes, please explain in what ways it has helped with the transition from high to university.

Participant 1: The way certain things should be done regarding tasks and tutorials are not always clear and is so time consuming.

Participant 2: It has helped me to be able to write argumentative essays in a more professional way. Since in high school we had less resources and I was unable to use a computer device, in EED we are required to write as well as type our work hence I am able to use the computer now.

Participant 3: It is because it is an English module and in high school I was doing English as first additional language. But in high school our English was not based on writing and forming argument then in EED it is teaching me deep about things that I have learned in high school.

Participant 4: Transition from high school to university is not an easy thing. EED has helped me with transition as it takes us through the steps and makes it easy for us to adjust to the university teaching.

Participant 5: In high school, we usually do some essays that are more easier but now we learn how to do a proper essay.

Participant 6: First of all the orientation at the beginning of the year helped me to adapt a little at UWC. The GLA's are also helpful to me because they guide us and show us how we must do things here. The lecturers are also helpful because they think for us when they are lecturing because not all of us English is our home language.

Participant 7: I don't think it has because what we learn here has already been taught in high school it's basically the same language skills. No gap has been bridged.

Participant 8: In EED certain English skills we learned in high school are recapped and explained thoroughly before proceeding with related tasks, which makes it somewhat easier.

Participant 9: It helps us understand what is expected from us in terms of academic writing.

Participant 10: The course teaches us the correct way to acknowledge other people's work. How to read and write accordingly. In which this can help with other legal studies.

Participant 11: It has helped me to think more critically and focus on certain aspects that was not taught to me in high school.

Participant 12: I am a transfer student as such I have already spent a year studying. Furthermore I took a gap year after highschool and the adjustment period for me was less strenuous.

Participant 13: The essays this course requires me to complete are longer and more challenging than the ones required in high school. This course has taught me how to read with more comprehension. This skill can be applied to other subjects at university.

Participant 14: At school we used to be taught basic english but now we are introduced to more advanced english.

Participant 15: The course is different and difficult compared to our high school modules/subjects therefore it is difficult in adjusting to it as it requires a lot of reading.

Participant 16: It has taught me how to properly structure an academic essay and how to find evidence to support my argument.

Participant 17: EED challenges my critical thinking while at the sametime it helps me expand my knowledge and acquire skills that I did not have in high school. It broadens my horisons and it aims to improve my standard of writing and planning.

Participant 18: This course helped me to understand the grammar in university. It helped me change from high school english to the english used in law and at the university.

Participant 19: It helps me to know how we are required to write and think in university as a law undegraduate.

Participant 20: It help me in a way that there is a link between EED and high school literacy subjects. This helps because it makes my adaptation more friendly due to the fact that there are some things I can better understand easilly because of my previous experience.

Participant 21: This course does not teach us how to adapt to university it just teach us university staff itout even looking at our capabilities.

Participant 22: This course is little bit difficult than the work I didin high school, and it has a lot of work.

Participant 23: It has helped me to think more broadly and critically. As well as t answer questions in certain ways and to construct argumentive essays differently.

Participant 24: It sustantiates what I have learnt in high school and furthermore introduced, progressively, more language tools to assist me in my language development.

Participant 25: In high school we were used to doing assignments and fortunately in EED we still doing the same in more detail and depth understanding of what ie required.

Participant 26: The workload is a lot, we get a lot of assignments and tests to prepare for, it has helped a lot in terms of improving my focus and getting out of my comfort zone. I study four times as hard now.

Participant 27: They require much more work from us and minus marks for small things making it easy for us to fail the course.

Participant 28: Writing skills in school was straight and forward but for EED it is way to complicated in that way I am able to make comparison of writing skills in high school and university.

Participant 29: For example, when it comes to essay, which is an argumentative essay I knew the argumaentative essay I was taught at high school, now here EED lecturer helped to know the essay that is needed and wanted in order for you to be good law student. I learn new things that I didn't know here.

Participant 30: The type of english regarding lsw, is very different from english on high school level. The course helped me to adapt and make the transition from basic english to a more developed level of english, regardign my reading and writing.

Participant 31: The work load is much more, it's harder and more serious.

Participant 32: It helped me to transition from high school to university in the way that I got to learn more about essays and other things which in high we were doing differently, so this module was very helpful in preparing me on how to answer different questions in other modules which I am doing.

Participant 33: The level of academic writing and literacy skills required for university is different from high school so EED helps you to improve your literacy skills in order to adapt.

Participant 34: Give me a familiar sort of subject (language subjects from high school) between al of the new ones that I did not have in high school.

Participant 35: It teaches me how o structure an argument which the teachers fail to do

Participant 36: I feel like EED is more difficult or depressing than English taught in high schoo.

Participant 37: EED (law) consists of a lot of work so I won't say it helped me because it adds on more work together with my other modules.

Participant 38: I dont think it contributes to the transition as I/we have to grow into university at our own pace.

Participant 39: I did not struggle with the transtion, thus, I can not see that this course helped me.

Participant 40: In high school we used to do English in a different way and it didn't really apply to the kind of work I am doing now. This course helped to understand and do the work better what is asked from me in my LLB degree.

Participant 41: At high school we were only taught the basic of writing essays but EED teach me more than just writing an essay.

Participant 42: It has similar aspects as those in high school, and was not too overwhelming.

Participant 43: The same concept in high school are being applied. It teaches you to arrange your work accordingly and how certain things for other modules.

Participant 44: The course forces you to think like a university student by guiding you to better your work.

Participant 45: This course is developed for more advanced students and in doing it your first year, you are basically thrown in the deep end.

Participant 46: I have learn the proper language used in law as well as learn law terminologies through this module.

Participant 47: It helps to bridge the gap between the skills I learn at school and skills I need to succeed at a tertiary institution.

Participant 48: I think there is difference now between high school and university. I understand what comprehension is now than in high school.

Participant 49: It certainly made it challenging. As a result of transitioning from high school where everything was 'spoon fed' to us in a sense.

3 students preferred not to answer the question.

Q4. Do you think you are being equipped with useful skills in the EED/AL course?

Q4.1 If yes, please explain which AL skills have equipped you, how and why you think it has equipped you. If no, please explain why no, which EED/AL skills you think you should be equipped with how and why.

Participant 1: My argumantive skill has developed a bit and it will be useful throughout my course.

Participant 2: The skills have been equiped with knowledge on how to write an essay.

Participant 3: It has equipped me with communication skills and well as research skills

Participant 4: The skill of research when I am doing my essay I learn some skills of research on how to do it in a proper way.

Participant 5: I have equipted some skills on how to write essays. In my first draft it was very hard, but GLA helped and guided me.

Participant 6: The reading and writing skills have made it easier to construct an essay and develop arguments.

Participant 7: Reading and writing as well as continuos practice of the referencing system.

Participant 8: EED has broadened my vocabulary and helped me to analyse complex texts to a further extent than what I was used to before. Auditory and analysis skills will definitely benefit me in my continued study and when I become a practitioner.

Participant 9: I'm being equipped with essay writing skills.

Participant 10: It equipped me with reading and writing skills. How to break up a question or understand an instructional word.

Participant 11: It expanded my critical and argumentative skills.

Participant 12: The module has equipped me with reading skill which improve my understanding regarding the information I read. I think it has equipped me with these skills to comprehend more of what I read. The module has done so by means of various tutorial exercise which step-by-step helps to improve my reading skills.

Participant 12: How to reference, how to read with comprehension, how to form an argument, how to someone and how to manage my time efficiently.

Participant 13: Developing arguments and to know how to support them. It also helped me to improve my writing skills.

Participant 14: Yes because my understanding of law in general have grown in terms of analysing and interpreting case laws and legislations. Mr Patel goes through the constitution every week and help us on how to interpret the constitution.

Participant 15: It has equipped me with the skill to find ways to break my essay into logical segments with the CRECR table that Ms Moodley has taught me.

Participant 16: EED has given me a few skills eg planning skills, I have gained planning skills on how to structure my essays and plan my assignments. I have also acquired reading skill that have open my mind so that I could read with understanding.

Participant 17: Reading and writing, these skills have certainly improved, reasons, as a future attorney I would need comprehensive reading and writing skills.

Participant 18: Yes I have learnt how to write an essay and structure it well.

Participant 19: This course equipped me with how to properly understand cases and how to properly structure and answer essay questions. These skills will of course be benefit to me when I have to do my articles

Participant 20: My writing skills, thinking skills

Participant 21: As I have said, they equipped me with skills to argue more factual and more relevant to the question or statement. They taught me how to unpack statements.

Participant 22: From this course I learnt how to analyse a case and how to respond to an essay questions.

Participant 23: The tutorial have helped me to know some part of computers, such as uploading the portfolio task.

Participant 24: I can structure my essays better and differently.

Participant 25: How to understand what is required of any language and / or other subject questions. Better understanding of the structure of sentences and the way in which the position of words in a particular sentences may change the meaning and intention of the word entirely.

Participant 26: Portfoliomtraining, assignment drafting and tutorial exercises which prepares me for the tests and exam.

Participant 27: Writing essays have improved drastically but it requires more work because I have not received the necessary support from my tutor like other students have with their tutors.

Participant 28: For each and every term essay they provide us with sufficient tools or articulated to use, it reduces our time of searching for relevant articles and to stop stressing.

Participant 29: It expanded my skill regarding arguing on a subject, writing about it and reading.

Participant 30: Writing, structuring, arguing, speaking

Participant 31: Yes this module has definitely equipped me with a lot of skills like how to place my argument in a logical and coherent manner as now in other courses I am able to incorporate things like legislation in my essays.

Participant 32: How to properly argue a view and or opinion, how to reference cases and legislation and how to structure an essay.

Participant 33: How to form a valid argument based off of facts.

Participant 34: I know how to summarise a case, and rotate a text and structure as argument

Participant 35: It has equipped me with writing & thinking skills

Participant 36: The language skills, for example, the reading skills and how to analyse a text.

Participant 37: I am not equipped with the necessary skills yet, but will be in due time.

Participant 38: It equipped me with the necessary skills to structure & develop arguments, how to correctly summarise cases & how to properly analyse Acts.

Participant 39: Skills that have equipped me is how to write an essay and what are expected. For example, when writing an essay for other modules like ILS/LOP I have learned to use IRAC I - introduction R - rule of law A - apply C - conclusion.

Participant 40: Yes, in my other law modules it help me structure my theories.

Participant 41: My research skills as well as my writing skills have been further developed through this course.

Participant 42: Structuring sentences, knowing the punctuation skills.

Participant 43: As a law student, you learn to speak and write as a law student in EED. This skill is used right through the degree.

Participant 44: The EED course has improved my grammar, language and writing skills. Which I can now use in my other modules as well.

Participant 45: EED has equipped me with the skills of extracting the most relevant information out of a lot of information.

Participant 46: Comprehension, summarising and paraphrasing.

Participant 47: The basics of effectively conveying a message.

3 students preferred not to answer the question.

Q5. Are you applying the EED/AL skills you have learnt elsewhere in your studies?

Q5.1 If yes, where are you applying it and if no, please explain why you are not applying the skills.

Participant 1: My other modules are theory based rather than application of skills based.

Participant 2: I apply the skills in other modules to be able to structure my essays.

Participant 3: It is because I don't know where to apply and how.

Participant 4: I apply it in most of my LLB module as it makes it easy for me.

Participant 5: When I am writing my essays I usually apply all the skill I have learn. Even when I am doing the assignment for other modules such as LOP, ... etc. I footnote, and I learn on EED course on how to do a proper footnoting.

Participant 6: I apply to all my modules when I am writing essays.

Participant 7: Applying it to assignments and in answering problem questions.

Participant 8: I am applying the use of some referencing guidelines in other studies and the same writing process.

Participant 9: In my writing tasks for other modules and also when analysing case law.

Participant 10: Because other modules require different applications.

Participant 11: In assignments, I apply the correct methods to acknowledge other people's work. understanding 7 instructional words.

Participant 12: In workshop works we have done, some of these skill which has helped us improve legal writing.

Participant 13: Some of the skills we learn as EED students we are outright told to ignore in other module.

Participant 14: In subjects like Law of persons and introduction to legal studies.

Participant 15: I am applying these skills in almost all my modules such as LOP, LES and Ethics

Participant 16: Yes in all my legal modules. for example, law of persons and introduction to legal studies when reading cases laws, legislations and writing assignments.

Participant 17: I apply it in my other legal subjects, when writing essays.

Participant 18: I am applying my skills in other courses and when I read cases for modules like ILS, LOP AND LEG.

Participant 19: I am applying the reading skills I have learnt in all my modules and the argumentative essay skills in modules that require us to write essays that are argumentative.

Participant 20: I apply them when I am writing tests and other tasks in other modules.

Participant 21: I am not applying these skills in other courses because I have not fully mastered the skill. As well as it is a silly mistake of me not to use this skill as all my modules are similr. I am however trying to attend to this mistake.

Participant 22: I am applying the formal writing and thinking skills in my ILS essays and LEG.

Participant 23: I am applying the skills in all my other Law modules as I have to write essay or answer long questions.

Participant 24: From this course I learnt how to analyse a case and how to respond to an essay question.

Participant 25: Because I only apply EED skills, only when I am doing EED, I have nowhere else to apply these skills.

Participant 26: In my writing and answering questions in other modules.

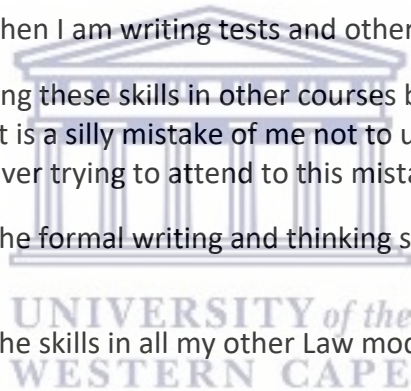
Participant 27: To all other modules I am currently completing in my LLB degree.

Participant 28: When I write my assignments, I use the same strategy I was taught in EED to understand the assignment question.

Participant 29: All my modules

Participant 30: Answering long questions in Law of persons and legal systems

Participant 31: I am applying them in my LOP, LEG argumentative essay.



Participant 32: I apply this EED course to my other modules the skills such as the summary of a case and the argumantative essay. I can be able to summaries other cases not only the ones comes from EED.

Participant 33: I applied this skills in the essays and tasks we had to do in other modules.

Participant 34: In my other essays that I write.

Participant 35: I'm applying them in other modules like ILS 111, LOP 112, LEG 111 etc, which it has been very helpful.

Participant 36: I've applied it when doing an assignment for Law of persons and history.

Participant 37: I'm not at the needed level of understanding how to apply the skills to other subjents.

Participant 38: I structure my essays in my other modules

Participant 39: I am applying it in all my modules

Participant 40: In all other modules, LOP 112, ILS 111, Ethics 111 as well as LEG 111.

Participant 41: In our other modules; we use the skills we're taught here to: for example, write formal essays etc.

Participant 42: I apply it in other modules in the way I answer easy questions & do assignments.

Participant 43: I apply this skills in ILS AND LOP

Participant 44: In my law modules where I have to explain law or when I have to respond to a factual scenario.

Participant 45: In my modules it has been useful especially in essay writing.

Participant 46: I apply my EED skills in legal system, LOP and also in ILS for the essay structure are the same.

Participant 47: We use the skills in other assignments such as law of persons. We can also use it in our other essay writing tasks, such as LEG - legal systems.

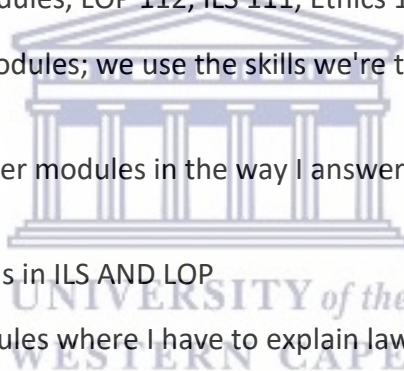
Participant 48: I apply it in all my other modules such as criminal law, critical legal analysis etc

Participant 49: I apply these skills in my other modules.

Participant 50: When summarising cases for other LLB courses.

Participant 51: I am still learnig English.

Participant 52: As a result of the simple effective structure which is taught in EED. It makes it much easier to logically construct an answer to scenario based question.



Q6. Do you think the EED/AL module contributes towards your academic success?

Q6.a If yes, please explain how it contributes to your success and if no, please explain why you think it is not contributing to your success.

Participant 1: Once I finish my degree and go into litigation I would have fully gained the writing skills I would need in my workplace.

Participant 2: I spend most of my time reading cases from EED which broadens my understanding.

Participant 3: Because it train me to be a good legal practitioner.

Participant 4: I t broadens us my mind and teach me how I will apply some of things I am taught in the work.

Participant 5: It will help me, even when I am old because I will be able to do such a great research.

Participant 6: It will help me with reading and writing skills which will be very required when I have finished.

Participant 7: Although it teaches writing skills etc, it does not contribute to academic success as study methods etc, lead to academic success and hard work EED just forms a small part.

Participant 8: It has contributed to my academic success by giving me reading and writing practice, helping me get used to the legal referencing sysytem and essay to a certain extend.

Participant 9: EED teaches us fundamental skills & knowledge needed to be a successful legal practitioner.

Participant 10: It teaches me how to write essays.

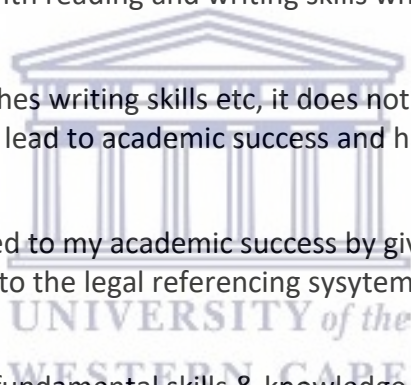
Participant 11: The EED course equips us with the necessary skills to apply to our legal studies. This is crucil and therefore valuable for our success.

Participant 12: Later when I come into practice I will use these skill I've learnt.

Participant 13: I believe language to be an important aspect of education & intelligence. As such I believe EED contributes by improving thoe skills.

Participant 14: EED is extremely time consuming and has taught me that academic success is dependent on how well you can manage your time.

Participant 15: It help me to improve my vocabulary because it introduced me to studying lot of articles in order for to my essays. It also help me to improve my writing skills because now I know how to structure an argumntive essay



Participant 16: In our law modules we are assessed on our use of the English (grammar) so it helped me to improve my grammar. It also contributed a lot in completing my assignments.

Participant 17: It helps me prioritise and to strategise how to complete my work in a logical way.

Participant 18: Yes it does contribute to my academic success because it makes it easier for me to plan and structure my work therefore I am able to go to get fair marks.

Participant 19: I think in future my ability to practice and effectively will rely on my ability in these skills.

Participant 20: Because everything I learn from it I use it in all my modules.

Participant 21: This module teaches me skills that benefit me in each and every module I have.

Participant 22: EED teaches us how to structure your arguments and in order for you to be a good lawyer you need good arguments.

Participant 23: Yes because I get better in my literacy.

Participant 24: Because I do not feel like it is needed in my course and I am passing it without understanding what it is all about, meaning that I am not studying it for my success but for just passing it as I have no choice.

Participant 25: Because it helps me to know the structure of the essay, even for other modules

Participant 26: Makes me a better writer, thinker and student

Participant 27: EED law equips me with the necessary skills I need to be able to complete my degree successfully and I think it will play a fundamental role in my career after university

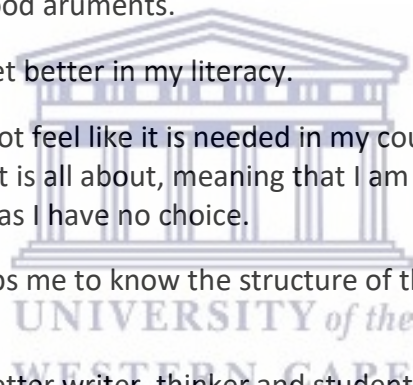
Participant 28: Prepares me in hand for my exams

Participant 29: Helps my reading and writing skills

Participant 30: I stress more about the small tasks given to us and the marks that could potentially be taken away to think about being success.

Participant 31: Since law is all about writing essays EED will help for my success as I will be developing great writing skills cause I feel I didn't do proper English at school, since it was a disadvantage for me, therefore EED is improving my english in writing some of my school work.

Participant 32: I think as I learn new skills from this EED module, this will help me if I become the attorney one day, I will be able to talk at court and make an argument at court with other people and know how to summary a case.



Participant 33: Later when I start to practice as a lawyer I will use these skills.

Participant 34: It helps me to use this skills of writing in all my other modules.

Participant 35: Because through the skills that I get in EED I will be able to use them in te modules that I will get throughout this degree.

Participant 36: The skills I have learnt have helped me with my assignments.

Participant 37: It will help me better my use of language in the work-place.

Participant 38: It is beneficial because I learn lot.

Participant 39: Yes because when answering questions I now read and write or answer question.

Participant 40: The EED modules helps you better your english skills so at the end of the day; you'd be able to speak, read etc. more fluently than expected.

Participant 41: This module contributes to our success as it betters our english and formal jargon.

Participant 42: It develops the use of a leaners English.

Participant 43: I do understand things better and the lecturer explain things very good.

Participant 44: As the language in court is English, EED develops my English.

Participant 45: As it develops skills, which are necessary.

Participant 46: It gives basic information on a lot of things such as how you can apply your referencing and plays a part in research.

Participant 47: It gives students whose first language is not English an opportunity to transition from their home language to English.

Participant 48: EED helps one with the basic necessary skill which one needs when wanting or studying law.

Participant 49: By equipping me with useful skills, I am able to navigate my academics

Participant 50: It helps me in writing essays.

Participant 51: It definitely does so in the sense of informing us with the practical dynamics of South African society.

1 student preferred not to answer the question.

Q6.b Also offer some thoughts and or ideas of how you think the EED/AL courses may further contribute to your success in future.

Participant 1: Extend the time for lectures

Participant 2: It will help me to know more about law even in future.

Participant 3: It must continue to help student, or teach them in every step of their academic years.

Participant 4: EED will really contribute toward my success in future because. When you are working in court I will have to do research and write some important things. All this skills I have learn it in EED.

Participant 5: It may further contribute with reading skills, its not easy to read cases.

Participant 6: They should offer studying skills within lectures.

Participant 7: To be proficient in my home language will boost my confidence and make me a better lawyer one day, and people may be able to learn a lot from me. Being a good lawyer will attract more clients.

Participant 8: Teaches me how to write academic essays.

Participant 9: The way be podcast instead of face to face classes. I would prefer audio podcasts to accommodate the intense workload to student's experience.

Participant 10: As stated above, it will be useful when reading contracts, reading cases and further critical thinking.

Participant 11: The skills will be used in research papers in the future.

Participant 12: It may explain laws or acts that I may need to understand in the future.

Participant 13: It may play significant role of contribution in my success in future by enabling me to know how to support my arguments and improve my writing skills and summarise cases effectively.

Participant 14: I think if it can have a curriculum dealing with improving students answering of questions grammatically correct that would help a lot of students.

Participant 15: It could assist me when I need to do a research paper in second year for Criminal Law.

Participant 16: In the future my EED skill will help in writing judgement of the court if I may become a judge.

Participant 17: It improves my understanding of how things work in a court of law.

Participant 18: EED will help me when I am practising as a lawyer. It will help me to be a good lawyer.

Participant 19: They can also help more by including much more Law context.

Participant 20: I think EED is suppose to deal with basics of law and deal with everything in all law modules without explaining too much.

Participant 21: To be critically thinker in the workforce

Participant 22: See above

Participant 23: Compile my work and make it look less of a work.

Participant 24: By being easy on the marking and deductions and being more accomodative to students with English as a third language.

Participant 25: It will help me in my report writing or writing of affidavitis. Also develop in my interviewing skills for in case I wanna do some research in future.

Participant 26: It will help me to become a good attorney in the future.

Participant 27: As stated above the skills developed in this module, will help me in the future as a lawyer.

Participant 28: By having more workshops which focus on writing.

Participant 29: can show me new ways to better understand the work for tests and exams.

Participant 30: I think they should give back our tutorial work so that we can see how we did and where we went wrong.

Participant 31: I will be able to read critically with understanding and use my skills equipped in EED when in the legal world.

Participant 32: It could help me structure arguments when I am a lawyer / advocate.

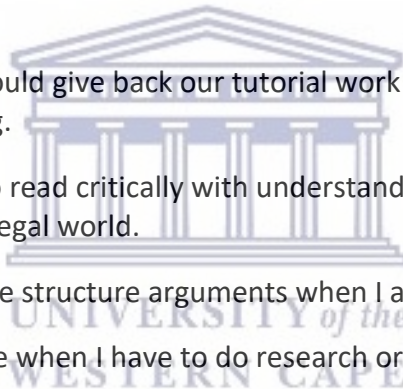
Participant 33: I will contribute when I have to do research or summarise articles.

Participant 34: It could assist with skills concerning speech and speaking in front of crowds, and how to be professional in that.

Participant 35: It will frequently be part of my future studies for it is the basic and important foundation on research, critical thinking and referencing.

Participant 36: It can contribute to your sucess in the future by further developing writing skills

16 students preferred not to answer the question.



EED Science

FINANCIAL SUPPORT
Q8. Are your parent(s)/guardian(s) unemployed?
Yes-29 No-15
Q8.1 If employed, what is the individual/ household income per month?
Participant 1: 4,500 Participant 2: Not sure Participant 3: Dunno Participant 4: I dont know Participant 5: More than 20 000 a month Participant 6: Not sure (roughly) R160 000 Participant 7: About R15 000 Participant 8: >20 000 Participant 9: R50,000 Participant 10: I don't know Participant 11: No idea, but it is comfortable Participant 12: R15 000 - 30 000 Participant 13: Not sure Participant 14: I don't know Participant 15: R150 000 from my father Participant 16: Not aware of income Participant 17: I am not sure Participant 18: Unknown Participant 19: Don't know Participant 20: R50,000 Participant 21: N/A Participant 22: I don't know Participant 23: No idea, but it is comfortable Participant 24: Participant:R15 000 - 30 000 Participant 25: Not sure Participant 26: I don't know Participant 27: R150 000 from my father Participant 28:Not aware of income Participant 29: I am not sure Participant 30: Unknown



Participant 31: Don't know

23 students preferred not to respond to this question.

Q9.1 If unemployed, how is provision made for living and other expenses (travelling, etc.)

Participant 1: n/a

Participant 2: By selling food at schools

Participant 3: The social grant provided by the government sustains us all

Participant 4: Family assistance from extended family

Participant 5: Selling small good on the window

Participant 6: N/A

Participant 7: My mother is not employed but my father is.

Participant 8: Part-time jobs

Participant 9: Parent was rentrenched and he supports us with his UIE earnings from the company

Participant 10: NSFA is funding all my expenses and for a living at home with my mother we rely on the social grant

Participant 11: They try to give what they can, also support grant is the main source.

Participant 12: On last salary of job (last month)

Participant 13: Mother provides me with everything as well as nsfas

Participant 14: My mom is working for part-time jobs and my father is unemployed.

Participant 15: They are full time Pastors, so the provision made by God makes our living and other living.

Participant 16: With the money my parents get from fixing cars (as mechanics)

Participant 17: NSFAS & Social Grant

Participant 18: Selling stuff

Participant 19: NSFAS is paying for my studies and living we live with grant.

Q10.1 If no, please indicate who else in your family has or is studying at university.

Participant 1: My cousin brother, he study at UFS (University of Fort Hare)

Participant 2: All my siblings



Participant 3: My eldest sister

Participant 4: Mother, sister, aunt, cousins

Participant 5: Sister, mother

Participant 6: Brother

Participant 7: Mom, dad and sister

Participant 8: Mother, Father, Sister

Participant 9: Brother, Father

Participant 10: My older brother

Participant 11: Mother (NWU) Father (UNISA)

Participant 12: My brother

Participant 13: Father, Mother

Participant 14: Mom, brother

Participant 15: Brother, cousins, sister

Participant 16: Parents and siblings

Participant 17: Cousins

Participant 18: Sister

Participant 19: Sister

Participant 20: Mother, stepfather, grandmother

Participant 21: Participant 20: My elder brother

Participant 22: My second sister

Participant 23: My older sister

Participant 24: My parents and siblings

Participant 25: Sister

Participant 26: Both parents and brothers

Participant 27: Only extended family members

17 students did not respond as they are first generation graduates in their families.

Q11. Which degree programme are you registered for?

Participant 1: B Sc Biodiversity and Conservation Biology



Participant 2: Applied Geology
Participant 3: Applied Geology
Participant 4: BCB
Participant 5: B Sc
Participant 6: Conservation biology
Participant 7: Biodiversity and Conservation Biology (BCB)
Participant 8: B Sc Biodiversity and Conservation Biology
Participant 9: B Sc Applied Geology
Participant 10: B Sc Biotechnology
Participant 11: B Sc Biotechnology
Participant 12: B Sc Biotechnology
Participant 13: B Sc Physics
Participant 14: B Sc
Participant 15: B Sc Environmental and Water Sciences
Participant 16: B Sc
Participant 17: B Sc Environmental and Water Sciences
Participant 18: B Sc
Participant 19: B Sc in Physical Science
Participant 20: B Sc Mathematics and Statistics
Participant 21: B Sc
Participant 22: B Sc Physical Science
Participant 23: Environmental & Water Science
Participant 24: Environmental & Water Science
Participant 25: B Sc Biodiversity and Conservation Biology
Participant 26: B Sc Physical Science
Participant 27: Environmental & Water Science
Participant 28: Biodiversity and Conservation Biology (BCB)
Participant 29: Applied Geology



Participant 30: Applied Geology
Participant 31: B Sc Physical Science
Participant 32: Medical Bioscience
Participant 33: B Sc Applied Geology
Participant 34: Biodiversity and Conservation Biology (BCB)
Participant 35: B Sc Applied Geology
Participant 36: B Sc Biodiversity and Conservation Biology
Participant 37: B Sc Applied Geology
Participant 38: B Sc Physical Science
Participant 39: B Sc Biotechnology
Participant 40: B Sc Biotechnology
Participant 41: Applied Geology
Participant 42: B Sc Applied Geology
Participant 43: B Sc in Applied Geology
Participant 44: B Sc Biodiversity and Conservation Biology



STUDENT SELF- REFLECTIVE QUESTIONNAIRE ABOUT ALS COURSE

Q1. What do you think, why are you doing this course?

Participant 1: Im doing this course because i love science, i like to explore, and discover new things. I choose this course because i love nature.

Participant 2: To improve our resigning

Participant 3: To gain perspective of common forms of bias in stem fields and to be taught how to compose reports and conduct research. And a lot of other things necessary for educational development.

Participant 4: To be able to understand the history of Science. Improve in writing researches and referencing

Participant 5: I am very passionate about science and I am a very curious person who loves discovering new things

Participant 6: To improve critical thinking skill

Participant 7: To learn how to think critically and write scientific reports - skills that will benefit me in my other modules. (EED) BCB encourages me to connect many areas of knowledge to preserve our biodiversity.

Participant 8: To improve our research and writing skills, to become better scientific writers.

Participant 9: I am doing this course so that i can be a Petroleum Geologist

Participant 10: I want to improve the standard of life of most South Africans by producing healthy and longer lasting food products they can afford.

Participant 11: To learn how to do research, research report and be a critical thinker

Participant 12: To provide me help for now and the future. Learning on how to write acsdemicallyand how to support myne and others view.

Participant 13: to improve and give you the skills to do. writing at post graduate level

Participant 14: To get skills for the generation and prepare myself for the work industry.

Participant 15: To learn about research skills

Participant 16: I'm not sure

Participant 17: To better equip our academic writing skills, intergrating and finding reliable resources.

Participant 18: I feel like humans have negative perceptions about wildlife especially reptiles and I am doing this courses to aware people of how adorable snakes are.

Participant 19: In high school I love physical sciences and my dream was to become a doctor (first choice) and B Sc in Physical Science was my second choice.

Participant 20: So that I'm able to get the job after the degree and help improve my family lifestyle. But the course wasn't really what i wanted to do.

Participant 20: To write the better report on science research

Participant 21: I was advised to take EED117 from my subject adviser before I started classes.

Participant 22: So that I can be familiar with scientific writing and to become a better person. This module serves a similar purpose to the LO's purpose.

Participant 23: To enhance my academic literacy

Participant 24: Teaches us basic skills required to write successful scientific papers, as well as skills to avoid biases and prejudices during writing. Also revision and focus on core module.

Participant 25: Interested in knowing more about the environment and coming up with solutions that will help solve any environmental issues.

Participant 26: Because I aim to become a mrine biologist so studying this course is the start.

Participant 27: Because I want to be a Geochemist one day

Participant 28: It is what I am suppose to do, i guess

Participant 29: To improve my academic literacy on other courses and the language itself.

Participant 30: I want to breach into forensic. The course is very difficult

Participant 31: It's good because I'm studying a subject of my choice and I enjoyed it, and I am really interested in studying rocks and the importance behind it.

Participant 32: Its good, Im studying these course because would won't to become a microbiologist, I want to know more & research about genetic inherited diseases which are spread from generation to generation.

Participant 33: It's good, I am doing the course because UWC is the first university to accept me and I applied for B Sc Applied Geology other universities they rejected me so I have to choose it.

Participant 34: In order now to understand the ways in chich we write in science and the importance of being able to write in science.

Participant 35: This course gives me knowledge about the stories of science, it also gives me some writing skills

Participant 36: To learn what's happening in the society and to Iso gain some research skills. Learn writing skills like report writing skills.

Participant 37: I am studying this course becuse I have passionate about science and this course help me understand science and scientific writing more. I think this course helps sciens students with academic writing and gives them an insight of science.

Participant 38: To lean to think critically and to be able to write a scientific report, as well as to reference sources correctly.

Participant 39: It is interesting course & I want to be able to support my family

Participant 40: I want to be a Geologist

Participant 41: I think it is to better my writing skills, in order for me to produce assignments at a good standard

Participant 42: I want to make a change in the world and take part in conserving every living being.

Q2. Do you think this course is beneficial for you in any way?

Q2.1 If yes, please explain why and if no, please also explain why.

Participant 1: Because i learn new things that i did not know

Participant 2: I can now recognise forms of bias and privilege prevalent in science fields, I can conduct research and compile reports.

Participant 3: Because I am now able to do research

Participant 4: So far, I learnt scientific papers and reports which I didn't think were important in high school but now see its importance.

Participant 5: Helps to increase critical thinking and open mindedness

Participant 6: It gives insight into the scientific community and how to become a better scientist. This is a long-term benefit along with previously mentioned improving writing & critical thinking skills.

Participant 7: It has already helped me to be a better researcher and it's helping me write essays better. It also opened my mind to things I did not realize before about certain topics.

Participant 8: It is beneficial as it has employment opportunities because it is rated as one of the scarce skills in the country.

Participant 9: It will open chances for me to study disease that has affected my family.

Participant 10: Yes, I am taught how to do research, how to look if a source is trustworthy etc.

Participant 11: Yes, because the work done in this course helps in the others especially in my practicals where I have to write research report

Participant 12: It makes me more aware of what is happening in the world of science

Participant 13: It is because, everyday it equips me with new skills for my field of work.

Participant 14: It gives awareness about scientist behaviours and the way they act.

Participant 15: This course is a waste of time, in my opinion, as we have learnt most of the content in high school. It is also difficult to focus on the more important courses as well as this. This just makes me more stressed out.

Participant 16: It is beneficial because it supplies you with the necessary skills required to write out academic reports and writing successfully.

Participant 17: EED has taught me how to reference which is important as a scientist that I think I will become.

Participant 18: In this course I'm mostly exposed to computers which is something that was not happening in high school. This course helps me to develop my skills in computer and also teaches me a deep more about physical science.

Participant 19: It helps me to understand different aspects of life, counteract with other people.

Participant 20: This course does not involve maths or science

Participant 21: The referencing has been very helpful.

Participant 22: It has removed bias thinking and offers me a way to think and perceive things from different views.

Participant 23: It will help me one day when I am doing research

Participant 24: It is useful for me to know these basic skills, as well as the work pertaining to this field.

Participant 25: Yes, as it provides me with the equipment that I need in order to pursue into the career that i want.

Participant 26: It allows me to extend knowledge because it sets me up for my future career one day.

Participant 27: It allow me to have knowledge about the thing that happen in he field of geology

Participant 28: It is teaching me a lot about becoming a scientist. It is teaching me about social skills engagement and just social awareness.

Participant 29: I have never understood English in High school but now I can grib some other words and do extremely well in other courses.

Participant 30: I understand the human body better

Participant 31: Yes it is beneficial in some way cause I will easily get a job and empower my knowledge.

Participant 32: Because every 10 year we seem to have diseases which seem to spread over the world., these diseases seem to be always makating. I would wish to be one of the solution one day on getting a breakthrough.

Participant 33: Because it's not what I was having interest on, but I'm enjoying it.

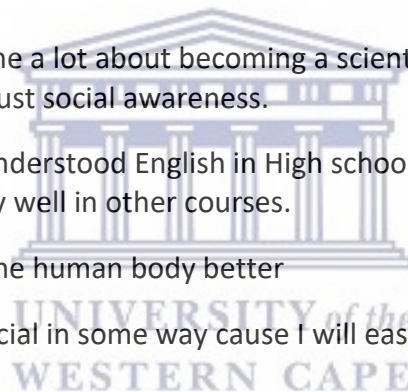
Participant 34: Yes, I have learnt a lot and made aware of things that I never thought would be obsticles I would face.

Participant 35: It is beneficial as it gives me many skills, such as doing research and writing a report.

Participant 36: Because int eh future as a researcher, I will be expected to do research and write reports of which I learned how to do that in this course.

Participant 37: It is beneficial to me because I learn things such as scientific reoport writing as well as reference styless, that will help me in other modules as well as in my science career.

Participant 38: See question 1



Participant 39: It is supplying me with knowledge and skills that I need in order for me to become a Geologist

Participant 40: It helps me to understand the environment as a whole

Participant 41: I feel it could be done in one term and not everything we do is necessary, I feel.

Participant 42: Yes because it is in line with what I want to achieve in this world.

2 students preferred not to answer the question.

Q3. Does this course help you to make the transition from high school to university easier?

Q3.1 If yes, please explain in what ways it has helped with the transition from high to university.

Participant 1: Helped me adapt in varsity work, because it has a lot of work.

Participant 2: I think i will be able to get true reflection in 3rd year, provided I will have to conduct research and use referencing techniques the course taught.

Participant 3: Because it mostly is based on toking at the science part

Participant 4: I have becom used to the amount of work done in university because of the projects and assignments

Participant 5: Increase open mindedness helps to get a better understanding of how the science world works.

Participant 6: It has helped me adjust to the expectations of university at all levels by keeping me informed and allowing for easy. Friendly interaction in class.

Participant 7: It has not taught me to manage my workload or time in any way. What is being taught is not really related to high school.

Participant 8: We're studying similar concepts that I have studied in high school, in the module of LSC 141, Phy 116

Participant 9: English is my first additional language so I needed this course to help me write proper argumentative essays, do reseach reports.

Participant 10: Yes, because my home language is Afrikaans but this teaches me terminology and the different ways people ask questions and wanted answerd.

Participant 11: I had to adjust on my own, the knowledge the course offers does not help in that domain.

Participant 12: It is because it made me undestand what i am getting myself into by studying in this field.

Participant 13: How to write a research report

Participant 14: This doesn't because I would rather focus on real courses instead of this because I don't see the purpose of this course

Participant 15: It has helped in terms of what is expected in our academic writing and how we can achieve this.

Participant 16: It has attended to the stress I encountered with this transition.

Participant 17: It has helped me in a way that the questions in physics are not answered the way I was answering them in high school. This course is helping me to change my way of doing things like I used to in high school and do it the way they do it in varsity.

Participant 18: It is helping me to get used to working on my own, teaches me research skills which I need in future.

Participant 19: The course continued from grade 1 to 12. The transition should not be hard, if we are learning under the lecturers.

Participant 20: Because the lecturer teaches at a nice pace and makes sure that the work on the lecture slides are easy to understand.

Participant 21: It has made making friends and keeping friends easier, science I can now talk properly without being selfish and it has made me an understanding person.

Participant 22: The module has not focused on the transition to university.

Participant 23: The module makes a great effort to revise our high school work and work gradually towards complicated knowledge.

Participant 24: It shows what is expected of university students.

Participant 25: High school caused me to have a lot of things to do at once and made it easier for me to cope under stressful situations like in varsity so that it becomes a normal thing when being overwhelmed with tests and assignments.

Participant 26: No because the course is very hard and

Participant 27: There is really nothing that I can point out to have been challenging in my transition from high school so I cannot really say this module has helped me.

Participant 28: The language they speak in university is English and learning English is so important because I did not do well in high school with English and everyone in the university speak only English.

Participant 29: There were no real steps/action taken to bridge the gap between high school and varsity.

Participant 30: Because some of the modules I learned from high school helped me to get into university regarding the module I am doing in my current course.

Participant 31: Because some of the modules which am doing are related to my school subjects. I sometimes apply my knowledge which I learnt from high school.

Participant 32: Back in high school I was not doing Geography. Many things are new for me I have to start from the begning in order for me to understand.

Participant 33: Helps me to understand ways to write in science

Participant 34: It taught me how to communicate with students and also to gain self esteem by doing a research report, where I was expected to introduce myself to each and every student I want them to participate in that reseach.

Participant 35: When I was in high school, my cademic writing was very poor and I di not know much about science discoveris. This module helped me to have an insight of science, in terms of writing and some discoveries.

Participant 36: Firstly, it is time consuming and it is difficult due to the fact that I'm not English home language.

Participant 37: I wouldn't call what is taught here, help to transition, rather informing/ teaching how things are done in university. A transition for me would be something like helping students, by teaching them how to tackle the course in order to obtain better results and keep coping.

Participant 38: Because it is a continuation of what I studied at school.

5 students preferred not to answer the question.

Q4. Do you think you are being equipped with useful skills in the EED/AL course?

Q4.1 If yes, please explain which AL skills have equipped you, how and why you think it has equipped you. If no, please explain why no, which EED/AL skills you think you should be equipped with how and why.

Participant 1: EED has improved my skills of writing I can be able to write reports an abstract

Participant 2: No copying other peoples work.

Participant 3: Please refer to 1,2,3

Participant 4: Research writing has helped alot. I am able to write and reference my work.

Participant 5: So far I have learnt how to read and understand scientific articles which made no sense to me when i was in high school.

Participant 6: Making transition easier by equipping with research and critical thinking skills

Participant 7: Writing, analysing , critical thinking, and research skills

Participant 8: It has improved the way I write and research. It also helped save time while researching as it taught me how to be a more efficient researcher.

Participant 9: Report writing, critical thinking, those will be essential in my line of work once i've completed my studies.

Participant 10: Referencing and researching skill. These skills will help me to become an outstanding researcher in the future.

Participant 11: It has taught me to think more critically. The way I think and the way I write has changed for the better with the help from EED.

Participant 12: I have learned how to write academically and new terminology like paraphrase things I never heard or learned about. this give me a wider knowledge of the academic literacy.

Participant 13: It will help me with my writting of projects and doing referencing.

Participant 14: I got the skills to conduct a resarch as a science students and academic writting.

Participant 15: Time management skills

Participant 16: This module teaches you how to intergrate sources successfully find reliable sources and how to reference all this plays a fundamental role in obtaining your degree.

Participant 17: EED introduced referencing skills for reports which is important in the science world that I am enrolled in.

Participant 18: Skills like how to reference in the correct way and how to quote.

Participant 19: EED course equiped with reading an article and analyze. Also I learned how to write the reference.

Participant 20: Referencing is a skill I'm sure I will use in the future.

Participant 21: It has helped with scientific writing and unbiased thinking, which will help in my future political & business endeavours.

Participant 22: I'm a much better researcher than last year.

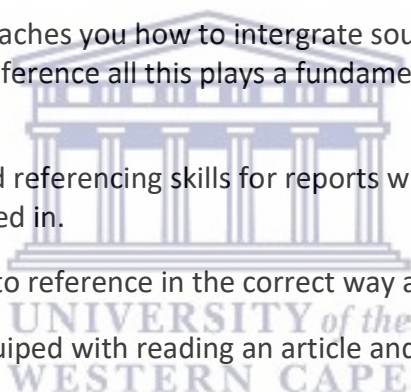
Participant 23: EED in particular is responsible for teaching proper citation methods, report writing methods and research methods, all things that are invaluable to a scientist.

Participant 24: Skills such as writing formally, learning how to do a research report, and most of all learnign how to reference since it is the most crucial part university academics

Participant 25: It allowed me to be more of a critical thinker, researcher and writer as these skills not only set you up for your career but life as well, very beneficial.

Participant 26: Yes it helps me to develop the skills of being a good scientific researcher

Participant 27: It has equiped me with good writing skills.



Participant 28: I have been equipped with some skills of editing draft and referencing on the academic course also life outside the varsity.

Participant 29: Referencing and report writing

Participant 30: I have that I should be a creative thinker objective, hard-working and a good writer if I wish to be a better scientist.

Participant 31: Scientific biases and scientific writing is the main points I see useful in my course.

Participant 32: Research skills and writing skills

Participant 33: Writing skills, critical thinking and communication skills from the lecturers and tutorials we were taught scientific writing and we were given activities in which we had to practice scientific writing. There were instances where we had to apply our thinking skills and communicate our thoughts.

Participant 34: See question 1

Participant 35: Because it does not equip me with the skills

Participant 36: It equips us with different ways to do assignment, like reference lists

8 students preferred not to answer the question.

Q5. Are you applying the EED/AL skills you have learnt elsewhere in your studies?

Q5.1 If yes, where are you applying it and if no, please explain why you are not applying the skills.

Participant 1: I apply EED skill in LSC 141 when I'm writing scientific report in practical.

Participant 2: I apply the EED/AL skill on other projects in other modules like, referencing and avoiding plagiarism

Participant 3: Has not been necessary yet

Participant 4: I mostly apply it in life Sciences, Chemistry for the report projects

Participant 5: In my other modules, we have to reference at the end of each assignment/project hence my EED referencing skills are applied there.

Participant 6: Helping me to approach topics with an open mind and my research skill are better which helps me with applying those skills in other areas.

Participant 7: This is applied to LSC 141, my biology

Participant 8: We have not written reports or needed to do research in any other modules

Participant 9: I am applying them in my other modules.

Participant 10: Applying the research skills and the knowledge of thinking like a fact checker and looking for reliable sources on doing reliable research in LSC and Chemistry

for example in my life science practical we do experiments and I have to write in the scientific method.

Participant 11: It is applied in my practicals where I have to write scientific reports and knowing how it should look.

Participant 12: In my projects for my other modules.

Participant 13: In my major course, the project they gave us on a computational modelling workshop.

Participant 14: In research

Participant 15: I am applying in my scientific reports. with the teachings of the IMROD structure as well as how to properly reference.

Participant 16: No module currently requires referencing

Participant 17: When I am doing the research, I try to paraphrase the information I got and I also use the skill of quoting also referencing for the sources I have used to do my research.

Participant 18: In other modules like researching skills, when I'm doing research or using different sources on gathering information and in life in general the way I see things is not the same as I used to look at them and that is building me as an individual.

Participant 19: None of my courses involve English, reading an article.

Participant 20: We have not done work relating to what was learnt in EED as of yet, most work has been revision from matric or has just started new work.

Participant 21: In life science 141 we use scientific writing

Participant 22: There hasn't been a case where I needed to apply them.

Participant 23: We wrote a mock scientific report in a life science practical. There are surely more scientific reports that will be written in the future.

Participant 24: Not yet, as I haven't received any tasks that require the knowledge that I'm receiving from this module

Participant 25: In my science subjects and when applying for jobs

Participant 26: There is no need to apply those things

Participant 27: There has been no time or chance to apply any of my skills to my other modules yet.

Participant 28: Chemistry - they work as to write some abstracts and research, learning these things in EED it was the best chance ever in life.

Participant 29: my other modules like life sciences

Participant 30: Some of it its not really relavent

Participant 31: I apply them in my life science practicals

Participant 32: I am applying it when I am studying, and when I have to write a lab report in LSC 141.

Participant 33: I am applying it in the LSC 141 module as I have to write scientific reports in that module.

Participant 34: I have not found anything useful for now

Participant 35: All that I have learnt hasn't been required for anything as of yet.

Participant 36: In life sciences

7 students preferred not to answer the question.

Q6. Do you think the EED/AL module contributes towards your academic success?

Q6.a If yes, please explain how it contributes to your success and if no, please explain why you think it is not contributing to your success.

Participant 1: Doing EED make my academic marks increase.

Participant 2: Teaches me how to handle work

Participant 3: Outlined in question 3

Participant 4: In most of modules, if not all, they require some scientific sense that somehow I acquired from doing EED.

Participant 5: Skills which I mentioned have helped me in other areas increasing my success.

Participant 6: I have learnt important skills that improves the reliability of my work and thus contributes to a higher chance of approval & success

Participant 7: The things I've learnt will help me save time in the future, allowing me to spend more time on studies and areas that require more focus.

Participant 8: It helps me with time management skills and personal reflection

Participant 9: It allows me to have an independent mind and equiped me with methods and skills of easily reading scientific articles.

Participant 10: EED helps me to communicate better with other individuals. (race, sex, gender, religion)

Participant 11: It has helped in my academics since I use it in my practicals. How to know if something is reliable and be more open mindednof others and struggles people go through.

Participant 12: It will help with my writing.

Participant 13: I believe that for me to pass most of my assignment when I am an honours student.

Participant 14: It gives more clarity about science world.

Participant 15: It feel as if this will not contribute to my academic success , this EED mark might bring down my average mark.

Participant 16: It contributes to my academic success with the key skills one obtains which is a necessity in all academic writings.

Participant 17: It serves as a barrier that stops me from achieving my desired marks, so it does not help

Participant 18: We get to do a lot since I'm in science field, EED is also more into science, so I learn more about science researches, scientists and its importance.

Participant 19: Quite easy subject for first years to pass.

Participant 20: Learning how to write scientific projects in a proper way has been extremely helpful.

Participant 21: It helps in life science and also it helped in EED during the debate.

Participant 22: The assignments are long which consume a lot of time which can be used for studying.

Participant 23: I do not highly hold the belief that I will be taken seriously if I cannot write a proper scientific report or if I plagiarise. In modern day, It is of utmost importance to avoid bias as well.

Participant 24: EED module helps us get the basics of formal writing which plays a big role in academic success.

Participant 25: It makes me speak more fluently and this is a skill that should be improved on a day to day basis.

Participant 26: Because if I fail it I won't be able to graduate.

Participant 27: Well I need to pass it if I want to pass my semester, I guess thats reason enogh.

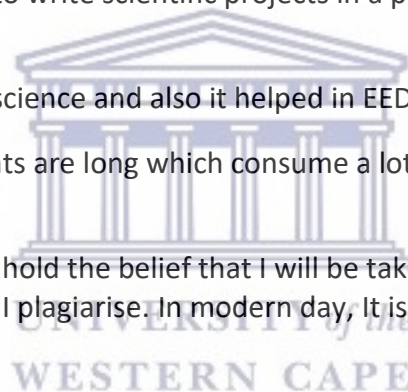
Participant 28: It prepare us to postgraduate studies.

Participant 29: Helps with average a little bit

Participant 30: It teaches the science in all perspectives

Participant 31: It equip me with necessary skills that I will use in future.

Participant 32: With the knowledge that I have gained from this module, I will apply it in my science carrer.



Participant 32: See question1

Participant 33: It is time consuming

Participant 34: Teaches me on how to do assignments and understand life of science.

Participant 35: It is very informative about the science field.

8 students preferred not to answer the answer.

Q6.b Also offer some thoughts and or ideas of how you think the EED/AL courses may further contribute to your success in future.

Participant 1: When i am a scientific researcher, I can be able to write report about how I discover thing

Participant 2: I havent figured one

Participant 3: By doing practical that would help emmersly

Participant 4: I plan to be a lab scientist, so I will be required to write a lot of scientific reports and I am now equiped with knowledge thanks to EED.

Participant 5: By engaging me with the scientific community, EED opens many doors that allows me to extract, interpret and use information in a meaningful way that could benefit my field or others

Participant 6: I dont know if it will help in the future successes

Participant 7: It will be handy because it often encourages critical thinking and time management

Participant 8: They can include for information in the reader (not only the questions). More info on the the lecture must be given in the reader.

Participant 9: Bringing in more languages. Or trying to bring in multipl languages.

Participant 10: In term of how to think when in science.What would be the correct way of doing things.

Participant 11: How to write research reports

Participant 12: Drop this course

Participant 13: The skills obtained can rather be used in ones post-grad studies.

Participant 14: Nothing

Participant 15: In future I will know more about the stories of science and use the skills I have learnt in the EED module.

Participant 16: It is building me to be hard working woman, and feel priviledged aswell. It is just making me understand the world and how it works in a positive perspective.

Participant 17: It will help me to reference the source.

Participant 18: Learning how to write up scientific results at a university level as well as referencing will definitely help me in the future.

Participant 19: It can help me become a better reader, a leader who can assess problems from every point of view.

Participant 20: I don't have any.

Participant 21: I am quite satisfied with this module

Participant 22: Not much others than mentioned in the previous questions

Participant 23: They help it terms of scientific research. It gives the basic knowledge of doing researches.

Participant 24: No comment

Participant 25: New more relevant topic. Discussions in class.

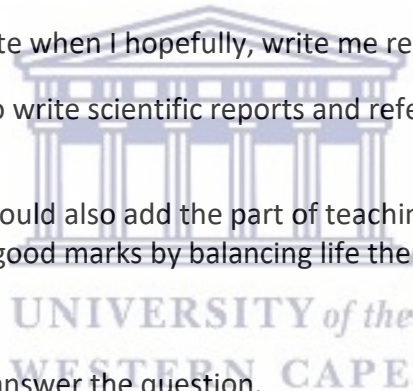
Participant 26: It will contribute when I hopefully, write me research.

Participant 27: When I have to write scientific reports and reference sources in my own future reports.

Participant 28: I think if they could also add the part of teaching students how to tackle university and how to obtain good marks by balancing life then it could be better.

Participant 29: I have none

15 students preferred not to answer the question.



Addendum 16: Students' grouped responses: Open-coding, Stage 2

1. What do you think, why are you doing this ALs course? (Qualitative responses)

<p><u>ARTS FACULTY</u></p> <p>Nine (9) students noted that they were doing this AL course to improve their writing skills.</p> <p>Three (3) students indicated that they were registered for this course in order to enhance their reading skills.</p> <p>Six (6) students stated that they were doing the course because they gained critical thinking skills.</p> <p>Eight (8) students noted they were enrolled for the module to improve their use of the English language.</p> <p>Three (3) students noted that they were registered for the course so that it could assist them to improve their communication.</p> <p>Four (4) students were doing the course to gain credits.</p> <p>Four (4) students indicated that they were struggling to pass Eng 111 and thus, had to register for Eng 106.</p> <p>One (1) student acknowledges that the Eng 106 course was much easier than other modules which she/he was registered for.</p> <p>One (1) student noted that she/he was doing the module as it helped them with being successful in their other modules.</p> <p>One (1) student noted that the module was the only one which did not clash with her/his other modules.</p> <p>One (1) student indicated that they were doing this course because they wanted to learn more about literature.</p> <p>Three (3) students stated that they were enrolled for the module as it will help them in future careers.</p>	<p><u>EMS FACULTY</u></p> <p>Twenty (20) students noted that they thought they were doing ALC 131 in order to gain different skills such as:</p> <ul style="list-style-type: none"> i) Critical and analytical thinking for communication purposes ii) Academic essay writing skills iii) Reading skills iv) Research skills v) Decoding skills vi) Study skills vii) Life skills viii) Self-awareness skills <p>Fifteen (15) students indicated that the ALC 131 module helped them with adjusting from high school to university (particularly with getting to know what was expected of them as university students and how the university as an institution operates or functions).</p> <p>Thirteen (13) students stated that they thought ALC 131 assisted them to do well and or achieve success in all their other modules.</p> <p>Ten (10) students noted that they thought the ALC 131 module helped them by preparing them for the world of work, in their future academic studies and with life in general.</p>
<p><u>LAW FACULTY</u></p>	<p><u>SCIENCE FACULTY</u></p>

<p>Thirty-six (36) students noted that they were enrolled for the EED Law course as it assisted them to improve their various AL skills.</p> <p>Twenty-five (25) students indicated that they were doing the module because it helped them advance their proficiency and communication in the English language as well as learning how to make use of the language in their future law careers.</p>	<p>Thirteen (13) students indicated that they enrolled for the EED Science module as they thought it improved their scientific writing skills.</p> <p>Six (6) students indicated that they were enrolled for this course as it assisted them with improving their critical thinking skills.</p> <p>Two (2) students indicated that they were enrolled for this course as it enhanced their academic literacy skills in the EED science module as well as in their other first-year modules.</p> <p>Ten (10) students noted that they thought they were doing the EED Science course to help them to conduct research and to improve their overall research skills.</p> <p>Five (5) students pointed out that they were doing the module as to help them with how to compile scientific reports.</p> <p>One (1) student indicated that they were doing this module to help them with improving their assignments.</p> <p>Two (2) students noted that they were doing the course as it was preparing them for the working world.</p> <p>Two (2) students stated that they were doing this course to provide them with knowledge about stories of science and to gain insight into science.</p> <p>One (1) student noted that they were registered for this course because it provided them with an understanding of the history of science as a discipline.</p> <p>One (1) student noted that they thought they were enrolled for this module to enhance their language.</p> <p>One (1) student stated that they were registered for this course so that they can become a better person.</p>
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2. Do you think this ALs is beneficial for you in any way? (Quantitative data) If yes, please explain why and if no, please also explain why not. (Qualitative data)

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<p>Eleven (11) students noted that the course was beneficial for them as it assisted them in improving their English language grammar and structure.</p> <p>Nine (9) students benefitted from the module by having improved their writing skills.</p> <p>Two (2) students indicated the course was beneficial for them because it assisted them to analyse and interpret information better.</p> <p>One (1) student noted that the module benefitted her/him by having improved her/his reading skills as she/he indicated that it helped with reading for understanding.</p> <p>Three (3) students' communication improved as a benefit for doing the course.</p> <p>Four (4) students noted that they benefitted from the module as it improved their overall understanding.</p> <p>One (1) student did not find the course beneficial as she/he indicated that her/his high school and the help of her/his parent who teaches Maths has helped her/him with English.</p> <p>One (1) student noted that she/he did not expect to 'study' English at university as he/she has a passion for subjects such as history and or politics and hence, the course was not beneficial for her/him.</p> <p>One (1) student stated that the course benefitted them because the lecturer was "cool" or helpful and that the information shared in the module was helpful.</p>	<p>Twenty-five (25) students indicated that the ALC 131 course benefitted them as it helped them gain skills in the following areas:</p> <ul style="list-style-type: none"> i) Writing academic essays, reports ii) Summary writing iii) Decoding test, essay and examination questions (in order to respond/answer questions accurately) iv) Study skills v) Self-esteem skills vi) Critical thinking vii) General application of skills viii) Reading (pre-reading skills) <p>Six (6) students noted the module benefitted them as it helped them with their research skills.</p> <p>Five (5) students found the ALC 131 module was beneficial for them as it helped them with adjustment from high school to university.</p> <p>Three (3) students noted that the skills they learnt in the ALC 131 module has assisted them in their future professions and career.</p>
<p><u>LAW FACULTY</u></p> <p>Thirty-one (31) students indicated that the EED Law course has been beneficial for them as it helped them to develop their writing skills.</p> <p>Five (5) students stated that the EED Law module helped with their reading skills.</p> <p>Five (5) students indicated the benefit of critical and analytical thinking skills as helpful for them.</p> <p>Eighteen (18) students indicated that the EED Law course benefitted them in that it</p>	<p><u>SCIENCE FACULTY</u></p> <p>Ten (10) students indicated that the EED Science module was beneficial for them as it helped them with conducting research.</p> <p>Eight (8) noted that the module was beneficial for them as it helped them become a better researcher.</p> <p>Seven (7) students pointed out that the module was beneficial for them as it assisted them with their writing skills.</p>

helped to improve their language proficiency and skills in the English language and more specifically how to make more effective and efficient use of English for the purpose of Law as a discipline/discourse. Six (6) students noted they benefitted by having been equipped with the skills for argumentation through the EED Law course.

Four (4) students noted that the module was beneficial for them as it enhanced their critical thinking skills. Seven (7) students stated that the EED Science course benefitted them in that it helped them with writing reports (scientific). Seven (7) students indicated that the course benefitted them as it prepared them for their future career in the working world. Four (4) students stated that the course benefitted them in helping them to become better scientists. Four (4) students indicated that the module was beneficial for them as it taught them new things which they did not know before (extended their knowledge). Three (3) students pointed out that the course benefitted them by having provided them with insight into the scientific community.

3. Does the course help you to make the transition from high school to university easier? (Quantitative) If yes, please explain why and if no, please also explain why not. (Qualitative response)

ARTS FACULTY

Seven (7) students indicated that the module helped them make the transition from high school to university by teaching them how to structure and write essays, specifically argumentative essay. Three (3) students noted their transition was made easier as the course helped them gain thinking skills for objective communication. One (1) student indicated the course assisted them with transition as it helped her/him to express themselves more than before. Two (2) students stated the module helped them with time management due to the transition from high school to university. Two (2) students indicated that the friendly demeanour and assistants from the lecture

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Eight (8) students noted that the ALC 131 module helped them with their academic writing which is different to high school. Six (6) students noted that the ALC 131 module assisted them with the transition by teaching them effective time manage skills. Three (3) students indicated the transition that ALC 131 assisted them with provided them with critical thinking. Three (3) students stated that the ALC 131 course helped them with reading critically, effectively and efficiently. Two (2) students indicated that decoding which they did not do in high school formed part of their transition into university. Three (3) students noted that the ALC 131 module assisted them by making research "easier" to understand in their transitioning from high school to university.

<p>and tutors have made their transition easier from high school to university.</p> <p>One (1) student noted that the module assisted them with the transition from high school to university as they had English as a First Additional language in school, whereas at university the course has helped the student to make English her/his home language as the language was used every day by the student.</p> <p>One (1) student indicated that the Eng 106 module helped filled 'gaps' which was not "filled" in high school.</p> <p>One (1) student indicated that the transition from high school to university was good as he/she learnt new information about the library.</p> <p>Two (2) students stated the module made the transition from high school to university easier in general.</p> <p>One (1) student noted the module helped them to transition as it eased them into academic work.</p> <p>Two (2) students noted that the course assisted them with the transition from high school to university by helping them to overcome diversity by enabling them to communicate with persons or students from diverse backgrounds.</p> <p>Two (2) students indicated that the module helped them cope with university expectations and life.</p> <p>Two (2) students noted that the course helped them to become disciplined as they transitioned from high school to university.</p> <p>Three (3) students stated that the module did not assist them with the transition from high school to university.</p>	<p>Four (4) students indicated that the ALC 131 module assisted them with the transition into university by teaching them skills which they can apply and use in the other modules as well. For example, conducting interviews and report writing.</p> <p>Three (3) students indicated that the support from lecturers and tutors from the ALC 131 course has helped with their transition from high school to university.</p> <p>Two (2) noted that the ALC 131 course helped them to transition from high school to university by encouraging them to become independent thinkers and students that should take responsibility for their own learning at university.</p> <p>Two (2) students noted how the ALC 131 course helped them transition by enabling them to become more self-aware in order to deal with the multiple challenges which they were faced with as first time, first-year students at university.</p>
<p><u>LAW FACULTY</u></p> <p>Twenty-four (24) students noted that the EED Law course assisted them in making the transition from high school to university by having helped them improve their various academic literacy skills, such as, critical thinking, comprehensive reading,</p>	<p><u>SCIENCE FACULTY</u></p> <p>Seven (7) students have indicated that the EED Science module has helped students transition from high school to university by assisting them to adapt their academic writing and research.</p> <p>Four (4) students indicated that the EED Science helped them with the transition</p>

<p>argumentative writing and general structured aspects in writing in the development of their overall language practices as law students.</p> <p>Nineteen (19) students indicated that the EED Law course had allowed students to transition from high school to university in terms of providing help with advanced English skills particularly for and within the Law discipline.</p> <p>Three (3) students stated that the EED Law module helped students transition by getting them to step out of the familiar 'comfort zones' which they were used to in high school.</p> <p>Two (2) students identified that the lecturer has helped students with making the transition from high school to university more 'smooth'.</p> <p>One (1) student noted that the availability of certain resources, such as, computers have helped students to transition from high school to university.</p>	<p>from high school to university by having enabled them to make better use of the English language in terms of how to answer different types of questions and different terminology.</p> <p>Seven (7) students noted that the course did not help them make the transition from high school to university.</p> <p>Four (4) students stated that the module helped them to transition from high school to university by assisting them to better understand the world or field of science.</p> <p>Four (4) students saw the course as a continuation from similar subjects in high school.</p> <p>Three (3) students noted that the module helped them to have met expectations at university.</p> <p>Two (2) students stated that the course has helped them to cope and manage the huge work load at university.</p> <p>Two (2) students indicated that they were able to make the transition from high school to university with the help of the role and how the lecturer taught the course.</p> <p>Two (2) students noted that through the module they were able to make the transition from high school to university by affording them to make new friends, socialise, gain confidence, build self-esteem and to communicate with other better.</p>
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4. Do you think you are being equipped with useful skills in the ALs course? (Quantitative) If yes, please explain which Eng. 105 skills have equipped you, how and why you think it has equipped you. If no, please explain why not, which Eng. 105 skills you think you should be equipped with how and why. (Qualitative response)

<p><u>ARTS FACULTY</u></p> <p>Twelve (12) students stated that the course equipped them with various writing skills which included grammar, creative writing, essay writing and summary writing.</p>	<p><u>EMS FACULTY</u></p> <p>Fourteen (14) students noted that they have been equipped with academic essay writing skills.</p>
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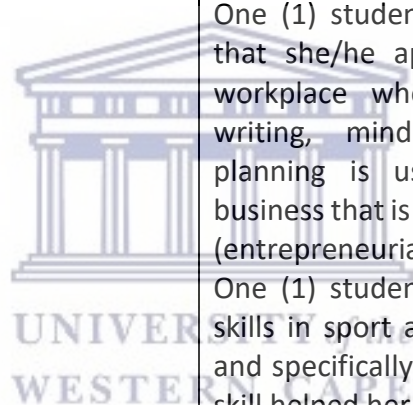
<p>Seven (7) students indicated that the module equipped them with critical thinking skills.</p> <p>Five (5) students noted that the course equipped them with reading skills for academic use.</p> <p>Three (3) students stated that the course equipped them with 'good' communication skills.</p> <p>One (1) stated that she/he was equipped with listening skills.</p> <p>One (1) student indicated that he/she was equipped to understand how literature was useful for their studies.</p> <p>One (1) student indicated that he/she was equipped on how to make use of the library websites and how to avoid plagiarism through referencing.</p> <p>One (1) student noted that they were equipped with information to assist them in understanding the academic environment.</p> <p>Three (3) students stated that the course did not equip them with any skills as they viewed it as an extension of what they were taught in high school.</p>	<p>Seven (7) students noted that they gained summary writing skills in the ALC 131 course.</p> <p>Twelve (12) students indicated that the ALC 131 has equipped them with reference and research skills.</p> <p>Ten (10) students noted the ALC 131 module has equipped them with reading for academic purposes skills, that include, text analysis, comprehensive and critical reading.</p> <p>Ten (10) students identified the skills of critical thinking as being gained having ALC 131 equip them with this skill.</p> <p>Eight (8) students stated that study skills was gained from the ALC 131 module.</p> <p>Seven (7) students identified decoding as a skill which the ALC 131 module has equipped them with.</p> <p>Five (5) students noted being equipped with group dynamics skills in order to work effectively in groups.</p> <p>Five (5) students noted that they were equipped with time management skills in the ALC 131 module.</p> <p>Four (4) students stated they were equipped with business writing skills which also include digital skills taught in the Digital Academic Literacy (DAL) component of the course.</p> <p>Four (4) students indicated being equipped with listening skills.</p> <p>Three (3) students identified note-taking as a skill which they have been equipped with.</p> <p>Three (3) students indicated that they had gained mind mapping as a skill.</p> <p>Three (3) students stated that the skills of maintaining a healthy and high self-esteem and self-motivation also formed part of the skills which the ALC 131 course has equipped them with.</p>
<p><u>LAW FACULTY</u></p> <p>Twenty-two (22) students noted that they were equipped with writing skills in the EED law module.</p>	<p><u>SCIENCE FACULTY</u></p> <p>Twenty-two (22) students noted that the EED Science module has equipped them with research skills to help avoid plagiarism which included referencing of sources</p>

<p>Three (3) students noted summary writing and paraphrasing skills equipped them in the EED Law course.</p> <p>Thirteen (13) students indicated that the skill of argumentative reasoning and writing has equipped them through the EED law course.</p> <p>Eight (8) students indicated they were equipped with reading skills.</p> <p>Seven (7) students stated that they were equipped with research skills in this course.</p> <p>Three (3) students indicated that they were equipped with communication skills.</p> <p>Three (3) students noted that they were equipped with analytical skills particularly with regard to analysing case studies pertaining to law.</p> <p>One (1) student stated that they have been equipped with computer skills, for example, uploading documents to Ikamva.</p>	<p>(citation) when conducting scientific research.</p> <p>Seventeen (17) students indicated that they were equipped with writing skills for the scientific field.</p> <p>Six (6) students stated that they were equipped with the skill of knowing how to write reports (scientific research).</p> <p>Nine (9) students noted that the module equipped them with critical, creative and analytical thinking.</p> <p>Two (2) students indicated that the course equipped them with comprehensive and critical reading skills in order to read scientific texts.</p> <p>One (1) student noted that she/he was equipped with time management skills through the EED Science module.</p>
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5. Are you applying the ALs skills you have learnt elsewhere in your studies? If yes, where are you applying it and if no, please explain why you are not applying the skills. (Quantitative and Qualitative response)

<u>ARTS FACULTY</u>	<u>EMS FACULTY</u>
<p>Eleven (11) students indicated that they are applying the skills they have acquired in Eng 106 in all their other modules which they are registered for.</p> <p>Two (2) students applied the skills in various modules when they had to complete essays and tests.</p> <p>Two (2) students noted they were applying the skills in communicating with others socially.</p> <p>One (1) student applied the skills in Anthropology.</p> <p>One (1) student applied the skills in Psychology when writing essays, assignments.</p> <p>One (1) student has applied the skills in her/his Afrikaans module.</p>	<p>Sixteen (16) students indicated that they applied the AL skills in all their other modules which they were registered for.</p> <p>Twelve (12) students were applying the AL skills in their Political Studies 131 module where they were expected to write academic essays which needed to be supported by relevant and accurate research.</p> <p>Ten (10) students indicated that they were applying the AL skills in the PUA 131 module as they are required to once again write academic essays.</p> <p>Five (5) students noted that they applied the AL skills which they have acquired in the Economics module.</p> <p>Five (5) students are applying the AL skills in the Management module.</p>

<p>One (1) student applied the skills in their Language and Communication Studies (LCS) module.</p> <p>Two (2) students applied the skills they have learnt in the course to make use of the library when they had to conduct research.</p> <p>Three (3) students stated that they were not applying the skills anywhere as they view the course as a repetition of work completed at high school.</p>	<p>Three (3) students indicated that they were applying the AL skills in their Financial Accounting module.</p> <p>Two (2) students noted that they were applying the AL skills to their quantitative modules, namely QSF 141 and QLC 141.</p> <p>Two (2) students were applying the AL skills in the IFS 131 module.</p> <p>Ten (10) students noted that the AL skills were being used when they write tests, examinations, doing research, writing academic essay.</p> <p>Three (3) students are using the AL skills in their every day-to-day lives particularly when they were involved in decision-making processes.</p> <p>One (1) student also specifically indicated that she/he applied the AL skills in the workplace where skills such as, report writing, mind mapping and strategic planning is used in the person's own business that is operated from her/his home (entrepreneurial activity).</p> <p>One (1) student was also applying the AL skills in sport as she/he is a cricket player and specifically noted that self-esteem as a skill helped her/him tremendously.</p> <p>One (1) student stated how she/he had used the AL skills for employment application which required of them to write an e-mail and hence, she/he used the course to analyse questions and how to write clear e-mails.</p>
<p><u>LAW FACULTY</u></p> <p>Eighteen (18) students specifically indicated that they applied the AL skills in their different law subjects, that is, Law of Persons (LOP), LES, ILS and Ethics.</p> <p>Fifteen (15) students indicated the application of the AL skills in all their other modules.</p>	<p><u>SCIENCE FACULTY</u></p> <p>Twelve (12) students indicated that they did not see the need to apply the AL skills acquired in the EED Science module to their other modules/courses.</p> <p>Three (3) students used the AL skills in their Science related modules.</p> <p>Eleven (11) students noted that they applied the AL skills to their life Science 141 module.</p>



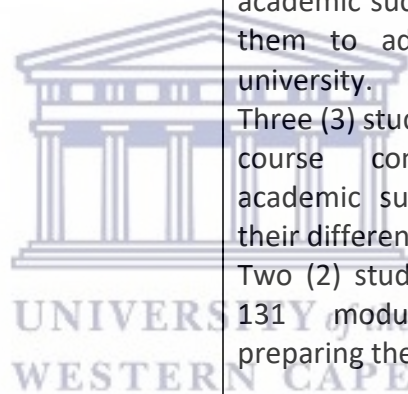
<p>Four (4) students noted that they did not know how to apply the AL skills learnt in EED Law to their other modules.</p>	<p>Three (3) students stated that they applied the skills they have acquired in the EED Science module to their Chemistry subject.</p> <p>Three (3) students indicated that they applied the AL skills in their various practicals.</p> <p>Two (2) students noted that they applied the AL skills in their Biology subject.</p> <p>One (1) student indicated that she/he was applying the AL skills in their Computational modelling module.</p> <p>Two (2) students stated that they applied the skills from the EED Science course when they were applying for employment.</p>
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6. Do you think the ALs module contributes towards your academic success? (Quantitative responses)

6.1 If yes, please explain how it contributes to your success and if no, please explain why you think it is not contributing to your success. (Qualitative response)

<u>ARTS FACULTY</u>	<u>EMS FACULTY</u>
<p>Eight (8) students stated that they achieved academic success by having improved their writing skills.</p> <p>Four (4) students noted that they obtained academic success by having improved their critical thinking skills in having become critical thinkers.</p> <p>One (1) student indicated that their research skills have improved and thus, contributed towards their academic success.</p> <p>One (1) student indicated that they achieved success through improved reading skills which was offered through the course.</p> <p>One (1) student did not think the module gave them academic success as they only needed this course to obtain a credit.</p> <p>Two (2) students did not view the course as providing success as they wanted to</p>	<p>Eleven (11) students noted that the ALC 131 course contributed towards their academic success through the acquiring of various academic writing skills.</p> <p>Seven (7) students that the ALC 131 module contributed towards their academic success by being empowered to become critical thinkers.</p> <p>Five (5) students indicated that ALC 131 course contributed towards their academic success by equipping them with the necessary research, more specifically referencing skills.</p> <p>Four (4) students indicated that study skills acquired in the ALC 131 course contributes towards their academic success.</p> <p>Three (3) students noted that skills involving pre-reading, comprehensive and moreover, critical reading in ALC 131 enhances their academic success.</p>

<p>complete the module to move onto the next level of studies.</p> <p>One (1) student noted that the course contributed to her/his academic success by them obtaining high marks.</p> <p>One (1) student indicated that learning more about English in general has helped them to achieve academic success.</p> <p>One (1) student noted that he/she achieved academic success by having become a more disciplined student who was able to stay abreast with all their academic tasks.</p> <p>One (1) student stated the course provided academic success by teaching them how to become a 'good' university student.</p>	<p>Three (3) students indirectly accredited the ALC 131 module for helping them with their time management skills.</p> <p>Eleven (11) students noted that self-awareness, self-realisation either through the skills of self-esteem and group dynamics have contributed towards their academic success.</p> <p>Five (5) students stated that the ALC 131 module will impact positively on their future academic and work-related careers.</p> <p>Three (3) students noted that the ALC 131 course contributed to their success due to the fact that they can apply the skills learnt in ALC to their other modules.</p> <p>Three (3) students indicated that the ALC 131 module contributed toward their academic success as it assisted in helping them to adjust from high school to university.</p> <p>Three (3) students noted how the ALC 131 course contributed towards their academic success by assisting them in their different assessment tasks.</p> <p>Two (2) students indicated that the ALC 131 module contributed towards preparing them for post-graduate studies.</p>
<p><u>LAW FACULTY</u></p> <p>Eleven (11) students noted that EED Law course contributed towards their success by having provided them with helpful and useful writing skills.</p> <p>Two (2) students noted that the course enabled them to achieve success by having taught them how to summarise articles and cases pertaining to the field of law.</p> <p>Six (6) students indicated that the EED Law module contributed towards students' success by improving their reading skills.</p> <p>Three (3) students noted the course contributed towards their success as it assisted them to become better researchers while completing their academic studies.</p>	<p><u>SCIENCE FACULTY</u></p> <p>Five (5) students indicated that the EED Science course contributed to their success by having assisted them to increase their academic performance.</p> <p>Five (5) students noted that the module allowed them to achieve success by having equipped them with writing skills.</p> <p>Three (3) students noted that the module helped them obtain success by having equipped them to become open-minded, critical and independent thinkers.</p> <p>Two (2) students have stated that the module helped them to obtain success as they learnt skills which prepared them for further research in their post graduate studies.</p>



<p>Three (3) students indicated that the EED Law module offered them time management as well as critical and analytical thinking skills which they use in their academic studies in order to achieve success.</p> <p>Ten (10) students stated that the EED law course contributed towards their success by having prepared them for the legal world of work when they practice as lawyers.</p> <p>Ten (10) students noted the course assisted them to achieve success by having improved their English language proficiency in communication for both their academic studies and general communication as students who do not speak English as their first/mother-tongue language.</p> <p>Nine (9) students indicated the module helped them to achieve success not only in the EED Law course but also in all of their other modules.</p>	<p>One (1) student noted that her/his success through the AL course was brought about because it taught the student to save time and also manage their time.</p> <p>One (1) student identified that having been equipped with reading skills for academic purposes has assisted him/her to achieve success.</p> <p>Five (5) students stated that they obtained success through the course by having gained more knowledge of the field of science.</p> <p>Four (4) students stated that the EED Science module has not contributed to their success in any way.</p> <p>Three (3) students stipulated that they achieved success through the AL course as it assisted them to manage their academic work in the science field.</p> <p>Two (2) students indicated that the course was successful for them in that they became better communicators.</p> <p>One (1) student indicated that the course has been successful for her/him as it contributed to their future success in their scientific careers or world of work.</p>
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6.2 Also offer some thoughts and or ideas of how you think the Eng. 105 courses may further contribute to your success in future. (Qualitative response)

<u>ARTS FACULTY</u>	<u>EMS FACULTY</u>
<p>Three (3) students indicated that the module was well presented and thus, no suggestions were made.</p> <p>Three (3) students indicated that critical thinking will assist them achieve success in future.</p> <p>One (1) student stated the course assisted them to learn more and broaden their thinking.</p> <p>One (1) student indicated that the objective of report writing could form part of the module for future success.</p>	<p>Ten (10) students noted that the ALC 131 course will contribute to their success in their future career within the work environment.</p> <p>Eight (8) students noted that the ALC 131 course further contributed towards their success in preparing them for post-graduate studies in future.</p> <p>Seven (7) students stated that the ALC 131 module has contributed towards success with regard to research skills being taught in the course.</p>

<p>One (1) student indicated that the course will help him/her obtain success when they will be writing a post-graduate thesis in future.</p> <p>One (1) student noted that more “creative writing assignments” should be provided in the course.</p> <p>One (1) student stated that the module could offer more support in Referencing.</p> <p>One (1) student noted that the course will assist them achieve future success as it enabled them to communicate.</p> <p>One (1) student stated that learning about body language in the module will help them to obtain success in future.</p> <p>One (1) student indicated the module will help to obtain future success as it has assisted them to understand the English language which is the universal language.</p> <p>One (1) student stated that the course should be offered as a compulsory course in future.</p> <p>One (1) student noted that the module should include speech therapy as a theme in order for her/him to achieve success in his/her future career.</p> <p>One (1) student suggested that this course be offered and taught in other levels of studies as well.</p>	<p>Two (2) students suggested that certain skills, such as, academic writing should be taught earlier in the semester so that students can have sufficient time to achieve success in all the modules.</p> <p>Three (3) students stated that more tutors be appointed to alleviate long waiting periods for students.</p> <p>Two (2) students indicated that tutors’ consultation should be extended so that as many students can be consulted as far as is possible.</p> <p>One (1) student complained about a “rude” tutor.</p> <p>Two (2) students indicated that the ALC 131 module should improve the turn-around time of giving back to their assessments tasks.</p> <p>One (1) student noted that ALC 131 could provide more success if it is offered at pre-university level to high school pupils.</p> <p>One (1) student suggested that entrepreneurial skills be incorporated into the ALC 131 module in order for students to become more ‘marketable’ in future.</p> <p>One (1) student also proposed that motivational speakers be invited in order to further enhance and inspire confidence in students so that they can achieve success.</p>
<p><u>LAW FACULTY</u></p> <p>Seven (7) students noted that continued focus should be on assisting students with their academic writing, that is, specifically with</p> <ul style="list-style-type: none"> i) Writing essays ii) Summary writing (of cases in particular) iii) Argumentative writing iv) How to write/respond to test and examination questions v) Being able to write grammatically accurate in the English language (particularly, 	<p><u>SCIENCE FACULTY</u></p> <p>Nine (9) students offered comments with regard to how the course has already contributed towards their success in terms of how to write scientific reports, results, avoid plagiarism by being taught how to reference scientific research, having been positively motivated to become a hard working female.</p> <p>One (1) student noted that the course should teach students about how to write research reports.</p> <p>One (1) student suggested that learning how to write up scientific results at university and</p>


<p>for students who have English as a 'third' language)</p> <p>One (1) student suggested that more workshops should be offered in order to help improve students' writing.</p> <p>Three (3) students requested that more focus should be placed on helping students to improve their analytical and critical reading skills.</p> <p>Five (5) students indicated that focus on helping students to do and improve research will assist in achieving success.</p> <p>Five (5) students suggested that more focus on wanting to know and learn more about law as a discipline and a career or profession.</p> <p>One (1) student suggested to have lectures extended.</p> <p>One (1) student noted that making use of podcasts instead of one-on-one lectures will be useful in achieving success as it will save time for the students so that she/he can focus more on actually achieving success.</p> <p>One (1) student noted that receiving feedback on their actual tutorial tasks will improve their success as they will be able to see where they have gone 'wrong' and how they performed.</p> <p>One (1) student suggested that public speaking skills should be included into the course in order for students to become more successful communicators in the courts of law as part of their profession as future lawyers.</p>	<p>being taught how to do referencing will be helpful in the module in future.</p> <p>One (1) student suggested that the module could have helped her/him to become a better reader, a leader who can assess problems from different angles.</p> <p>Five (5) students indicated that they had nothing to suggest on how the course should be improved.</p> <p>One (1) student noted that the EDD Science module could be improved if more practicals are offered.</p> <p>One (1) student indicated the course could be improved in future if more explicit information about the lectures could be included into the course material in the workbooks set for the module.</p> <p>One (1) student suggested that the course make use of multiple different languages when teaching in future.</p> <p>One (1) student stated that more relevant topics be introduced especially for class discussion purposes.</p> <p>One (1) student recommended that the module help students more with adjustment and transitioning into university.</p> <p>One (1) student noted that more intentional thinking should be encouraged in the science field.</p> <p>One (1) student suggested that the EED Science be discontinued in future.</p> <p>One (1) student indicated that the skills they were taught in this course could rather be used in future post-graduate studies.</p>
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Addendum 17: Students' data grouped into Four dimensions and sub-dimensions. Open coding Stage 3

THEME 2: STUDENTS' ACADEMIC NEEDS FACTORS

Sub-theme 1: Students' self-efficacy and agency

Arts	EMS	Law	Science
<p>Nine (9) students noted that they were doing this AL course to improve their writing skills.</p> <p>Three (3) students indicated that they were registered for this course in order to enhance their reading skills.</p> <p>Six (6) students stated that they were doing the course because they gained critical thinking skills.</p> <p>Eight (8) students noted they were enrolled for the module to improve their use of the English language.</p> <p>Three (3) students noted that they were registered for the course so that it could assist them to improve their communication.</p> <p>Four (4) students were doing the course to gain credits.</p> <p>Four (4) students indicated that they were struggling to pass Eng 111 and thus, had to register for Eng 106.</p>	<p>Twenty (20) students noted that they thought they were doing ALC 131 in order to gain different skills such as:</p> <ul style="list-style-type: none"> ix) Critical and analytical thinking for communication purposes x) Academic essay writing skills xi) Reading skills xii) Research skills xiii) Decoding skills xiv) Study skills xv) Life skills xvi) Self-awareness skills <p>Fifteen (15) students indicated that the ALC 131 module helped them with adjusting from high school to university (particularly with getting to know what was expected of them as university students and how the university as an institution operates or functions).</p> <p>Thirteen (13) students stated that they thought ALC 131 assisted them to do well and or achieve success in all their other modules.</p> <p>Ten (10) students noted that they thought the ALC</p>	<p>Thirty-six (36) students noted that they were enrolled for the EED Law course as it assisted them to improve their various AL skills.</p> <p>Twenty-five (25) students indicated that they were doing the module because it helped them advance their proficiency and communication in the English language as well as learning how to make use of the language in their future law careers.</p>	<p>Thirteen (13) students indicated that they enrolled for the EED Science module as they thought it improved their scientific writing skills.</p> <p>Six (6) students indicated that they were enrolled for this course as it assisted them with improving their critical thinking skills.</p> <p>Two (2) students indicated that they were enrolled for this course as it enhanced their academic literacy skills in the EED science module as well as in their other first-year modules.</p> <p>Ten (10) students noted that they thought they were doing the EED Science course to help them to conduct research and to improve their overall research skills.</p> <p>Five (5) students pointed out that they were doing the</p>

<p>One (1) student acknowledges that the Eng 106 course was much easier than other modules which she/he was registered for.</p> <p>One (1) student noted that she/he was doing the module as it helped them with being successful in their other modules.</p> <p>One (1) student noted that the module was the only one which did not clash with her/his other modules.</p> <p>One (1) student indicated that they were doing this course because they wanted to learn more about literature.</p> <p>Three (3) students stated that they were enrolled for the module as it will help them in future careers.</p>	<p>131 module helped them by preparing them for the world of work, in their future academic studies and with life in general.</p>		<p>module as to help them with how to compile scientific reports.</p> <p>One (1) student indicated that they were doing this module to help them with improving their assignments.</p> <p>Two (2) students noted that they were doing the course as it was preparing them for the working world.</p> <p>Two (2) students stated that they were doing this course to provide them with knowledge about stories of science and to gain insight into science.</p> <p>One (1) student noted that they were registered for this course because it provided them with an understanding of the history of science as a discipline.</p> <p>One (1) student noted that they thought they were enrolled for this module to enhance their language.</p> <p>One (1) student stated that they were registered for this course so that they can become a better person.</p>
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Arts	EMS	Law	Science
<p>Eleven (11) students noted that the course was beneficial for them as it assisted them in improving their English language grammar and structure.</p> <p>Nine (9) students benefitted from the module by having improved their writing skills.</p> <p>Two (2) students indicated the course was beneficial for them because it assisted them to analyse and interpret information better.</p> <p>One (1) student noted that the module benefitted her/him by having improved her/his reading skills as she/he indicated that it helped with reading for understanding.</p> <p>Three (3) students' communication improved as a benefit for doing the course.</p> <p>Four (4) students noted that they benefitted from the module as it improved their overall understanding.</p> <p>One (1) student did not find the course beneficial as she/he indicated that her/his high school</p>	<p>Twenty-five (25) students indicated that the ALC 131 course benefitted them as it helped them gain skills in the following areas:</p> <ul style="list-style-type: none"> ix) Writing academic essays, reports x) Summary writing xi) Decoding test, essay and examination questions (in order to respond/answer questions accurately) xii) Study skills xiii) Self-esteem skills xiv) Critical thinking xv) General application of skills xvi) Reading (pre-reading skills) <p>Six (6) students noted the module benefitted them as it helped them with their research skills.</p> <p>Five (5) students found the ALC 131 module was beneficial for them as it helped them with adjustment from high school to university.</p> <p>Three (3) students noted that the skills they learnt in the ALC 131 module has assisted them in their future professions and career.</p>	<p>Thirty-one (31) students indicated that the EED Law course has been beneficial for them as it helped them to develop their writing skills.</p> <p>Five (5) students stated that the EED Law module helped with their reading skills.</p> <p>Five (5) students indicated the benefit of critical and analytical thinking skills as helpful for them.</p> <p>Eighteen (18) students indicated that the EED Law course benefitted them in that it helped to improve their language proficiency and skills in the English language and more specifically how to make more effective and efficient use of English for the purpose of Law as a discipline/discourse.</p> <p>Six (6) students noted they benefitted by having been equipped with the skills for argumentation through the EED Law course.</p>	<p>Ten (10) students indicated that the EED Science module was beneficial for them as it helped them with conducting research.</p> <p>Eight (8) noted that the module was beneficial for them as it helped them become a better researcher.</p> <p>Seven (7) students pointed out that the module was beneficial for them as it assisted them with their writing skills.</p> <p>Four (4) students noted that the module was beneficial for them as it enhanced their critical thinking skills.</p> <p>Seven (7) students stated that the EED Science course benefitted them in that it helped them with writing reports (scientific).</p> <p>Seven (7) students indicated that the course benefitted them as it prepared them for their future career in the working world.</p> <p>Four (4) students stated that the course benefitted them in helping them to become better scientists.</p>

<p>and the help of her/his parent who teaches Maths has helped her/him with English.</p> <p>One (1) student noted that she/he did not expect to 'study' English at university as he/she has a passion for subjects such as history and or politics and hence, the course was not beneficial for her/him.</p>			<p>Four (4) students indicated that the module was beneficial for them as it taught them new things which they did not know before (extended their knowledge). Three (3) students pointed out that the course benefitted them by having provided them with insight into the scientific community.</p>
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Sub-theme 2: Academic socialisation

Arts	EMS	Law	Science
<p>Seven (7) students indicated that the module helped them make the transition from high school to university by teaching them how to structure and write essays, specifically argumentative essay. Three (3) students noted their transition was made easier as the course helped them gain thinking skills for objective communication. One (1) student indicated the course</p>	<p>Eight (8) students noted that the ALC 131 module helped them with their academic writing which is different to high school. Six (6) students noted that the ALC 131 module assisted them with the transition by teaching them effective time manage skills. Three (3) students indicated the transition that ALC 131 assisted them with provided them with critical thinking. Three (3) students stated that the ALC 131 course helped them with reading critically, effectively and efficiently.</p>	<p>Twenty-four (24) students noted that the EED Law course assisted them in making the transition from high school to university by having helped them improve their various academic literacy skills, such as, critical thinking, comprehensive reading, argumentative writing and general structured aspects in writing in the development of their overall</p>	<p>Seven (7) students have indicated that the EED Science module has helped students transition from high school to university by assisting them to adapt their academic writing and research. Four (4) students indicated that the EED Science helped them with the transition from high school to university by having enabled them to make better use of the English language in terms of</p>

<p>assisted them with transition as it helped her/him to express themselves more than before. Two (2) students stated the module helped them with time management due to the transition from high school to university. Two (2) students indicated that the friendly demeanour and assistants from the lecture and tutors have made their transition easier from high school to university. One (1) student noted that the module assisted them with the transition from high school to university as they had English as a First Additional language in school, whereas at university the course has helped the student to make English her/his home language as the language was used every day by the student. One (1) student indicated that the Eng 106 module helped filled 'gaps' which was not "filled" in high school. One (1) student indicated that the transition from high school to university was good as he/she</p>	<p>Two (2) students indicated that decoding which they did not do in high school formed part of their transition into university. Three (3) students noted that the ALC 131 module assisted them by making research "easier" to understand in their transitioning from high school to university. Four (4) students indicated that the ALC 131 module assisted them with the transition into university by teaching them skills which they can apply and use in the other modules as well. For example, conducting interviews and report writing. Three (3) students indicated that the support from lecturers and tutors from the ALC 131 course has helped with their transition from high school to university. Two (2) noted that the ALC 131 course helped them to transition from high school to university by encouraging them to become independent thinkers and students that should take responsibility for their own learning at university. Two (2) students noted how the ALC 131 course helped them transition by enabling them to become more self-aware in order to deal with the multiple challenges which they were faced with as first time, first-year students at university.</p>	<p>language practices as law students. Nineteen (19) students indicated that the EED Law course had allowed students to transition from high school to university in terms of providing help with advanced English skills particularly for and within the Law discipline. Three (3) students stated that the EED Law module helped students transition by getting them to step out of the familiar 'comfort zones' which they were used to in high school. Two (2) students identified that the lecturer has helped students with making the transition from high school to university more 'smooth'. One (1) student noted that the availability of certain resources, such as, computers have helped students to transition from high school to university.</p>	<p>how to answer different types of questions and different terminology. Seven (7) students noted that the course did not help them make the transition from high school to university. Four (4) students stated that the module helped them to transition from high school to university by assisting them to better understand the world or field of science. Four (4) students saw the course as a continuation from similar subjects in high school. Three (3) students noted that the module helped them to have met expectations at university. Two (2) students stated that the course has helped them to cope and manage the huge work load at university. Two (2) students indicated that they were able to make the transition from high school to university with the help of the role and how the lecturer taught the course. Two (2) students noted that through the module they</p>
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<p>learnt new information about the library.</p> <p>Two (2) students stated the module made the transition from high school to university easier in general.</p> <p>One (1) student noted the module helped them to transition as it eased them into academic work.</p> <p>Two (2) students noted that the course assisted them with the transition from high school to university by helping them to overcome diversity by enabling them to communicate with persons or students from diverse backgrounds.</p> <p>Two (2) students indicated that the module helped them cope with university expectations and life.</p> <p>Two (2) students noted that the course helped them to become disciplined as they transitioned from high school to university.</p> <p>Three (3) students stated that the module did not assist them with the transition from high school to university.</p>			<p>were able to make the transition from high school to university by affording them to make new friends, socialise, gain confidence, build self-esteem and to communicate with other better.</p>
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Addendum 18: ALs coordinators' interview recordings:

Open-coding, Stage 1

Audio name: EED Coordinator

Audio length: 00:54:37

Interviewer: So I'll just say that we...

Interviewee: I mean, it's not negative to my colleague, man. That is what the students...

Interviewer: No, not at all. So let us get you started. How long have you been involved in teaching English?

Interviewee: AD work?

Interviewer: Yes.

Interviewee: Academic development since 2000.

Interviewer: Wow. And then are your...?

Interviewee: But I haven't only taught AD work. I've taught constitutional law, public law, public international law, international relations. I had to teach sociology also.

Interviewer: Fantastic. So you're an allrounder basically.

Interviewee: Even English.

Interviewer: That's right.

Interviewee: When we had English 105 for literature, it wasn't EED then, so I also taught that, but I used to teach that to the evening classes. We had evening class and day class. So at that time, in this very same office Mr XX was here.

Interviewer: Oh, that is back in the day, hey?

Interviewee: Yes, Mr XX was here. Prof XX just left to linguistic I think. And Dr XX and them had just left.

Interviewer: That's right, for EMS.

Interviewee: EMS. But I was in EMS already and I came here.

Interviewer: Came back to arts.

Interviewee: That's how I came here in 2000.

Interviewer: Oh wow.

Interviewee: Because I had a challenge with the students with me there. You know, the first-year classes were 700 and 800, so a lot of them struggled with the essay and they didn't do as well as they should and I was now concerned as to how do I

get the students to write better and so on and I was advised to come here and speak to people who do academic development. And per chance I came here and the first person I met was Mr XX. And he had a personality where he was very welcoming and he was loud and jovial and...

Interviewer: Creative.

Interviewee: Yes, and all of that. He wasn't that, also not I think a conventional academic. And he listened to me and so my whole journey then in AD started like that. So he used to tell me, he listened to what I had to say, he asked me what I was doing in the lectures and tuts and I explained to him and he said, okay, why don't you try this or try that? And I incorporated it in the work and I found it made a difference. It wasn't the, he didn't with a magic wand get everybody perfect, but it made a big difference.

Interviewer: It made a big difference.

Interviewee: And that intrigued me and got me more inquisitive and I kept on coming, not every day, but once a week, once in two weeks, once, as the...

Interviewer: Time progressed.

Interviewee: And then he used to give me stuff to go read in the library or, I mean, that time PCs, we were still not, you know.

Interviewer: Particularly savvy, yes.

Interviewee: And most of the journals were, everything was still done manually, most of this. And so I used to go and I started reading a lot on applied language stuff and it had nothing to do with me, because it's not my discipline. And, I mean, I did do social sciences after my master's in law, but I didn't study for AD. I had political studies and all of that.

And although I majored in English, but when I did English 3 there was no language in that, it was purely textual analysis. But the English 1 when I did, I did was grammar, which they don't do anymore. That is why the grammar, I'm good with that. So then I did that. So I wasn't an applied language person or anything, but my teaching was different I would think because that students appreciated it from them.

So that's who I met and I started reading up and we used to engage regularly. And then he asked me, what are you doing next semester? And I said, well, I work outside and I work at UWC. He said, if you have some time, would you like to do some teaching here? So I said, okay. And that's how it started and eventually I ended up being more and more here, till I was appointed here.

Dr XX then went over into literature fully and then Prof XX, she was appointed to coordinate the EED Law. But she tendered her resignation and then they advertised the position and I was the person that was appointed there, you see, to do the ED.

Interviewer: Fantastic.

Interviewee: So that is the overall background, what...

Interviewer: You span a career of almost 20 years, you do realise that, hey?

Interviewee: Yes, in AD work.

Interviewer: In AD work. That's why I'm saying, I think you are by far the most experienced.

Interviewee: [Really?00:04:39], but.

Interviewer: Can I ask you, in terms of the module EED Law, is it offered to the mainstream law students?

Interviewee: Mainstream LLB. You can do your foundation, but you must do EED Law in your second year LLB. So if you've...

Interviewer: And it is a compulsory yearlong course for you?

Interviewee: It's compulsory. Prior to my appointment there was an investigation done by my predecessors, Prof XX, Dr XX and Prof XX. She coordinated the module at one time as well. And they wanted to see if they could possibly, students who do very well in the first semester or they're performing very well, if they could give them a credit for the second half and then they've got more time to focus on the rest of the curriculum.

And then there was all kinds of issues with the NQF, SAQA, notational hours. There was a whole... That is what was conveyed to me. And eventually... At that time Prof de Villiers was still alive, before he went back to Unizul, before his passing. He was still alive and he then, because he was deputy dean it fell under his purvey. And then he said, look, leave it as... And I think it's a blessing it stayed as a year module, because six months for an AD module is not enough. You know that yourself.

Interviewer: Absolutely.

Interviewee: It's not enough. Even the year isn't enough, if I may put it that way.

Interviewer: Absolutely.

Interviewee: So language development isn't a year, it's not six months. It takes three years, four years, five years. By then they're already finished with the degree or finishing. And if they work well, their competency in it then progresses, with progression then develops.

Interviewer: Mainstream into the other levels of study?

Interviewee: Yes, the writing and the reading and everything...

Interviewer: Reading continues.

Interviewee: Deeper critical engagement and in that target language. So it takes a long time to develop and the one year we have and the six months is not enough. But I think had there been none of that it would have been much more challenging still for our students. I think that is what they must appreciate.

Because ideally the person in the discipline should be teaching the writing and the... So if I teach accountancy or economics, I must be able to get you to write the reports myself. If I teach law, the same. If I teach science, you know.

Interviewer: And that answers my next question in terms of EED not being a stand-alone course but actually being embedded. Is that what you would say?

Interviewee: What I would rather EED Law, this particular module, my colleagues work with their respective faculties in a particular way. Generally, theoretically you can say we follow the social constructivist theoretical framework. We take what works best in whatever we get. But I think with the EED Law module, not I think, I've been pretty sure about this because over the years my engagement with colleagues here at the law faculty, the ED module is a result of active consultation and input with colleagues from there and here.

But at the faculty of law there are a group of particular colleagues who are very well yielding in some of the things. Not all of them. Most of the colleagues there, they're lawyers, legal people or legal academics and they don't venture beyond that because it's not their purview there. It's not their specialisation and expertise, so they don't venture there. Not that they shouldn't, but for whatever reasons. Generally in the disciplines they're resistant to all these things.

And unlike my predecessors I didn't get so much of resistance in whatever I used to do because late Prof XX was very happy, actually he was so happy that he when I was formally announced as being part of this he actually introduced me to the colleagues in the first-year forum meetings and all of that, to say now we have the right person.

And Prof XX, the previous dean, also we used to meet regular. And he also had very positive things about ED Law. Him, Prof XX as well, I used to meet with him when he was deputy dean regularly, every quarter. And there's colleagues there who work in a skills-based stream in law. They do all the critical legal analysis modules and so on. So we meet four or five times a year, man.

Interviewer: So you would say you really have a good...?

Interviewee: Yes. So before, for this year and for next year, last year September I was given the go-ahead for this year. They tell me, you don't have to change anything, just leave it, it's okay. You know what I mean?

Interviewer: That's right.

Interviewee: But I'll find a new article, I'll add it in, it's later, more relevant to the theme. Certain things you can't change. Prof [XX 00:09:47] text there, it can't change.

He hasn't changed it. It's still relevant, so I use it. But I get a news article on education or a news article on a judge arrested for drunken driving, whatever, or magistrate gambling instead of being at work, it's relevant to what I do in term one, I incorporate it. You'll find articles in the current year for the readers I use. Never...

Interviewer: Never the same rehashed.

Interviewee: No.

Interviewer: Even though they've given you carte blanche.

Interviewee: Even though the reader may have an article from last year, but there's a new one that follows onto that. You see? So it's not like it's something that's ten years and never changed. The manner of the exams has changed over years because of the kind of students I have. The class tests change. The pace at which I do the programme has changed so much.

Interviewer: Tremendously.

Interviewee: I can tell you something. When I first started years ago, I can't do the amount of volume that was done then now. The students, it's not a lack of intelligence, it's because of the schooling, they're a different generation. The modals of teaching and learning have changed. We use smart gadgets now. Children come, the learners, children who come here as young adults, their learning process, it's not the same anymore.

Interviewer: Absolutely.

Interviewee: And you can't engage with them in a traditional method anymore. Even Power Points to me now is outdated. The only handicap we have is institutional resources. I'll be honest with you. My colleagues and I have to share a photocopier with my colleagues on the other side here. We've got to walk right to the other end of the building. You go there, sometimes there's no paper, there's no this, there's no that.

They kicked out our tutors now, the tutors must be in another place. They promised that they'll come back to their offices after the renovations finished, they kept them there on the island there and gave it all to their staff here. But it's an ongoing thing, it will be resolved, hopefully sooner than later.

Interviewer: Hopefully soon.

Interviewee: Because Prof XX passed on and he was the chair and Prof XX stood in after his passing, but she's not here anymore and Prof XX is back as acting chair. But the other two had a very good understanding and had Prof XX still been alive, he probably would have had our offices back, let me just put it like that.

We worked very well with our tutors and contract staff in close proximity. You will appreciate that. If they're consulting, there's something there, they immediately know I'm here, they'll come here and, right, come in, sit down,

let's go through it. Now they're way in a... You've got to get out, take a long walk there, they must take a long walk here, the student not interested with all of that.

Interviewer: Exactly.

Interviewee: It makes a difference. A consultation with a student nowadays, draft, it's no more 15 or ten minutes. Forget it. I spend no less than 20 to 25 minutes with a student when they come for a full consultation. You will find here when it's essay high-volume time, not this week and next week, but normally in the term, you'll come term one, term two, term three, term four, I'm here, I finish with students here 17:00, 16:00. My tutors, the same. That hour isn't enough.

Interviewer: Enough for them.

Interviewee: No, I'm sorry. If I push it tight for students, a normal consult on a part of the work, maybe five minutes, ten minutes. Something with a lecture, something about, Sir, I'm not sure about this referencing I'm doing, can you just, this is what I did, I'm not sure whether I must put the bracket here or the bracket there. I mean, that's five minutes, two minutes. That's nothing.

But with the essay you've got to sit down, start with the introduction. There's a counterargument here. Why is the counterargument not addressing the argument that you have originally taken? What is the reason you've put this here? Why? There's nothing here that says anything? You tell me why. It's not like this is wrong, that's wrong.

Interviewer: You have to engage still.

Interviewee: Your feedback has to engage. So the script is in front of you, the student is here with you and you go, there's dialogue, there's scripting.

Interviewer: So it's a very hands-on consultation.

Interviewee: It's hands on.

Interviewer: From your side and the student's side.

Interviewee: Yes, student's side.

Interviewer: And apart from that, for that to be effective, time.

Interviewee: Time.

Interviewer: Wow.

Interviewee: It's time. If you take the traditional academic hours that [inaudible 00:14:16], I won't see a third of my students. That is why when I step in that classroom I can tell them exactly, 50 of you can't do this, 50 of you can do that, because they're with me too.

Interviewer: Absolutely.

Interviewee: It is the first time I'm not tutoring a class.

Interviewer: Wow. So for all these 19 years...

Interviewee: I've been tutoring as well.

Interviewer: Teaching and tutoring?

Interviewee: And tutoring. If a tutor packs up their bags and they go, I step in until we get somebody.

Interviewer: And we don't even want...

Interviewee: And have to pick up everything.

Interviewer: The marking.

Interviewee: I mark scripts. [Telephone rings] Daarsy, al die, ek moet doen alles hier. Sorry. Hello? Yes, [inaudible 00:14:58]. We've always given that. Yes.

Interviewer: That's fine.

Interviewee: Now the HR stuff, the contracts.

Interviewer: Contract. So you also, because you are the coordinator of the course as well.

Interviewee: Not only the course, for the whole programme.

Interviewer: And that's going to bring me to another set of questions. The interesting part where we left of was the teaching and tutoring. So you also have the similar challenge that when tutors leave you halfway through because of their academic studies that must take preference, you have to...

Interviewee: Academic study or any other reason they've got to leave.

Interviewer: So when do you sleep? And that brings me to...

Interviewee: Well, that is why everybody who has done this before has, they haven't stayed.

Interviewer: Yes, because it's a lot of work.

Interviewee: It is a lot of work.

Interviewer: And this is hard work in the trenches.

Interviewee: It is hard work, of course.

Interviewer: Because you lay the foundation. And if the foundation is not firmly laid...

Interviewee: Forget it. No, a lot of colleagues don't understand academic development. They just think you'll come there and teach grammar. Grammar is to be taught in context. Look, there's skills workbook for law students, communication for law, teaching language development in context, you can look at the X-Kits, this, whatever.

Prof [XX?00:16:21] and them, many years ago when I did my master's in law in the states, one of the things my director asked me, they don't say supervisor there, they call them the director. I had two. The one wrote that textbook on comparative law and the other is retired now, he was at Harvard. He was called the last Marxist professor at Harvard, Prof XX. He used to teach the way I teach, like that, same, similar. He founded the Critical Legal School.

So one of the first things they asked me when I went, that was before all this, we used to use typewriter and handwriting for the thesis. You know that. And then he told me, do you have a dictionary? I said, yes. He said do you have [Trunk's?00:17:06] Style on Writing and Writing Commitment by [Hakkord?00:17:09] and do you have this other one by, The Art of Writing and Legal Writing, whatever? And I said, no. He said, get it. And you're thinking, why? And that's how I realised why. You see?

And so now coming back to the EED Law and is it embedded, infused, whatever it is, although it's a stand-alone module, it's been developed, even my predecessors used to work with the colleagues there. But obviously they were not lawyers or legal people, so the material focused on Shakespeare and Kafka...

Interviewer: Literature.

Interviewee: Literature. Poetry with linkages to whatever. I don't do all of that.

Interviewer: You streamline it?

Interviewee: I stick to law. So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting, because that's how you discuss accessibility to law and so on, I use like the Motata case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law.

Interviewer: So the relevance.

Interviewee: So it's relevant to law.

Interviewer: Absolutely.

Interviewee: But in there we are doing the writing and the how do you write and then the summary, paraphrasing. All of that, we do it in term one, finished, we don't spend time again. Then reading; basic reading, slightly more in-depth reading, the different stages in reading. All of that is done, then I switch over to case law. So then I will do the case with them because I can. My predecessors couldn't do that.

Interviewer: Couldn't do that.

Interviewee: I don't blame them, it's not them.

Interviewer: No.

Interviewee: Now, the problem is when I do tuts, I can't give the non-legal people the legal stuff. So I then design the tutorials to work with the language and the drafting and so on. You see? That's the problem.

Interviewer: I see, Mahmoud.

Interviewee: Although one of my tutors is an attorney, he's a legal advisor, he comes in on the days he teaches and when we have meetings and on the days he teaches, the two days, he has his consults as well. But he brings that insight and I'm there as well and whoever is a senior or a student who's doing their M in law or D, they're also part of the team. But we keep it out. And in the classroom I will do that. Like if I bring Consumer Protection Act then I'll teach the law.

Interviewer: The law, yes.

Interviewee: But it was in consultation with my colleagues from there.

Interviewer: Fantastic.

Interviewee: You see?

Interviewer: So even...?

Interviewee: So the case that I teach, a professor there who specialises in succession, he's the one that says, keep it, you teach that, it's fine, no problem, perfect. And he used to be the deputy dean of teaching and learning after Prof XX. Prof XX, right.

Interviewer: That's right.

Interviewee: So he also used to, he had a lot of... And then Prof XX wanted me to do something in criminal law as well. So I do grammar, I do punctuation, I do all of that.

Interviewer: But they feed into you to say...?

Interviewee: So we meet and then I'll go through the stuff, then they'll say, hey, why don't you think of doing this for us or that? Then I'll think and then I'll design something and bring it and they'll say, sharp, and I carry on. It's not like, no, in AD we must do it this way, sorry. See, I think that lawyer stuff come in, it helps me as well, legal method, legal...

Like when we do workshops for the mainstream law courses, then some of the lecturers invite me to do the workshops for them. They'll be sitting there as well, but I go in. And this year I did nine workshops for them also to teach the students how to do IRAC, issue, rule, application. Now, in this module I don't do that. I don't do it because it's first year. The second level skills-based one, Dr XX and them, they teach it there. So they do it there and I do the...

Remember, the students don't have this yet. So you need to get them so that they'll be able to...

Interviewer: They get...

Interviewee: Yes.

Interviewer: Fantastic. So you really...?

Interviewee: So when I was awarded the teaching awards and all of that, then they checked my programme out that time also and they, a professor, what was her name, from UP and all these other...

Interviewer: Places.

Interviewee: Fancy institutions, they found the module to be solid.

Interviewer: But I'm impressed by it myself because this I think is really what we are aiming at.

Interviewee: It should be like that.

Interviewer: And as you said, yes, it should be that way, that you are the specialist in the discipline, but that you also are an AD specialist. And that, it comes through very clearly. It's a stunning package. It's an excellent package. And together with that, it's no use you are the specialist in both these fields but you can't put in the long hours and long yards.

Interviewee: Hours in and work, that's the key thing.

Interviewer: And that is what I think the institution needs to value at this point in time. And I hope that my study...

Interviewee: They don't value that stuff. They want 50 articles here. You can't give that if you, what's going to happen to the student there?

Interviewer: And your student totals are what at the moment?

Interviewee: 585. I can check SASI now.

Interviewer: Doesn't matter.

Interviewee: Because, you know, they deregister.

Interviewer: 600, that's it. And again...

Interviewee: I've never had less than 500 students from 2010. 2009 actually. I used to teach the part-time only. 2002, 2001 I used to teach the tuts, I used to do part-time classes. I've taught ED science, I've taught ED CHS, I've taught all the EDs, all of them.

Interviewer: Wow, fantastic.

Interviewee: When Ed was, eventually I was here and Ed was, I was with Ed.

Interviewer: Yes, and he retired.

Interviewee: So I used to be in the EMS and come here and then with him, he used to do nursing, I used to do some, he used to do the CHS, I used to do some. XX used to invite me to do the science, I have to do that when I was always doing the law one. When I was still teaching in EMS and, yes, and UCT and all over.

Interviewer: So you are really so versatile. You are well-schooled and well-trained.

Interviewee: Yes. And it's important because I think the other advantage maybe for me is I didn't come from academia, let me put it that way, I came from outside of academia.

Interviewer: From the practical world.

Interviewee: I came from outside here.

Interviewer: Private sector, yes.

Interviewee: You must know, before I came to UWC again I resigned from the premier's office in the Free State. It was in the new administration, after 94, because my dream, not my dream, my love was always to teach. So when the negotiations started in 90, I was asked to come back. I was here, had to leave, come back and because I acquired that postgraduate study then I had to be part of the...

The movement didn't have many highly... They had intellectuals. There was Kader Asmal there, there was Jeff Radebe, there was late XX, Prof XX, Dr XX now. I mean, there were plenty of these intellectuals and whatever. There are younger cadres who came from MK. I mean, either you had a Kalashnikov or you were throwing stones at home.

So I had that with me and then obviously because I just finished that, it was negotiation time and so on, so I was... I worked a lot with a lot of the judges as well, then and now. But that time they weren't judges yet.

Interviewer: Yes, weren't allowed.

Interviewee: They were appointed by Nelson Mandela thereafter and so on. So, yes. But I do a lot of community work.

Interviewer: That's fantastic. And that...

Interviewee: And the schools.

Interviewer: Local?

Interviewee: Yes. Khayelitsha, Manyano High, Intlanganiso. I can tell you at the schools what's the story. I used to go one day a week and then say their research there, and I used to teach in a school. Take a walk from here, catch a taxi and go there, sightsee Khayelitsha, walk through the... The people there know me there,

man. They say, Comrade Prof, and then you'll have tea with them. Prof XX used to be our patron of one of those organisations as well and he also used to sacrifice his time and also come. We used to meet in the morning there in his office, 06:30.

Interviewer: 06:30 in the morning, yes, just before 07:00. That's his time, 06:00. Wow.

Interviewee: So that is there. And then I do a lot of international work. I do work for the Kurds in the PKK. I'm one of the international lawyers for the... But I'm on the [banned? 00:25:44] list of NATO and I do a lot of work for Palestine as well. The dialogue serieses that started in 2015, 2016 which nobody else did, I was part of that as well.

Interviewer: Very important.

Interviewee: And I serve on the ideology commission of the South African Communist Party. I still serve, but I don't hold political office. I'm not interested in that. I firmly believe the struggle is in education and social services delivery and so on.

Interviewer: Indeed.

Interviewee: So my contribution as a public intellectual is here and out there in the community. So if an NGO invite me to give a lecture, I go. If the students come here and say, would you give a lecture here for us? Sharp, I just check quickly here, I take out my...

Interviewer: Where's my time and diary?

Interviewee: That black thing there and I check there in that big black folio of mine, there is gap, yes, I'll do it. I was ill also that one day, so I was feeling a bit okay and I told him, yes, I'll be there, don't worry. And I came an hour before that, I did the stuff for them, I stayed through the whole thing, and then I went back.

Interviewer: And this leads me to another question, and I think we've spoken about this right before when I booked the appointment with you. Your students' success, now, I can sit here and I know I'm going to be very biased and subjective, which I'm not supposed to be as the researcher and interviewer, but just for the record, that I have been working with students in my own faculty that have come through your hands, that are sterling at what they do. They were tutors for us.

So for me, I am here to say today the question that I have is how successful are your students? Although I already know the answer to that. But I need to just perhaps allow you to express over the years of experience that you've had. Highly successful.

Interviewee: Some of those who tutored with us or with me and taught maybe in a contractual capacity, some have gone on to become academics, they're appointed permanently. Dr XX is in political studies, she also worked here with us. Pass rate percentage is 70%.

Interviewer: Oh wow.

Interviewee: I was her tutor in Political Studies 2.

Interviewer: Oh fantastic. Marvellous.

Interviewee: And she finished her master's and then she was successful in securing her scholarship in Dublin to do a PhD. She was cum laude student here by us as well. She went on to Wits, she finished her M in international relations. She was fortunate, in England and the US the semesters start not like us end of...

Interviewer: In September.

Interviewee: September, fall. So she spent time here with us, she was on this programme, she was with Prof XX as well. And we are good friends. And when I do see her, not as often as before, she will say, I remember this from EED and this and that and she's found value in it. And she said.

She's not the only one. We had another gentleman, he was from Nigeria. He finished his master's in finance at Stellenbosch and while he was doing that he was tutoring here. And him and Dr XX were, in [our? 00:29:22] opinion, that when they were doing this tutoring, because we give hands-on training to them as well, not generic training only, they found that it even made them reflective and reflexive in their own writing as well. And they found value personally as well as in their teaching now and subsequently.

Then I have others, [XX?00:29:43], he secured the LLM [XX?00:29:47] scholarship. He specialised then in... So I invited him one day to give a lecture on transitional justice which I do in term three, TRC, transitional justice. Because the genesis of the Constitution, this wouldn't be here if it wasn't for the past obviously and the Chapter 2, the Bill of Rights and how did it come about and the students need to know that it's a supreme law.

Interviewer: Of course.

Interviewee: And the TRC. And it's not a whole module on history and the TRC, but it's at an introductory and that feeds into the fourth term, I do a bit on genocide, the Rwandan genocide, the Bosnian. So students can understand that even though we have this wonderful law here and international law, how things still keep on happening which should not, to put it very basically. So the jus cogens, the international laws, the international customary laws, Section 39 and its applicability doesn't really hold nations, states and those who perpetrate these violations accountable. And how in South Africa we don't want it to... You know.

So he, when he came for that guest lecture, he lectured all the groups and for the first time I heard him in the class, he said, the reason why I've specialised in transitional justice, today he's gone back to Uganda, he works there, he's an academic and he's quite senior there. He said my lecturer, your lecturer, he called it lecturer, he was my tutor and I got inspired from then and that is why

I've went out in this field of law. It was the first time I heard that from... But it was in the class.

So if you talk, and he's an academic as well. And Prof XX and them come with that exchange in Missouri programme. Prof XX and them told me that he was...

Interviewer: Number one.

Interviewee: Number one.

Interviewer: A star.

Interviewee: Really. And then I have others who've gone on into the profession, the law students. Some of them have... Most of them are attorneys now. XX, she's with XX, she's doing very well there as well. She always used to say, I mean, she's even written long emails where she says, Sir, you've laid the solid stuff for us to... You know.

So that's from the students themselves who are now young professionals or moving along middle management. Some are now moving much more, at a faster pace. Some are advocates. They regularly will send emails and they still come for references and all of that. Because they apply for promotions and things. If they're a prosecutor, then they'll be senior prosecutor. So they're doing well. And the ones who tutored with us have moved on also some of them to finish PhDs and all of that.

Interviewer: Fabulous.

Interviewee: Although we have lot of challenges, we're under-resourced and all of that, we still get work done. Had we had more or even in ED, if I had more resources, I'm sure I could do more. I mean, we won't have products that are perfect, but I can with assurance say we will have many more quality products out there if I use that kind of business language.

Interviewer: Got you.

Interviewee: But insofar as the legal writing is concerned, even last year's graduates who are now outside doing articles, they still communicate with their tutors and tell them we did this with you, we did this in the module, we did this with our lecturer, we find value in it and it's so this. So I think we've or I have managed to over the years get it in the right space.

Interviewer: And you are spot on. So I'll add a story for you. The two tutors that tutored for us, they obviously become law students. So these are not necessarily, they continue to do law after the BCom degree.

Interviewee: The LLB, they must do that.

Interviewer: That's right. So let me tell you this story. That's why I'm in such fascination and awe with what you do. Those BCom law students, they're two and I can mention their names if you want me to mention their names.

Interviewee: I think I know who they are.

Interviewer: Yes, it's XX and it was, yes, and he happens to be my neighbour, by the way.

Interviewee: Oh, lovely. Fantastic.

Interviewer: Fantastic. And then it was one of the twins, XX.

Interviewee: Ms Fischer, yes.

Interviewer: And I can tell you, when they enrolled for BCom Law they must do the BCom modules.

Interviewee: Correct.

Interviewer: So ALC is a compulsory module.

Interviewee: There.

Interviewer: That's right.

Interviewee: That's right, yes.

Interviewer: So they had to complete that module. So they had to continue now with their LLB after. Did the two of them have an issue. They did not want to do it. We did ALC and we did dah-dah-dah-dah-dah. And this is just sharing with you.

A couple of months into the first term, I said, and so, how are things going? Are you okay now? Have you settled in well? And Kyle's words to me were, I'm swallowing my words. I'm eating my words. And I said, and you, Ms Amy? Talk, let's hear.

Interviewee: Amy's very outspoken, yes.

Interviewer: No, XX, I don't know what we thought. But the lecturer we have, and at the time I didn't know who the lecturer, you know, he makes the lectures so interesting that, seriously, sorry, ALC, what we've did, really doesn't come close to where we are now.

And it is fascinating because they've been tutoring with us for about two to three years, four years. They are now in the GLA programme.

Interviewee: LA programme, that's right.

Interviewer: Which says to me that, again, the stories of success again has been inspired by what you have done at the level when they entered. So we don't always realise the reasons why students are coming in and how they kick and scream, we don't want to do it, and how you have been able to captivate them. And I think that is the highest honour that an academic can receive...

Interviewee: Yes, for me. Yes, can ever get.

Interviewer: In terms of being able to take a student, to turn that student around completely, the mind, just change completely and say, I think, no, look, I swallow my words, big time. And who is actually also mature enough to say, you know what, thank you ALC, but this is where we want to be. We want to go into the law stream, we're not so much wanting to go into the business stream.

So I think part of the success stories often, when I interviewed Dr XX also recently she said, we were talking about what is the pass percentage rate and it's easy for us as academics to say, oh, my pass percentage rate is 80% and 75%. But I think for me it means there's more to that. So I'm very grateful for you being open enough to share those success stories of really the leaders that have come...

Interviewee: Yes, they're the next generation.

Interviewer: From this particular...

Interviewee: They're the next generation.

Interviewer: Programme and that they will also acknowledge that constantly. And just for you, staying on course.

Interviewee: We must do that. We have to do it.

Interviewer: Staying on course.

Interviewee: It's our duty.

Interviewer: Because as you say, else we won't have more of the quality that we're sending out. But definitely making a note of the lack of resources that you are challenged with.

Interviewee: I get this in 2016. Fees fell and then I get it. Before that they had that big [inaudible 00:37:38].

Interviewer: Yes, only 2016?

Interviewee: It's like purple screen and all of that.

Interviewer: Only in 2016?

Interviewee: This desk only came end of last year. I had that old 1978 with the stamp that you see there.

Interviewer: Wow.

Interviewee: This belonged in the department of German. XX father was the chair here in the 70s.

Interviewer: 75.

Interviewee: And the secretary was next door. This cabinet is from that time. And we even used it too.

Interviewer: Oh my goodness. So there's definitely a real sense of need of resources.

Interviewee: [Inaudible 00:38:05].

Interviewer: Not in our lecture venues only.

Interviewee: Lecture venues, you go there, the desktop don't work, then the internet connectivity. Now you want to go to a quick link because there's something good today in the news, I need to show them, we're discussing consumer, there's something happened at Edcon, I want to go there, I can't.

Interviewer: So tell me something at the end of our conversation now, is there anything that you see...?

Interviewee: We can still come and speak again. [Inaudible 00:38:33].

Interviewer: Yes. No, I think you've covered all of...

Interviewee: But what you need...

Interviewer: Even the coordinator.

Interviewee: And you want to find out more. I'll tell you something why ED works.

Interviewer: Yes, I was just going to ask you.

Interviewee: Although we're very under the radar kind of thing, we don't go around trumpeting and all of that, we just do work and go on. I think all my colleagues are like that. Each colleague does his or her thing to the best of their ability. There is no issue, if I may put it that way. All the challenges we have is institutional. That's all.

I don't... Dr XX does her work, I do my stuff for my programme that I moderate, Prof XX does her work with whatever challenges we have and we deliver. We've had people like Ms XX that even tutored here. I remember when we had the tutor round tables a few years ago as well, she was so with glowing remarks about the experience in EED that her husband who was coordinator of the anthro saw she was telling them the things they could learn from us.

So I think it's not understood as it should. And we did have an AD centre at UWC and what's left of it is us and ALC.

Interviewer: Yes, you're absolutely right, EED and ALC.

Interviewee: Yes, Dr XX went over and so now, yes.

Interviewer: That's right. So tell me...

Interviewee: And then Prof, who's now with you there are the department...

Interviewer: Yes, Prof XX, that's right.

Interviewee: We don't even have departmental status here.

Interviewer: I was just going to ask you about that now, because I'm getting the sense...

Interviewee: We have 1 500 students in total. It's three permanent lecturers only. The rest of the 14 is contract tutors and even our administrator is not permanent.

Interviewer: So would you say...?

Interviewee: So if you don't get the external funding that helps us to...

Interviewer: Yes, to manage.

Interviewee: We're in trouble.

Interviewer: So would you...?

Interviewee: The dean does help where he can, but...

Interviewer: Yes, only limited.

Interviewee: Obviously it's limited. We need more.

Interviewer: So would you say that...?

Interviewee: We actually should be five of us doing this.

Interviewer: Would you perhaps put forward an argument to say that it would be best if you also were in your own department, own unit or centrally governed by the institution?

Interviewee: No, we are. The faculty, now since 2014 we were restructured, but at faculty level we're autonomous, on our own. But we still have to share resources here with... It shouldn't be like that. It should be like a department. You have your own budget, you have everything. Although the dean does support whatever, but it's not enough. You must have the same... You know UWC's organogram?

Interviewer: Yes.

Interviewee: It's unlike the other.

Interviewer: That's right.

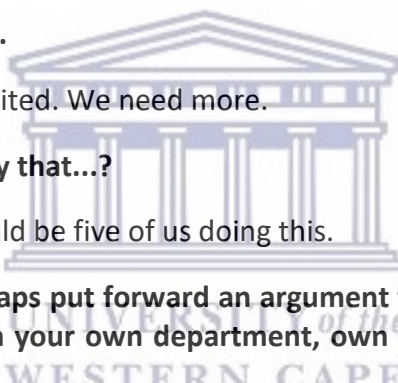
Interviewee: So or they establish, like how women and gender was, first tiny, on its own.

Interviewer: A unit, that's right.

Interviewee: The same with us. [Inaudible 00:41:24] was like that too.

Interviewer: That's right.

Interviewee: You see? Even ALC, same.



Interviewer: ALC, yes, was a unit.

Interviewee: The argument they used here, they said, no, there's no second year, third year or honours. But I said, hold on, my colleague supervises PhD, Ms, all of that. Law, I do plenty international work. I get invited to address the European parliament on law. I go to the Human Rights Court at Strasbourg. I got invited, I go twice or thrice a year in non-teaching time. So in July first week I'll be again in Rojava, Northern Syria. You'll get there's international elder statesmen there, there's people like Chomsky, all international...

Interviewer: Figures.

Interviewee: Well-known, not any academia, but activists and politicians that will be there. Last year I presented on genocide. I'll be presenting again on jurisdiction post ISIL, what to do, not to do. And then... Yes, so you know what, there's a lot of value amongst the three of us.

Interviewer: Absolutely.

Interviewee: In the AD work we do, as in my case the work I even do outside. Because now I'm teaching a student about Section 39, I allude to the Constitution and the Bill of Rights and human rights and human dignity. I'm not talking about it and lecturing because of the text or I studied 500 journal articles; I do it. There's a big difference than the normal. There's the academic and there is the praxis we said earlier. And you bring that to the students.

Interviewer: And how rich will the institution not become?

Interviewee: Exactly.

Interviewer: Not in terms of monetary value, but should they be able to provide you with the necessarily resources so that you can then produce what it is that they, because you are so rich in the knowledge. But if you don't have the human resources to help you...

Interviewee: Forget it.

Interviewer: Then where does your job...? You know.

Interviewee: No, I'm telling you.

Interviewer: Your students remain your first priority at the end of the end of the day.

Interviewee: Correct. With all of that I presented a paper at PIE, it was with the exchange group of academics from Sweden that were here. But I spoke on ubuntu and stuff. Prof Bharuthram, myself, co-authored a paper, we published it in 2017. She does a lot of independent work. She's published a lot and she's an editor and reviewer and all of that. But my heart is in the activism, so community work and all of that.

So when the students went to parliament in the Fees Must, I was there with them in the front. I left from here with them. You understand what I'm...? So

that to me, 1976 was a defining moment for us and education and the struggle. 2016, eventually we got first year, 350 income and less will be free. The struggle still continues, it's not over, it must carry on.

If Cuba can give it on that little island with economic embargos for more than five decades, how can't we do that? Iran still gives free education. Libya used to until it was bombed into the dark ages. How come we can't do that when so much is used, you know, the bribery and the corruption that's all there in the Zondo Commissions and all of that. And as somebody who comes from the movement, I don't say that we're good fairies and all of that, I'm blunt and open and crude.

I regularly get invited to teach once or twice a year at parliament. I take the research unit and I teach them ontology, epistem~, writing, research quality. I do that with them, with their researchers. I mean, guys there, the staff there have PhDs, Ms and so on, but they call me in to do that there as well. I've done a lot of work, municipal work all over. School of government also [inaudible 00:45:19].

Interviewer: And this is exactly your point in terms of when people have the argument to say that we don't teach second and third year and postgraduate level.

Interviewee: Garbage.

Interviewer: But that doesn't cut the ice.

Interviewee: No.

Interviewer: I mean, I'll give you one example. You get the school of government, let's just take an example.

Interviewee: ISD and SOG.

Interviewer: You get many students that haven't come through the undergraduate programme. So they are honours, they are master's students.

Interviewee: Honours and master's, RBLs.

Interviewer: Then you have colleagues who corner you after faculty board meetings, silently, you know, we have these students, man, they haven't done your course at first year, they're struggling...

Interviewee: Please help them.

Interviewer: They don't know how to do referencing.

Interviewee: Help them.

Interviewer: They don't know...

Interviewee: But now you up there, you can't do this?

Interviewer: So I think we really need, and I hope that the point of my study is to highlight this, that there is a greater need. Whatever you are seeing here, don't look just here, we in the trenches, beyond. Some of the colleagues don't want to stand up and then say, but I actually asked them to come in and do a few classes...

Interviewee: They don't, they feel embarrassed.

Interviewer: During your holiday break.

Interviewee: They feel embarrassed.

Interviewer: But because I didn't know how or my students were struggling. And these are postgraduate level students and it's no fault of their own. Nobody's pointing a finger at anybody, but the need is there.

Interviewee: Let me tell you something, XX came here, he came from Masiphumelele, I'll mention his name. He met me after the second week he came, Sir, can I speak to you? I said, yes, come, sit, how can I help you? He says, one of the teachers said I must come and speak to you. I said, who? [Inaudible 00:46:53]. I said, no problem, what is it about? He says, Sir, I've never used a PC before. I also struggle with my English and I don't know how I'm going to manage with law.

So I say, let me tell you something, on a Friday I have a voluntary class. There's students there from first year to PhDs even that come in. It's about writing. It's not a university module, you come of your own, you must still do other work. Come with that and for the next few Fridays you're not the only one, there's 30 of you that I'll be spending time with to do basic...

Interviewer: Computer.

Interviewee: Apparently the library stuff they were doing wasn't in their opinion or view, it wasn't helping them. Although it was his first two weeks, that's what he said. So he started. His first email came to me, his first essays were done, typed, word processed, everything. He finished his LLB in four years. The laities from Westerford and all of that end up dopping courses and that. He eventually started a little NGO himself where on Saturdays they go and they work with the matric students and so on. And with UWC with a peer mentor they were doing some work.

So a student who had all of that, now, all of that is not in your official statistics, but those students have written about those things and sent it to me, which I have. I mean, I've got here, you'll see the one, before the electronic ePortfolios we used to send hardcopy. That one folder of mine was 100 sleeves.

Interviewer: Yes, look at that.

Interviewee: I didn't know what else to put and not put. And that's taken only from 2009 to 2013 that was.

Interviewer: That doesn't even...

Interviewee: Mr XX, I remember he wrote something for me as well and he said in the years when Prof XX still wasn't here, he said Prof XX from nursing and so on, and Ms XX stated that the students that went through the programmes with us far outstripped the mainstream [inaudible00:49:03] students. They ended up being the leaders eventually in the [inaudible 00:49:06] degrees.

When they graduated, every quarter they used to come and visit because some of them were quite matured. Remember, they needed the degree for the promotion. So they were here. And they attributed a lot of the university's success to that. It wasn't ED law, that was ED Nursing at the time. It was a semester one. And they attributed it to the way... Because what happened when it was only the two of us left, he asked me what I would suggest to do and I gave him.

I think Kite Runner was just out that time in cinema or something. I used that text and I connected it with one of our South African authors at the time. It was Zakes Mda, Ways of Dying. But then I took the articles on social workers and nurses, I used a lot of that.

Interviewer: Yes, back in the day that was quite high on the agenda.

Interviewee: High on the agenda. But the projects we did and the writing projects that the faculty, and we used to meet every week with the nursing department and that's how that... Because if they didn't pass a module in that year, they're out. See?

Interviewer: Yes, that's how strict the nursing degree was.

Interviewee: Yes, strict it was. And if you're absent more than thrice or something, tut or lecture, you're out.

Interviewer: That's right.

Interviewee: But a lot of that... So, you know what, maybe I was very fortunate to have worked with XX as well. Because I, in my opinion, I'm saying it, whatever, but...

Interviewer: That's fine.

Interviewee: I don't feel he was very much appreciated and valued. He belonged maybe at Harvard or something. But he was good, he knew what he was doing. Although he is purely [communication? 00:50:42] but, still. Prof XX, when she came she brought a lot of experience as well from the institution. She's AD, academic literacy.

Interviewer: Yes, she is the specialist.

Interviewee: Yes. And then Dr XX joined a bit later, but she also works well. And we also have challenges with service level agreements. It gets signed this year for next year, January of the year kicks in and it got changed suddenly. Who changed it? Why did they change it? But they signed it off. All kinds of things that you have to deal with.

Venue bookings, double booking issues. Soon they go there, you get a thing, Sir, I'm here by the tut venue, whatever. Then you tell them, there, I sent you the snapshot of the...

Interviewer: **Of the email, yes, of the venue booking.**

Interviewee: Yes, the venue booking, please show it to the person there that's being intransigent. Too much, too many things.

Interviewer: **And that helps me to also just wrap us up. Because I also want to say to you then, I mean, you've mentioned some of your colleagues' names. I think I now understand, I've interviewed a couple of them now before you, and they've said to me you must meet with our coordinator, XX, there's no two ways about it. And I said, yes, I'm scheduled to meet with him. And they keep on saying that to me and I said, why are you people mentioning this all the time?**

And said, just please meet with him because we are where we are today because of who he is and his expertise and his knowledge. And one actually said, and I can mention the person's name, it's [XX?00:52:23], said, yes, and I aspire, with my doctorate degree and not my doctorate degree, I aspire, I can only one day think that I will get there where my coordinator is eventually. Not to take over the position, but the fact that...

Interviewee: I think they should.

Interviewer: **No. But the fact that they are able to learn, they are able to have the free reign, they are able to be flexible.**

Interviewee: Yes, you don't interfere. I learned that from Ed also, hey.

Interviewer: **And that...**

Interviewee: My first semester we used to meet every week. I got a teaching portfolio.

Interviewer: **To the end.**

Interviewee: I had teaching lesson plans, that's how pedantic it was, like that. You're a lawyer and then you listen and I used to come. So we used to meet. After that he told me, hey, you, you come here [inaudible 00:53:13], go on, you report, I know how you work, everything.

Interviewer: **And I must tell you, I've been in XX class, her lectures, to complete, the students to complete the questionnaire, and there too the rapport that she has with the students.**

Interviewee: It's wonderful.

Interviewer: **Exactly the same...**

Interviewee: Yes, it must be like that.

Interviewer: As the leadership. They say you inspire people. Sometimes it's from the bottom up, I believe...

Interviewee: Sometimes.

Interviewer: But sometimes it's, if it's good, as it is in this case, it comes from the top and it spreads through. Which I am most grateful for. I have been completely, immensely inspired after having really just interviewed many of the colleagues that work on your team. You can see it, you can hear it and even now you are just making sure that those puzzle pieces fit in, they actually fit in.

Now the other questions, you know once you completed an interview you still have a question or two. Now, how does that work? Why did they say that? How did...? Oh. Now, listening to you, it all fits neatly together. Thank you very, very, very, very much.

Interviewee: No problem. Look, you can still come again, no problem.

Interviewer: Yes, absolutely.

Interviewee: You want to add to your work, it's only a pleasure.

Interviewer: Absolutely. I actually just wanted to ask...

Interviewee: It's too sort, man, for your work.

Interviewer: If I could get hold of your students?

Interviewee: I saw the questions, everything, I got no problems with anything. Please come maybe Monday next week or Thursday and just send an email...

END OF TRANSCRIPT

Audio name: ALC EMS Coordinator

Audio length: 00:47:30

Interviewer: Start. Good day. So this interview is a twofold interview; she is the coordinator, as I said before, as well as one of the most experienced lecturers teaching the course, namely ALC.

And so good day to you, Prof XX, and I hope you are well and thank you for your time which I know you are very busy. Also just to mention that Prof XX

currently is the head of department of the academic development department and so her time is quite limited. So I'm really grateful for your time, Prof. I'll proceed by asking you the very first question.

Interviewee: Good morning, Ms Ndesi, and thank you for wanting to interview me.

Interviewer: **Thank you for your time, Prof. I know that your insights will hopefully be most valuable to my study.**

Interviewee: Hopefully.

Interviewer: **It will be. Question one, and Prof, it's just about five questions.**

Interviewee: Okay. That's now as the coordinator?

Interviewer: **As the coordinator, that's correct one. Which models are currently being used within your faculty regarding ALC?**

Interviewee: You mean the theoretical model?

Interviewer: **The theoretical models. If there's any practical examples you want to add in, please, by all means feel free to do so.**

Interviewee: Okay. Our ALC is based on the constructivist theory and Vygotsky's zone of proximal development because for us it's definitely an academic literacy skills course. And, yes, it will be perceived as a stand-alone course, however, we developed the course in such a way that we are absolutely embedded within what the disciplines are needed, what the disciplines want us to do. Because in the end it's about inducting the students into the ways of the academic discourse, of how to be and how to do.

We also met with the different discipline-specific subjects that the students are doing concurrently in order to identify how we can support, what the needs are and what we can do in this course to prepare them for those modules.

Interviewer: **Thank you very much, Prof XX, and just a follow-up question onto that. I'm pretty sure you are obviously also a specialist in the field of academic development, in the field of academic literacies. In terms of the theoretical background we know that there has been a lot of influence from the British, the UK, Mary Lea and Brian Street. Does your course make use of any of those models, the three models in terms of what they espouse?**

Interviewee: My view is that we shouldn't view each one separately and we also shouldn't think that the one is better than the other. As much as the people for the last model, which is I think the socialisation of the...

Interviewer: **The academic literacies model?**

Interviewee: *Yes, [the three] academic literacies models. The point is, we can't take out the skill. We can't take out the fact that all students, not only second-language students need to be inducted into the academic discourse, and that is problem*

number one for me, that in some faculties it's about how well did you pass at school and if English is your first language.

The second thing that we must get clarity on is that all students need this induction, need this how must I be and what should I do. What should not happen, I think that was a problem in the past, that it mustn't be stand alone. And because it was perceived as that, because it was perceived as send students who cannot function or didn't have English as first language there, that was the base root why people don't want to even think about developing skills, don't want to think about developing skills within the discipline.

So what we're trying to do is to marry all three. And definitely know that it should not be alone, and definitely know it should be what is needed and what the theme and what the faculty's about. So business orientated, we focus on business-orientated assignments, business-oriented texts and articles to prepare our business students for the world of work and what they need to know, what is current. That is how we do it in this faculty.

Interviewer: Thank you. Also, once again, Prof, and again, this is just a follow-up question because you are answering my second question and I'll just read it off to you, but I want to get something a little bit more. The second question is why are these models being used and which theories are they based on and why?

I think you've given me little bit of an input, which is excellent, in terms of answering that question. But following up on what you just said, can you give me an example, when you say the discipline-specific departments and courses, other colleagues that we work with within the departments, within the faculty, can you give an example of how the ALC programme embeds itself into those disciplines? Any practical relation to tasks, etcetera?

Interviewee: The first one that we closely work with and that we continue working with will be the accounting students. The accounting students, because we met with the lecturers and they know what we do, they are following our principles, our teachings, what we teach the students and they reinforce it. Because counter to the belief that accounting shouldn't write, they must write and they must understand word sums. That's the one thing. They must also, because one day when they're accountants they have to write reports and they have to express themselves clearly. That's the one.

Secondly, our management, economics, industrial psychology, information systems, all our assignments are geared to let students apply analytical and critical thinking, analyse case studies, identify the main issues that's current. We look at the budget speech. Our one assignment last year was on the NDP, national development plan. We look at the junk status, on how fees must fall, on how free education impacting.

And so we develop and we 'force' our students to read business related content. In fact last semester a part-time student was saying, before doing ALC she was not interested in the economy of the country and because of ALC she's

now so much aware and she took now, she's now interested, she's really taken interest. Because ALC opened her mind through the assignments and through what we do, hang on, these things are affecting me, these things I have a say, I should be abreast of what is happening.

So that's how we connect both with what is relevant, what is current. And maybe, just to go back, if we talk about Lea and Street, they are colonised, coming unfortunately with very good intentions. So what we also do in our course is to make it local, to take the colonised out and focus on case studies, South African textbooks and texts, and parts of what we're in the course of, lecturers that are writing for South African context, that have done research on the South African context. So the students can relate, so that we don't have that problem of just looking at what happened elsewhere. Because elsewhere the context is different.

Interviewer: Absolutely.

Interviewee: Our students' context is so much different and because of my own research I also know what our students' needs are and how to support students. So it's a combination. If you talk about theories, yes, we started with the constructivists and zone of proximal development, but the idea is to bring it home and see how you can use an augmented approach so that it can fit your purpose.

And for us it's about giving students academic skills that they can apply to all their subjects, that can help them to progress and to know what to do and how to do, but that they can also use in their personal lives, in their social lives, and definitely in the world of work. So I think our course is making a valuable contribution to developing the students holistically.

Interviewer: Excellent, Prof. And I think that definitely latches on then to my third question to you. What are the strengths and weaknesses do you think of the academic literacy models used in this faculty?

As you have just explained, the embedded process, for example, and how it has a holistic approach. Maybe some of the strengths that are coming out with regard to the students, with regard also to academic staff, lecturers whom you collaborate with, work together with. And then also maybe with the strengths, I'm assuming that it could be a strength, the pass rate for the course.

And then also just a bit of the weaknesses or the shortfalls that are left open maybe. Maybe not weaknesses in a sense of it just being left along the wayside, but actually maybe opportunities for further development and growth, to look at weakness in a context such as that then.

Interviewee: Well, let me start with the weakness, because our major weakness is that the course is only a semester course. It was a year course in the past and we're trying to get it back to a year course. Because that will give us more time to reinforce the skills, to connect it even better and to even invite lecturers from

other disciplines to come in. Because that is something that we're looking at, to sit in and to also teach and co-teach.

That's happened a few years ago, that a management lecturer asked us to come back and teach whatever, the paragraph development, the sentence construction, in their own course to show the students how it links and that's the way they want them to write. It was Management 1, which all our students must also take.

So that is definitely a weakness, that we don't have enough time. Especially for the weaker ones. The stronger students, if we introduce it and give them one or two opportunities to practice, they get it, but not the weaker ones. And that's why some of them will fail.

Our strength I think is the fact that it's a holistic approach. Our strength is also that we included self-esteem and knowing who you are in the course. And we start with that because it's important that students know why they're at university. Our other strength is the fact that we are embedded and we know exactly what the needs are in the other modules and how we can help and assist.

Another strength is that it provided us with the opportunity already to collaborate and we already wrote a paper that was published. In addition, some of the lecturers ask us, and take over our lectorials, for example, to see. And they invited us again to help in information systems, for example, to help strengthen their students, and came and we had to go and facilitate the lectorials and now they're also having that as a practice.

And also another strength is that all our students must do it. There's no differentiation between good, bad or anything.

Interviewer: So it's a compulsory.

Interviewee: Because I think our faculty understood right there when we started that it's not about how well you do in English at school, it's about are you ready for the academic discourse that you're becoming part of and that's the main aim of the course.

Interviewer: Fantastic. And what would you say, Prof, is the pass rate?

Interviewee: Oh, the pass rates are never below 70. In fact, every year we can see it's gradually... We're 76, 78. Apparently, and I speak under correction, but first semester this year, the pass rate was 81%.

Interviewer: Oh, fantastic.

Interviewee: So just this morning I asked [inaudible 00:13:05] to give me the different pass rates for something else, but, yes, definitely our pass rates are... And what we're trying to get across to our dean and the faculty is that the students who are failing will be only a very small percentage who are actually attending and are too weak and struggling and fail. Most of the time, the 25% or 20% or 19%

who are failing, are students who are not active and who are not attending. Because there's no reason why any student should fail the course.

Interviewer: And would you say, Prof, there is any strength in this collaborative work between colleagues from the disciplines with you as an ALC lecturer?

Interviewee: Absolutely.

Interviewer: Is there any specific strength, one or two that you can highlight?

Interviewee: Absolutely. Because they know what we do and we know what they do and what they expect, we can align our course so that that can support what they're supposed to do and how they want to do it. So there's definitely strength. And in that way, even though ALC it's a separate a credit, we don't see our course as a standalone. Definitely. We don't see our course as a stand alone because it does not function independently from, but it functions collaboratively, together with.

Interviewer: And, Prof, just a quick follow up on that one. How do you experience the relationship or the relationality between the discipline-specific lecturer approaching the academic literacy specialist for support and help? Is that freely forthcoming? Is there any tension there when colleagues come for help?

Interviewee: No.

Interviewer: Or would you say that is a strength or...?

Interviewee: It's definitely a strength and in the past of the there was no tension. In fact, lecturers will come to us when they have a problem and they will say and ask, or connect with us and say, listen, the students can't do this or can we help with that? As I'm saying, lecturers already invited us to their classes, we help and facilitate the lectorials for them and then they gave us good feedback and say but this is actually helping, this is actually working.

What we definitely, because of time and I think because of new lecturers, so this year, and I actually must still do that, I need to get the new lecturers together so that they also know what we're doing and that we can also know, are their needs the same or is there anything new specifically that they want us to focus on as well.

Interviewer: Fantastic. So you would really just say that you're in a very privileged position to a certain extent, for a lack of a better term, in that there is this openness with colleagues?

Interviewee: Definitely openness, cooperation and some colleagues even... Just give me, sorry. Who's this? Who's calling. All right, I will speak with her. Some lecturers will come and verify stuff with us and then they say because they want to penalise the students. And once we confirm this is something that we have done and stuff, then they go back and penalise the students or they send them

back to the ALC book. So we really, yes, I would say not privileged, we're fortunate...

Interviewer: Fortunate, got you.

Interviewee: That we're working really collaboratively.

Interviewer: And closely and well together.

Interviewee: Well together. Absolutely.

Interviewer: Excellent, Prof. Next question. Do you think there is a need to change in any way the current AL model being used in the EMS faculty and the theories? I think you've already alluded to that in terms of the previous answer when we spoke about the theorists being used from the UK and the colonised understanding in terms of the theories that were designed back then. So do you think there is a need for us to somehow, for you to change?

Interviewee: Yes, I think within the context of decolonisation it would be good that we take and learn because it is not only about chunking away because it's foreign, but to take and learn and then come up and develop a new one, South African based specifically. One that is holistically taking everything into account and saying this is then the best approach that we can advocate for in the different faculties and at the different universities.

Definitely embedded and eventually if we get to a model where it does not have to be a credit on its own but embedded within the other courses, that's also possible. Because at the moment this is what we have. If we can come up with something even better, then by all means, we will embrace that. So that's my short answer to that one.

Interviewer: Excellent, Prof, and I think that really seals the deal for us in terms of interviewing you as the coordinator of the academic literacy course. Just on a last note, how long have you been coordinating this particular course? I know it's a very passionate area of your work.

Interviewee: When I started, Dr XX, he was the coordinator, and when he became HOD... So I think it's since 2006, 2007. 2008, around there.

Interviewer: Fantastic. So that's...

Interviewee: Yes, so it's more than, it's now 11 years.

Interviewer: More than a decade now.

Interviewee: Yes.

Interviewer: No, I thank you very much, Prof XX. I think that is sufficient, because the last question that I had is something which you've already touched on in terms of liaising with other subject- or discipline-specific faculty members in the different degree programmes. So we've covered that particular area. So thank you very much, Prof.

And now I think I'm going to keep it going in terms of our recording. I don't want to switch it off then and start a new one. But I'll want us just to breathe now and then go into interviewing you...

END OF TRANSCRIPT



Addendum 19: ALs coordinators' grouped responses: Open-coding, Stage 2

1. Which EED/AL models are currently being used within your different faculty?
<p>EMS ALs Co-ordinator:</p> <p>Okay. Our ALC is based on the constructivist theory and Vygotsky's zone of proximal development because for us it's definitely an academic literacy skills course. And, yes, it will be perceived as a stand-alone course, however, we developed the course in such a way that we are absolutely embedded within what the disciplines are needed, what the disciplines want us to do. Because in end it's about inducting the students into the ways of the academic discourse, of how to be and how to do.</p> <p>We also met with the different discipline-specific subjects that the students are doing concurrently in order to identify how we can support, what the needs are and what we can do in this course to prepare them for those modules.</p> <p>My view is that we shouldn't view each one separately and we also shouldn't think that the one is better than the other. As much as the people for the last model, which is I think the socialisation of the...</p> <p>[Interviewer: The academic literacies model?]</p> <p>Yes, academic literacies. The point is, we can't take out the skill. We can't take out the fact that all students, not only second-language students need to be inducted into the academic discourse, and that is problem number one for me, that in some faculties it's about how well did you pass at school and if English is your first language. People make the mistake to think that, AL, EED courses are about English, it's not. So that's the first thing that we must really get clarity on.</p> <p>The second thing that we get take clarity on is that all students need this induction, need this how must I be and what should I do. What should not happen, I think that was a problem in the past, that it mustn't be stand alone. And because it was perceived as that, because it was perceived as 'send students who cannot function or didn't have English as first language there', that was the base root why people don't want to even think about developing skills, don't want to think about developing skills within the discipline.</p> <p>So what we're trying to do is to marry all three. And definitely, we know that it should not be alone, and definitely it should be what is needed and what the theme and what the faculty's about. So business orientated, we focus on business-orientated assignments, business-oriented texts and articles to prepare our business students for the world of work and what they need to know, what is current. That is how we do it in this faculty.</p>
<p>LAW EED/ALs Co-ordinator:</p> <p>Generally, theoretically you can say we follow the social constructivist theoretical framework.</p> <p>We take what works best in whatever we get. The EED modules are a result of active consultation and input with colleagues from there and here</p> <p>Because ideally the person in the discipline should be teaching the writing and the... So if I teach accountancy or economics, I must be able to get you to write the reports myself. If I teach law, the same. If I teach science, you know.</p> <p>No, a lot of colleagues don't understand academic development. They just think you'll come there and teach grammar. Grammar is to be taught in context.</p>

Although it's a stand-alone module, it's been developed, even my predecessors used to work with the colleagues there.

2. Why are these model(s) being used and which theories are they based on and why?

EMS ALs Co-ordinator:

The first one that we closely work with and that we continue working with will be the accounting students. The accounting students, because we met with the lecturers and they know what we do, they are following our principles, our teachings, what we teach the students and they reinforce it. Because counter to the belief that accounting shouldn't write, they must write and they must understand word sums. That's the one thing. They must also, because one day when they're accountants they have to write reports and they have to express themselves clearly. That's the one.

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And so we develop and we 'force' students to read business related content. In fact last semester a part-time student was saying, before doing ALC she was not interested in the economy in the country and because of ALC she's now so much aware and she took now, she's now interested, she's really taken interest. Because ALC opened her mind through the assignments and through what we do, hang on, these things are affecting me, these things I have a say, I should be abreast of what is happening.

So that's how we connect both with what is relevant, what is current. And maybe, just to go back, if we talk about Lea and Street, they are colonised, coming unfortunately with very good intentions. So what we also do in our course is to make it local, to take the colonised out and focus on case studies, South African textbooks and texts, and parts of what we're in the course of, lecturers that are writing for South African context, that have done research on the South African context. So the students can relate, so that we don't have that problem of just looking at what happened elsewhere. Because elsewhere the context is different.

Our students' context is so much different and because of my own research I also know what our students' needs are and how to support students. So it's a combination. If you talk about theories, yes, we started with the constructivists and zone of proximal development, but the idea is to bring it home and see how you can use an augmented approach to fit your purpose.

And for us it's about giving students academic skills that they can apply to all their subjects, that can help them to progress and to know what to do and how to do, but that they can also use in their personal lives, in their social lives, and definitely in the world of work. So I think our course is making a valuable contribution to developing the students holistically.

LAW EED/ALs Co-ordinator:

Let me tell you something, David Mboko came here, he came from Masiphumelele, I'll mention his name. He met me after the second week he came, Sir, can I speak to you? I said, yes, come, sit, how can I help you? He says, one of the teachers said I must come and speak to you. I said, who? [Inaudible 00:46:53]. I said, no problem, what is it about? He says, Sir, I've never used a PC before. I also struggle with my English and I don't know how I'm going to manage with law.

So I say, let me tell you something, on a Friday I have a voluntary class. There's students there from first year to PhDs even that come in. It's about writing. It's not a university module, you come of your own, you must still do other work. Come with that and for the next few Fridays you're not the only one, there's 30 of you that I'll be spending time with to do basic...

Apparently the library stuff they were doing wasn't in their opinion or view, it wasn't helping them. Although it was his first two weeks, that's what he said. So he started. His first email came to me, his first essays were done, typed, word processed, everything. He finished his LLB in four years. The laities from Westerford and all of that end up dropping courses and that. He eventually started a little NGO himself where on Saturdays they go and they work with the matric students and so on. And with UWC with a peer mentor they were doing some work.

So a student who had all of that, now, all of that is not in your official statistics, but those students have written about those things and sent it to me, which I have.

In the AD work we do, as in my case the work I even do outside. Because now I'm teaching a student about Section 39, I allude to the Constitution and the Bill of Rights and human rights and human dignity. I'm not talking about it and lecturing because of the text or I studied 500 journal articles; I do it. There's a big difference than the normal. There's the academic and there is the praxis we said earlier. And you bring that to the students.

3. What are the strengths and weaknesses of the EED/AL models used in this faculty?

EMS ALs Co-ordinator:

Well, let me start with the weakness, because our major weakness is that the course is only a semester course. It was a year course in the past and we're trying to get it back to a year course. Because that will give us more time to reinforce the skills, to connect it even better and to even invite lecturers from other disciplines to come in. Because that is something that we're looking at, to sit in and to also teach and co-teach.

That's happened a few years ago, that a management lecturer asked us to come back and teach whatever, the paragraph development, the sentence construction, in their own course to show the students how it links and that's the way they want them to write. It was Management 1, which all our students must also take.

So that is definitely a weakness, that we don't have enough time. Especially for the weaker ones. The stronger students, if we introduce it and give them one or two opportunities to practice, they get it, but not the weaker ones. And that's why some of them will fail.

Our strength I think is the fact that it's a holistic approach. Our strength is also that we included self-esteem and knowing who you are in the course. And we start with that because it's important that students know why they're at university. Our other strength is the fact that we are embedded and we know exactly what the needs are in the other modules and how we can help and assist.

Another strength is that it provided us with the opportunity already to collaborate and we already wrote a paper that was published. In addition, some of the lecturers ask us, and take over our lectorials, for example, to see. And they invited us again to help in information systems, for example, to help strengthen their and our students, and came and we had to go and facilitate the lectorials and now they're also having that as a practice.

And also another strength is that all our students must do it. There's no differentiation between good, bad or anything.

Because I think our faculty understood right there when we started that it's not about how well you do English at school, it's about are you ready for the academic discourse that you're becoming part of and that's the main aim of the course.

Oh, the pass rates are never below 70. In fact, every year we can see it's gradually... We're 76, 78.

Apparently, and I speak under correction, but first semester this year, the pass rate was 81%.

So just this morning I asked [inaudible 00:13:05] to give me the different pass rates for something else, but, yes, definitely our pass rates are... And what we're trying to get across to our dean and the faculty is that the students who are failing will be only a very small percentage who are actually attending and two weak and struggling and fail. Most of the time, the 25% or 20% or 19% who are failing, are students who are not active and who are not attending. Because there's no reason why any student should fail the course.

LAW EED/ALs Co-ordinator:

And then he said, look, leave it as... And I think it's a blessing it stayed as a year module, because six months for an AD module is not enough. You know that yourself.

Deeper critical engagement and in that target language. So it takes a long time to develop And the one year we have and the six months is not enough. But I think had there been none of that

it would have been much more challenging still for our students. I think that is what they must appreciate.

No, we are. The faculty, now since 2014 we were restructured, but at faculty level we're autonomous, on our own. But we still have to share resources here with the English

department. It shouldn't be like UNIVERSITY of the that. It should be like a department. You have your own budget, you have everything. Although the dean does support this, but it's not enough action. You must have the same structure and access to financial resources You know UWC's organogram?

Mr Katz, I remember he wrote something for me as well and he said in the years when Prof Bharuthram still wasn't here, he said Prof Khanyile from nursing and so on, and Ms Bimray stated that the students that went through the programmes with us far outstripped the mainstream [inaudible00:49:03] students. They ended up being the leaders eventually in the [inaudible 00:49:06] degrees.

When they graduated, every quarter they used to come and visit because some of them were quite matured. Remember, they needed the degree for the promotion. So they were here. And they attributed a lot of the university's success to that. It wasn't ED law, that was ED Nursing at the time. It was a semester one. And they attributed it to the way... Because what happened when it was only the two of us left, he asked me what I would suggest to do and I gave him.

I think Kite Runner was just out that time in cinema or something. I used that text and I connected it with one of our South African authors at the time. It was Zakes Mda, Ways of Dying. But then I took the articles on social workers and nurses, I used a lot of that.

4. Do you think there is a need to change the current EED/AL model and theories? If yes, please explain why and if no, please explain why?

EMS ALs Co-ordinator:

Yes, I think within the context of decolonisation it would be good that we take and learn

because it is not only about chunking away because it's foreign, but to take and learn and then come up and develop a new one, South African based specifically. One that is holistically taking everything into account and saying this is then the best approach that we can advocate for in the different faculties and at the different universities.

Definitely embedded and eventually if we get to a model where it does not have to be a credit on its own but embedded within the other courses, that's also possible. Because at the moment this is what we have. If we can come up with something even better, then by all means, we will embrace that. So that's my short answer to that one.

LAW EED/ALs Co-ordinator:

Although we're very under the radar kind of thing, we don't go around trumpeting and all of that, we just do work and go on. I think all my colleagues are like that. Each colleague does his or her thing to the best of their ability. There is no issue, if I may put it that way. All the challenges we have is institutional. That's all.

I don't... Dr Volschenk does her work, I do my stuff for my programme that I moderate, Prof Bharuthram does her work with whatever challenges we have and we deliver. We've had people like Ms Abrahams, Zulfa that even tutored here. I remember when we had the tutor round tables a few years ago as well, she was so with glowing remarks about the experience in EED that her husband who was coordinator of the anthro saw she was telling them the things they could learn from us.

So I think it's not understood as it should. And we did have an AD centre at UWC and what's left of it is us and ALC.

5. Are you liaising or working with other subjects or disciplines within your faculty in the different degree programmes? If yes, please explain why you do this and how do you about it.

EMS ALs Co-ordinator:

Our other strength is the fact that we are embedded and we know exactly what the needs are in the other modules and how we can help and assist.

Another strength is that it provided us with the opportunity already to collaborate and we already wrote a paper that was published. In addition, some of the lecturers ask us, and take over our lectorials, for example, to see. And they invited us again to help in information systems, for example, to help strengthen their students, and came and we had to go and facilitate the lectorials and now they're also having that as a practice.

Absolutely. Because they know what we do and we know what they do and what they expect, we can align our course so that that can support what they're supposed to do and how they want to do it. So there's definitely strength. And in that way, even though ALC it's a separate a credit, we don't see our course as a standalone. Definitely. We don't see our course as a stand alone because it does not function independently from, but it functions collaboratively, together with.

No. It's definitely a strength and in the past until now there was no tension. In fact, lecturers will come to us when they have a problem and they will say and ask, or connect with us and say, listen, the students can't do this or can we help with that? As I'm saying, lecturers already invited us to their classes, we help and facilitate the lectorials for them and then they gave us good feedback and say but this is actually helping, this is actually working.

What we definitely, because of time and I think because of new lecturers, so this year, and I actually must still do that, I need to get the new lecturers together so that they also know what we're doing and that we can also know, are their needs the same or is there anything new specifically that they want us to focus on as well.

Definitely openness, cooperation and some colleagues even... Just give me, sorry. Who's this? Who's calling. All right, I will speak with her. Some lecturers will come and verify stuff with us and then they say because they want to penalise the students. And once we confirm this is something that we have done and stuff, then they go back and penalise the students or they send them back to the ALC book. So we really, yes, I would say not privileged, we're fortunate.

LAW EED/ALs Co-ordinator:

First semester we used to meet every week. I got a teaching portfolio. High on the agenda. But the projects we did and the writing projects that the faculty, and we used to meet every week with the nursing department and that's how that... Because if they didn't pass a module in that year, they're out. But a lot of that... So, you know what, maybe I was very fortunate to have worked with Ed as well. Because I, in my opinion, I'm saying it, whatever, but... I don't feel he was very much appreciated and valued. He belonged maybe at Harvard or something. But he was good, he knew what he was doing. Although he is purely [communication? 00:50:42] but, still. Prof Bharuthram, when she came she brought a lot of experience as well from the institution. She's AD, academic literacy.



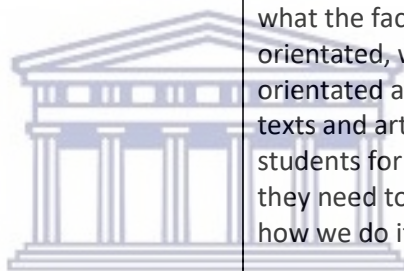
Addendum 20: ALs coordinators' data grouped into Four dimensions and sub-dimensions. Open coding Stage 3

THEME 3: CONTENT KNOWLEDGE AND SKILLS DEVELOPMENT FACTORS

Sub-theme 1: Theories and academic literacies' models used

<u>EED COORDINATOR</u>	<u>EMS ALC COORDINATOR</u>
<p>Generally, theoretically you can say we follow the social constructivist theoretical framework.</p> <p>We take what works best in whatever we get. The EED modules are a result of active consultation and input with colleagues from there and here</p> <p>Because ideally the person in the discipline should be teaching the writing and the... So if I teach accountancy or economics, I must be able to get you to write the reports myself. If I teach law, the same. If I teach science, you know.</p> <p>No, a lot of colleagues don't understand academic development. They just think you'll come there and teach grammar. Grammar is to be taught in context.</p> <p>Although it's a stand-alone module, it's been developed, even my predecessors used to work with the colleagues there.</p>	<p>Okay. Our ALC is based on the constructivist theory and Vygotsky's zone of proximal development because for us it's definitely an academic literacy skills course. And, yes, it will be perceived as a stand-alone course, however, we developed the course in such a way that we are absolutely embedded within what the disciplines are needed, what the disciplines want us to do.</p> <p>Because in the end it's about inducting the students into the ways of the academic discourse, of how to be and how to do.</p> <p>We also met with the different discipline-specific subjects that the students are doing concurrently in order to identify how we can support, what the needs are and what we can do in this course to prepare them for those modules.</p> <p>My view is that we shouldn't view each one separately and we also shouldn't think that the one is better than the other. As much as the people for the last model, which is I think the socialisation of the... Yes, academic literacies. The point is, we can't take out the skill. We can't take out the fact that all students, not only second-language students need to be inducted into the academic discourse, and that is problem number one for me, that in some faculties it's about how well did you pass at school and if English is your first language. People make the mistake to think that, AL, EED courses are about English, it's</p>

	<p>not. So that's the first thing that we must really get clarity on.</p> <p>The second thing that we must get clarity on is that all students need this induction, need this how must I be and what should I do. What should not happen, I think that was a problem in the past, that it mustn't be stand alone. And because it was perceived as that, because it was perceived as 'send students who cannot function or didn't have English as first langue there', that was the base root why people don't want to even think about developing skills, don't want to think about developing skills within the disciplines.</p> <p>So what we're trying to do is to marry all three. And we definitely know that it should not be alone, and we know it should be what is needed and what the theme and what the facility's about. So business orientated, we focus on business-orientated assignments, business-oriented texts and articles to prepare our business students for the world of work and what they need to know, what is current. That is how we do it in this faculty.</p>
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<u>EED COORDINATOR</u>	<u>EMS ALC COORDINATOR</u>
<p>Let me tell you something, XX came here, he came from Masiphumelele, I'll mention his name. He met me after the second week he came, Sir, can I speak to you? I said, yes, come, sit, how can I help you? He says, one of the teachers said I must come and speak to you. I said, who? [Inaudible 00:46:53]. I said, no problem, what is it about? He says, Sir, I've never used a PC before. I also struggle with my English and I don't know how I'm going to manage with law.</p> <p>So I say, let me tell you something, on a Friday I have a voluntary class. There's students there from first year to PhDs even that come in. It's about writing. It's not a university module, you come of your own, you must still do other work. Come with that and for the next few Fridays you're not</p>	<p>The first one that we closely work with and that we continue working with will be the accounting students. The accounting students, because we met with the lecturers and they know what we do, they are following our principles, our teachings, what we teach the students and they reinforce it. Because counter to the belief that accounting shouldn't write, they must write and they must understand word sums. That's the one thing. They must also, because one day when they're accountants they have to write reports and they have to express themselves clearly. That's the one. Secondly, our management, economics, industrial psychology, information systems, all our assignments are geared to let students apply analytical and critical thinking, analyse case studies, identify the main issues that's current. We look at the</p>

<p>the only one, there's 30 of you that I'll be spending time with to do basic...</p> <p>Apparently the library stuff they were doing wasn't in their opinion or view, it wasn't helping them. Although it was his first two weeks, that's what he said. So he started. His first email came to me, his first essays were done, typed, word processed, everything. He finished his LLB in four years. The laities from Westerford and all of that end up dopping courses and that. He eventually started a little NGO himself where on Saturdays they go and they work with the matric students and so on. And with UWC with a peer mentor they were doing some work.</p> <p>So a student who had all of that, now, all of that is not in your official statistics, but those students have written about those things and sent it to me, which I have.</p> <p>In the AD work we do, as in my case the work I even do outside. Because now I'm teaching a student about Section 39, I allude to the Constitution and the Bill of Rights and human rights and human dignity. I'm not talking about it and lecturing because of the text or I studied 500 journal articles; I do it. There's a big difference than the normal. There's the academic and there is the praxis we said earlier. And you bring that to the students.</p>	<p>budget speech. Our one assignment last year was on the NDP, national development plan. We will look at the junk status, on how fees must fall, on how free education impacting.</p> <p>And so we develop and we 'force' students to read business related content. In fact, last semester a part-time student was saying, before doing ALC she was not interested in the economy in the country and because of ALC she's now so much aware and she took now, she's now interested, she's really taken interest. Because ALC opened her mind through the assignments and through what we do, to hang on, these things are affecting me, these things I have a say, I should be abreast of what is happening. So that's how we connect both with what is relevant, what is current. And maybe, just to go back, if we talk about Lea and Street, they are colonised, coming unfortunately with very good intentions. So what we also do in our course is to make it local, to take the colonised out and focus on case studies, South African textbooks and texts, and parts of what we're in the course, lecturers that are writing for South African context, that have done research on the South African context. So the students can relate, so that we don't have that problem of just looking at what happened elsewhere. Because elsewhere the context is different.</p> <p>Our students' context is different and because of my own research I also know what our students' needs are and how to support students. So it's a combination. If you talk about theories, yes, we started with the constructivists and zone of proximal development, but the idea is to bring it home and see how you can use an augmented approach so it fits your purpose.</p> <p>And for us it's about giving students academic skills that they can apply to all their subjects, that can help them to progress and to know what to do and how to do, but that they can also use in their personal lives, in their social lives, and definitely in the world of work. So I think</p>
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	our course is making a valuable contribution to developing the students holistically.
<u>EED COORDINATOR</u>	<u>EMS ALC COORDINATOR</u>
<p>First semester we used to meet every week. I got a teaching portfolio. High on the agenda. But the projects we did and the writing projects that the faculty, and we used to meet every week with the nursing department and that's how that... Because if they didn't pass a module in that year, they're out.</p> <p>But a lot of that... So, you know what, maybe I was very fortunate to have worked with Ed as well. Because I, in my opinion, I'm saying it, whatever, but...</p> <p>I don't feel he was very much appreciated and valued. He belonged maybe at Harvard or something. But he was good, he knew what he was doing. Although he is purely [communication? 00:50:42] but, still. Prof Bharuthram, when she came she brought a lot of experience as well from the institution. She's AD, academic literacy.</p>	<p>Our other strength is the fact that we are embedded and we know exactly what the needs are in the other modules and how we can help and assist.</p> <p>Another strength is that it provided us with the opportunity already to collaborate and we already wrote a paper that was published. In addition, some of the lecturers ask us, and take over our lectorials, for example, to see. And they invited us again to help in information systems, for example, to help strengthen their students, and we had to go and facilitate the lectorials and now they're also having that as a practice.</p> <p>Absolutely. Because they know what we do and we know what they do and what they expect, we can align our course so that that can support what they're supposed to do and how they want to do it. So there's definitely strength. And in that way, even though ALC it's a separate a credit, we don't see our course as a standalone. Definitely. We don't see our course as a stand alone because it does not function independently from, but it functions collaboratively, together with.</p> <p>No. It's definitely a strength and in the past until now there was no tension. In fact, lecturers will come to us when they have a problem and they will say and ask, or connect with us and say, listen, the students can't do this or can we help with that? As I'm saying, lecturers already invited us to their classes, we help and facilitate the lectorials for them and then they gave us good feedback and say but this is actually helping, this is actually working.</p> <p>What we definitely, because of time and I think because of new lecturers, so this year, and I actually must still do that, I need to get the new lecturers together so that they also know what we're doing and that we can also know, are their needs the same or</p>

	<p>is there anything new specifically that they want us to focus on as well.</p> <p>Definitely openness, cooperation and some colleagues even... Just give me, sorry.</p> <p>Who's this? Who's calling. All right, I will speak with her. Some lecturers will come and verify stuff with us and then they say because they want to penalise the students. And once we confirm this is something that we have done and stuff, then they go back and penalise the students or they send them back to the ALC book. So we really, yes, I would say not privileged, we're fortunate.</p>
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Sub-theme 3: ALs modules enabling students' academic success

<u>EED LAW</u>	<u>ALC EMS</u>
<p>And then he said, look, leave it as... And I think it's a blessing it stayed as a year module because six months for an AD module is not enough. You know that yourself.</p> <p>Deeper critical engagement and in that target language. So it takes a long time to develop and the one year we have and the six months is not enough. But I think had there been none of that it would have been much more challenging still for our students. I think that is what they must appreciate.</p> <p>No, we are. The faculty, now since 2014 we were restructured, but at faculty level we're autonomous, on our own. But we still have to share resources here with the English department. It shouldn't be like that. It should be like a department. You have your own budget, you have everything. Although the dean does support this, but it's not enough action. You must have the same structure and access to financial resources You know UWC's organogram?</p>	<p>Well, let me start with the weakness, because our major weakness is that the course is only a semester course. It was a year course in the past and we're trying to get it back to a year course. Because that will give us more time to reinforce the skills, to connect it even better and to even invite lecturers from other disciplines to come in. Because that is something that we're looking at, to sit in and to also teach and co-teach.</p> <p>So that is definitely a weakness, that we don't have enough time. Especially for the weaker ones. The stronger students, if we introduce it and give them one or two opportunities to practice, they get it, but not the weaker ones. And that's why some of them will fail.</p> <p>Our strength I think is the fact that it's a holistic approach. Our strength is also that we included self-esteem and knowing who you are in the course. And we start with that because it's important that students know why they're at university. Our other strength is the fact that we are embedded and we know exactly what the needs are in the other modules and how we can help and assist.</p> <p>Another strength is that it provided us with the opportunity already to collaborate and we already wrote a paper that was published. In addition, some of the lecturers ask us, and take over our lectorials, for example, to see. And they invited us again to help in information systems, for example, to help strengthen their</p>

	<p>and our students, and came and we had to go and facilitate the lectorials and now they're also having that as a practice.</p> <p>And also another strength is that all our students must do it. There's no differentiation between good, bad or anything.</p>
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THEME 4: ALs MODULE STRUCTURE AND PEDAGOGICAL FACTORS

Sub-theme 1: Structure of the ALs modules and mode of delivering

ALC EMS:

Yes, it's 15 credits that we have three lectures per week and one tutorial.

EED Law:

Like when we do workshops for the mainstream law courses, then some of the lecturers invite me to do the workshops for them.

ALC EMS:

As I'm saying, lecturers already invited us to their classes, we help and facilitate the Lectorials for them and then they gave us good feedback and say but this is actually helping, this is actually working.

Sub-theme 2: Pedagogical approaches in facilitating the ALs modules

EED Law:

So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting, because that's how you discuss accessibility to law and so on, I use like the Motata case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law.

ALC EMS

For example, management wants group work and mind maps. So when they come for consultation, and our students do come, we take them as a group. And then they submit it in the next week because then we allow for them to also come for consultation before they submit.

And one-on-one consultation, as well as group consultation. And also even peer marking in our tutorials. Especially when it comes to the essay drafts and stuff, we let students mark each other's drafts and give comments to see what is wrong and all that and then we go over it. But to give them that exposure, that is very important to us. Well, because we try to blend in technology, we have videos, we have online quizzes, online tasks, we have group discussions. We have forums where students can, while they're busy working on an assignment, pop in a question, everyone participate and the lecturers or the tutors overseeing that. We have voice notes that we started to make. Because of Fees Must

Fall, for our difficult content, short video clips and voice notes that we placed on iKamva for the students.

I believe in positive peer pressure. When students have done excellent, when students obtain full marks, and we give full marks for assignments, well done, we take that to the class and we share that with the class and in the class.

And you know what is important, try to know their names, try to make the learning environment safe. our approach in ALC is a pedagogy of care, holistically, on the fact that we see potential and we want them to realise their potential. And we enable them through how we teach and what we teach.

Challenges identified and suggestions made:

Similar:

ALC EMS Coordinator:

... And what we're trying to get across to our dean and the faculty is that the students who are failing will be only a very small percentage who are actually attending and too weak and struggling and fail. Most of the time, the 25% or 20% or 19% who are failing, are students who are not active and who are not attending. Because there's no reason why any student should fail the course.

Yes, I think within the context of decolonisation it would be good that we take and learn because it is not only about chunking away because it's foreign, but to take and learn and then come up and develop a new one, South African based specifically. One that is holistically taking everything into account and saying this is then the best approach that we can advocate for in the different faculties and at the different universities.

Definitely embedded and eventually if we get to a model where it does not have to be a credit on its own but embedded within the other courses, that's also possible. Because at the moment this is what we have. If we can come up with something even better, then by all means, we will embrace that. So that's my short answer to that one.

EED Coordinator:

The faculty, now since 2014 we were restructured, but at faculty level we're autonomous, on our own.

But we still have to share resources here with the English department. It shouldn't be like that. It should be like a department. You have your own budget, you have everything. Although the dean does support this, but it's not enough action. You must have the same structure and access to financial resources You know UWC's organogram?
All the challenges we have is institutional

Different:

ALC EMS Coordinator:

Well, let me start with the weakness, because our major weakness is that the course is only a semester course. It was a year course in the past and we're trying to get it back to a year course. Because that will give us more time to reinforce the skills, to connect it even better and to even invite lecturers from other disciplines to come in. Because that is something that we're looking at, to sit in and to also teach and co-teach.

That's happened a few years ago, that a management lecturer asked us to come back and teach whatever, the paragraph development, the sentence construction, in their own course to show the students how it link and that's the way they want them to write. It was Management 1, which all our students must also take.

So that is definitely a weakness, that we don't have enough time. Especially for the weaker ones. The stronger students, if we introduce it and give them one or two opportunities to practice, they get it, but not the weaker ones. And that's why some of them will fail.

EED Coordinator:

So I think it's not understood as it should. And we did have an AD centre at UWC and what's left of it is us and ALC.



Addendum 21: ALs lecturers' interview recordings: Open-coding, Stage 1

File name: ALs lecturer (English 105)

Audio length: 00:42:19

Interviewer: Started, and we can do this. Let me just...

Interviewee: Technology, I love it, but sometimes...

Interviewer: Hey, I'm telling you, sometimes it can just...

Interviewee: It can mess us up.

Interviewer: Come along. There we go. And we are rolling. Good afternoon. This is an interview with Dr XX and I'm very privileged to spend some time with her today and I'm hoping that she, not hoping, I know that she will share some valuable information with me that will just strengthen my study. So thank you very much for your time, Dr XX.

Interviewee: Pleasure.

Interviewer: And I'll have about eight questions, which I'm sure some will be very straightforward and others, if you feel like elaborating on, please feel free to do so. Thank you, Doc. So my first question, Doc, to you is how long have you been involved in teaching English for educational development in this particular faculty?

Interviewee: I would say, I propose when I first arrived I did English 105 which is not necessarily academic literacies. So I would say approximately 12 years.

Interviewer: Wow, that's more than a decade, hey.

Interviewee: Yes.

Interviewer: That's more than a decade.

Interviewee: More or less 12 years.

Interviewer: Wonderful. Is the EED module offered for mainstream and the extended stream students or how does it work?

Interviewee: I don't know whether I can actually speak on behalf of EED as such because I'm no longer there anymore.

Interviewer: Okay.

Interviewee: I'm now English 105.

Interviewer: 105, okay.

Interviewee: Yes. But when was teaching it covered both, you had your mainstream and you had your extended programme students.

Interviewer: Together?

Interviewee: Together.

Interviewer: And were they compulsory, was it a compulsory course?

Interviewee: It is compulsory depending on the faculty. So, for example, I would like to think of English 105 as some kind of crossbreed between English pure, which is literature, and EED. That is my understanding of English 105. What was the question, I forgot now?

Interviewer: In terms of the modules being offered to both mainstream.

Interviewee: What I was going to say is in terms of, because if I conceive of it as EED for the arts, which is what I have in mind, then I would have loved to think of it as compulsory in the same way that EED is compulsory for the other faculties. But it's not like that within the arts faculty for some reason and they don't see any need in having EED as such. Even right now they are...

Because I have made some kind of recommendation to say this is what I think needs to be happening in EED, I think we need to change this English 105 and make it a fully-fledged EED course because this is what student needs, dah-dah-dah-dah-dah, but nobody seems to agree with me. So instead they are modifying it, yes, with a few academic literacy skills thrown in here and there, but basically it's some English studies course.

Interviewer: Got you, Doc.

Interviewee: So that is now the arts faculty. But with the other faculties, like your EMS, your CHS and what have you, it is compulsory.

Interviewer: That's right. That's interesting.

Interviewee: But not here. Because they will tell you that for it to be compulsory it means, I suppose it's because the arts faculty is quite a large faculty. So if we were to make it compulsory then it means all students that are registered within arts will have to be exposed to this and there is no staffing.

Interviewer: Resources that can support. And what do you think would be the student numbers, Dr Susan, roughly?

Interviewee: Oh, we're talking... I mean, if you think of in terms of those who are registered for English 1 just alone, we're talking about 800 and 900 in one English 1 class. Because they are students coming from education as well and so on. So it's big numbers. So that's why they cannot afford to make it compulsory.

Interviewer: I hear you. Thank you, Doc, for that. Do you know the history maybe of English 105 or EED as you now have been able to hold the two together for me so that I can just get a better understanding within this arts faculty, for example? And feel free to share any knowledge and information in this regard. Just a historical overview since maybe your participation in the programme, where it started, if there were key people that you can remember, etcetera, etcetera.

Interviewee: Well, when I first arrived here I think there was [XX? 00:04:48] who was teaching English 105, but he was no longer there.

Interviewer: Was XX, sorry, a South African?

Interviewee: He's not South African, but he's been here for quite a while I think. I get the sense that he's, because he's got an American accent, so he's the guy who had been teaching English 105 before I came. So that was English 105.

And then in terms of I haven't been with, well, at first I was with English 105 and then I went and joined the EED cluster. In terms of the EED cluster, I joined EED with the arrival of Dr XX. Because I went on study leave and then somebody had to replace me in terms of my English 105 teaching and by the time I got back my post had been kind of filled and so I was sort of shuffled over to EED and...

Interviewer: What year was that now?

Interviewee: 2014.

Interviewer: Got you.

Interviewee: 2014, yes. And so I started working with Dr XX teaching the community health sciences. So of course if you understand what's happening under CHS, you understand that there is your natural sciences, you've got your dieticians, you've got your sport science, you've got your...

Interviewer: Physio.

Interviewee: Yes. So I was responsible for the social work group which is something I really enjoyed doing. So that's what I worked with, the social work group mainly. So I was responsible for that group. XX was responsible for the other little groups. These were very, very smaller groups, your dieticians and what have you.

Interviewer: Occupational therapists.

Interviewee: Yes. And social work is the biggest of them all. So I ran that for probably four years or so and now I'm back to English 105 again.

Interviewer: That's interesting.

Interviewee: I'm back to English 105 again and...

Interviewer: Teaching arts students now?

Interviewee: I'm teaching arts students now and I am trying to find some kind of footing again between what I know to be useful in terms of EED while also incorporating some aspects of the literature side of things. Because English 105 is done in such a way that there is some kind of relationship between English 1 and English 105.

So, for example, English 105 is at the beginning of the semester, January to June, that is English 105, then from July to November, that is English 106. So the arrangement is that somebody who does English 105 at the beginning of the year and does perfectly well can actually go and join the second semester of English 1, which is 121. So once you do that it's considered a complete module for English 1.

Same thing happens with English 106. Somebody from English 111, which is first semester, who doesn't want to continue and do English 121 second semester can actually cross over to do English 106, which is what I'm doing now. So he combines English 111 and English 106 to get a full English 1 module.

Interviewer: And the credits therefore.

Interviewee: And the credits that come. So there is that kind of porous relationship between the two courses, English 1 and English 105, English 106. So we have that kind of arrangement.

Interviewer: So you would say then that [XX? 00:08:47] was with you when you started? That was way back in 2000?

Interviewee: He wasn't exactly here, because I don't know whether I should be saying this on record, but he was retrenched and I came in to replace him.

Interviewer: Ah.

Interviewee: Then he took the university to court and then they had to reinstate him because...

Interviewer: Oh, I see.

Interviewee: Why chuck him out if it is only to get somebody back in again?

Interviewer: So what year was that again, Dr Susan?

Interviewee: 2000.

Interviewer: Year 2000. Okay, got you.

Interviewee: Yes, that was 2000.

Interviewer: That makes perfect sense. No, all of the information that you share with me is highly confidential and will only be used for my study purposes and that which I feel is too personal I won't include at all, Doc.

Interviewee: Yes, please.

Interviewer: Thank you for that historical interview. So you have been a trailblazer.

Interviewee: I don't know of that.

Interviewer: No, I mean, that must have been traumatic and confusing to be able to come and take up and then suddenly it's... And when he eventually left it probably also fell on your shoulders again to be able to...

Interviewee: You know, you feel like some kind of yo-yo.

Interviewer: Yes, got you.

Interviewee: Because one minute you're teaching this and then the next thing you go on study leave and then somebody replaces you and when you come back from study leave this person doesn't want to leave, doesn't want to give your course back, your module back, and there is some tension. Okay, so to resolve the problem... And, I mean, I've been here long before this person came along.

Interviewer: Absolutely.

Interviewee: And this was my post, this is what I was employed to do. So those are some of the things you just don't want to talk about, but, yes.

Interviewer: It's a difficult time, like a yo-yo.

Interviewee: So I've been sort of moving between the two. But it's fine because it's exposure, it's good at the end of the day.

Interviewer: It's good experience at the end of the day.

Interviewee: Yes.

Interviewer: I want to follow up on that question in terms of gender equity, but that's for another day.

Interviewee: Yes.

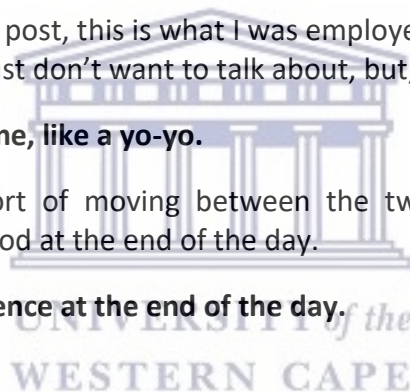
Interviewer: Dr, to move on as well, thank you very much for that insight and for your honesty in terms of really just expressing those thoughts, feelings. It does make sense. I think anybody would feel the same way. But I would want to acknowledge you really as one of the pioneers then. Because for as long as I have been here I've known that you have been here, not even knowing that that was what you were experiencing back then in the day. So it's kudos to you for sticking out for more than, what, another decade or so.

Interviewee: Hey, I'm telling you.

Interviewer: So well done to you.

Interviewee: Sometimes when you look back you're not even sure how you made it.

Interviewer: But you make it through.



Interviewee: You make it through.

Interviewer: And our students make it through okay.

Interviewee: That's the thing.

Interviewer: Doc, what would you say, how is your course structured at the moment, the English 105 course? And if you can draw also from the EED course in general or maybe just specifically based on information that you can still recall from the past, how was the module structured? And also, how do you teach your course? What do you use, what are the resources you use?

Interviewee: First and foremost I always tell my students that my course is academic literacies. Of course it's called English 105, depending on the semester. Semester one, English 105, semester two, English 106. But basically this course rests on four pillars and the overall concept is the concept of academic literacies. So under academic literacies I have four pillars; one is your digital literacy, two is your visual literacy, three is your information literacy, four is your academic literacies.

So basically those are the pillars that guide whatever it is that I do. Because I need to expose them in terms of digital literacy, they understand this notion of the fourth industrial revolution which is a current buzz word these days. So I try to tell them that they need to become digital natives and towards that end I will expose them to some online discussions on some computer platform.

Interviewer: Excellent.

Interviewee: So that's the one thing. And then in terms of information literacy I have one session at least with the librarian where we actually go there. Before I take them there I introduce them to some referencing techniques, whatever. Like right now we are doing the Harvard because I think it's simple for first-year students and they can wrap their minds around it very quickly. So I introduce the concept and then I take it one step further and expose them to the library.

To say, okay, once you get to the library, already the lady that I'm working with there, our rep, knows the topic. I will give her this is the topic that we'll be writing on and then she looks for some sources and she's prepared for that day when we come. And then on that day she will take them through the different platforms of all the search engines, to say this is your Google and this is what it can do for you, these are your other search engines, these are more reputable than others and so on. So they get that kind of exposure.

And then in terms of visual literacy, I have in the past for example, basically I normally use my cartoons. I'll get cartoons from my Sunday Times. In the past I used to use a lot of Shapiro, the political commentator who uses the cartoon as a platform. So I would use some of those, bring them to class and they get to understand how the message is put together, what is it that they need in order to be able to understand what the cartoon is all about. The fact that you

need to understand something about the political climate and who is this person, who is Shapiro and what is his angle and so on.

So that is in terms of your visual literacy. We've done an assignment on the sculpture which is like a visual image. Yes, that is basically what I've done in terms of visual literacy.

And then academic literacies, ooh, I mean, that is the all-embracing concept. To say it is basically, we give them the example of somebody like me. I use myself as an example, to say when I first arrived at UWC I was a high school teacher back in Eastern Cape and in my school we were formal. You were a teacher, you wore your pantyhose, your high heels and you were presentable, you were the true reflection of a teacher. And so when I first arrived here I got the shock of my life because now I could no longer my high heels, the pantyhose were out of the question. So I had to tone down and fit in.

And that is how I explain the concept of academic literacies. It's understanding where you are at a moment and behaving accordingly, understanding what the rules of the game are. So this is a university context, everybody dresses causally, you mustn't stand out like a sore thumb and you speak a certain language because you want to belong and be part of a family and so on. So it is about that kind of understanding when I use simple and accessible examples.

So I would go on to give them an example of me as a biking woman. Like if I belong to a biking club, that when I go there I'm going to dress like a biker, I'm going to wear my leather pants, my jacket and I'll have a, and my language is going to be in keeping with the language that is spoken in that specific.

So that is academic literacy, understanding where you are. If I tell them that they need to write an argument essay in a specific way, they need to understand that this is me, so then talking within the English 105 class. But if they go to another context, like an anthropology class and the lecturer says I want to see my subheadings, this and this and this happening, they cannot say, no, Dr Ntete said this, because they need to understand that this is another context. So they need to read the demands of this new context and understand and then in that way they will understand how the university works.

Interviewer: Excellent, Dr XX, and that really is brilliantly explained in terms of what you do. You are very clear.

Interviewee: I hope so.

Interviewer: I think out of all my interviews you are the first one that is really just very clear around this question in terms of how your course is structured and what the pillars are. And obviously from what I'm hearing you, these pillars are informed theoretically, from the theorists in academic literacies, Mary Lea, Street, and all those who see academic literacy as a discourse, and Gee and all of that.

Interviewee: Yes.

Interviewer: So I'm assuming that that's obviously also where these pillars [inaudible 00:18:00].

Interviewee: Exactly.

Interviewer: And I really want to commend you, because they make perfect sense. Because I think they get taken obviously in a holistic context.

Interviewee: The thing is, when you teach students coming from, because I come from that kind of background myself, the townships and stuff, you need to speak a language they understand. I cannot afford to be too academic. Even in terms of the kinds of topics that I choose. I understand that I could be talking high, lofty language and whatever, but if I do that, it means I'll be talking over their heads. So what do I do? I am very careful in terms of the topics that I choose. I try to say, okay, what can they relate to? What is happening outside and so on? And then I chip into that and then we are on the same page.

Interviewer: Fantastic.

Interviewee: We're on the same page.

Interviewer: And this brings me to the next question as well, Doc, in terms of whether the English 105 and/or the EED module, do you see it as a stand-alone course or is it embedded? And I think you've already alluded somehow to the fact that, you made the example if students go to the anthropology class. So would you say that the English 105 is a stand-alone course or is it embedded?

Interviewee: The way I teach it, because it's not just about them understanding this particular course, it's about preparing them for the academic environment in its holistic sense. I am preparing, when I teach them, I make them understand that when you go, like I'm saying this example that I'm giving you to say if, and this is something I say to them, if I tell you, because this is what I expect them to do, when you write my essays you need to understand that I do not want to see any subheadings.

Because I want you to be able to write in such a way that your writing flows nicely from the first paragraph to the second to the third to the fourth. You need to employ words in such a way that they establish links between these different paragraphs so that you tell a complete story that flows nicely. But now, if you go to another module and the lecturer insists that you need to have your introduction and your subheadings and stuff like that, then that is what you do because that is what that course demands of you.

Interviewer: So in your mind and in your thinking, it's not standing alone, it is in fact you are teaching the course in a way that embeds the skills?

Interviewee: It has to embed because, remember, it is supposed to give students epistemological access. That is the whole thing behind EED. So that is my approach to English 105 as well. I am conscious of the fact that there are academic literacies that I need to teach them, but because there is that

expectation that they might want to cross over to English 1, then I have a literature component that is built in too so that they have been exposed to literature, to some aspect of literature should they wish to go and do some...

Interviewer: So yours is a twofold embedded programme in other words?

Interviewee: Yes.

Interviewer: Because you have to also...

Interviewee: I have a literature component.

Interviewer: Embedded into your course?

Interviewee: Yes.

Interviewer: That's quite...

Interviewee: So it is actually nice, but in some ways it frustrates me because when it comes to academic discourse you want to expose them to argumentation. You need to talk about logic, you need to talk about graphs, you need to talk about this reasoning and what have you. So there are certain things that I have to leave out because I'm trying to accommodate the literature part of things.

So it's a difficult balance to strike, because you can't get everything in. And when I expect them to write that argument essay I am fully cognisant of the fact that there are certain missing things in their knowledge base because I cannot cover everything. But at least I just try and make sure that they've got the basics or argumentation because that's what I'm driving at in terms of my argument, my...

Interviewer: Absolutely, as a major outcome for your course.

Interviewee: That is my major outcome, that's what I'm driving at, critical thinking. Critical thinking, that's the key thing for me.

Interviewer: Excellent, Dr Susan. That really is a delicate balance.

Interviewee: It is very tricky. Very tricky.

Interviewer: And I commend you for really holding it together.

Interviewee: You do your best, you know. You do your best.

Interviewer: Yes. Although I know at the end of the day or end of the term and semester you do feel I could have a little bit more.

Interviewee: Yes, sometimes you feel like you haven't done justice and, yes, you could, you know. So, yes, I mean, it's in the nature of the job. You always reflect and you worry about certain things that, ag, you know, but you have to make peace with it because it's not a perfect world.

Interviewer: And you really just focus on the core aspects...

Interviewee: Yes, the core aspects.

Interviewer: Which you think you can manage to do right then and there.

Interviewee: Yes.

Interviewer: Thank you, Dr, XX. This is the penultimate question now and it takes us back to the little conversation before you answered this question about what are the theories that you have based your EED or English 105 teaching on and how is it being realised? Obviously I think you have already to a certain extent, when you elaborated on these four pillars you've touched on how you realise it or how you teach it in your context.

Just a little bit of theoretical background, knowledge that you will draw from in terms of your teaching? The academic literacies parts. I mean, the literature, the English literature obviously you have your own theories there. But for our purpose, for the academic literacies background, we've already mentioned a few names, but if you maybe want to add?

Interviewee: Well, I don't necessarily... Ooh, that's one area that I must be very honest with you to say I haven't been into that theoretical space much. So it's your Gees and your... Because, you see, one of the things I do is I am trying to get... Academic literacies, there is this communicative skills kind of angle that is very important to this whole, that informs my teaching. They need to be able to communicate.

So it's a communication skills course basically. Because it teaches them how to present... If somebody says you need to present, how do you present. If somebody says to you listen, what is involved in the listening skill, writing and capturing notes. So it's a number of...

Interviewer: Skills.

Interviewee: Skills, your soft skills.

Interviewer: Practices.

Interviewee: Your soft skills and your hardcore skills that you need to teach them and so on. But I must be very honest with you, I don't necessarily have some pinning theories that I can really talk about unfortunately.

Interviewer: But what I've gathered also now from you, Doc, is that, yes, the theorists like Gie or Gee that you draw from, obviously there's Mary Lea and Brian Street and all those people which I've noted so far throughout my studies as I'm analysing the rest of the data and linking it back up with my theoretical framework and my literature review. The academic literacies field is a young field, so one won't expect anybody and everybody to really have read up that much into the theoretical background of it.

Interviewee: Yes, there isn't much.

Interviewer: But what I have been able to gather, and maybe you can give me a sense if I'm on the right track, is that academic literacies as a field has drawn quite a lot from the British models in terms of coming from that side of the world. The Gees is British and Lea is British, Brian Street. Most of the publications and work and models and theories seem to have come from that angle.

Interviewee: Basically almost everything that we do in fact.

Interviewer: So my question to you then is really a sense of students have been calling for the decolonialisation of the curriculum within higher education, do you think there's a need then for that perhaps in our context, this field of academic literacies as well?

Interviewee: They need it more than life itself.

Interviewer: True.

Interviewee: They need it. As I said earlier, I said this gives them epistemological access. Because we keep talking about access, access, access, and if you don't... Because this is about throughput, this, whatever it is that I'm teaching them, gives them a sense of how the university as a whole functions. How do you read this environment? How do you handle this kind of scenario? If somebody expects you to do this, how are you expected to behave? What are the rules of the game? So they cannot do without EED.

So what you do in terms of decolonising it is like what I try to do and find content that they can... The framework is good, but now what do we do? We bring it closer home. You bring it closer home in terms of the kinds of articles that you use, in terms of drawing from their own experiences to say, what is happening at home is very relevant. Because what we are trying to do in these institutions is to help you understand everything that you are going through out there. That is your reality. You bring it into the classroom because it is very relevant. We are trying to make sense of that reality. That is what we are doing in terms of education.

So even though it may be said to be coming from a first world, it doesn't necessarily mean that we must throw the, what is this expression?

Interviewer: The baby out with the bathwater.

Interviewee: The baby with the, huh-uh. Instead we need to adapt it. We need to adapt it and make it work for us and make it relevant to our situation and students can then benefit much more from it.

Interviewer: Absolutely. And I think you're spot on when you say they come in with their reality.

Interviewee: We tap into that.

Interviewer: So we take them from a place of where they come in with something and here we make do with those two worlds colliding.

Interviewee: You bring them together.

Interviewer: And then obviously for the purpose of being sent back out to your careers and to your working fields one day so that you can have the resources to be able to make an indelible difference in society.

Interviewee: Exactly. You said it so beautifully.

Interviewer: So I think you are absolutely spot on, Dr XX.

Interviewee: You said it so beautifully. Because one of the things I normally do with them, when I meet them at the beginning of the year, because they didn't even understand this concept of being an academic, so I'll have a session with them and I'll ask them, why did you take a shot left and turn to UWC instead of taking right and into Pen Tech? What's the difference between the two institutions? And then they don't understand. They're like, ah.

And then I take them through the steps to say, okay, that is what they do over there. They take, handle things, whatever. When you come to this kind of platform you're actually saying I've got a brain to contribute, I don't want to get my hands dirty, and they look at me. I don't want to get my hands dirty, but I'm going to check what is wrong with the country, come and theorise and do this and find solutions because I'm going to contribute towards knowledge production and I'm going to find solutions to problems.

And when you think about the two worlds, that world of technology over there and this one, they can work together because you are going to take note as an academic, you've got the theories and everything, you are going to study what is happening in your environment and say, okay why is this happening? You're going to ask critical questions because that's what I'm trying to get you to do. You're going to observe and ask critical.

And then once you have a solution, you're going to say to that Pen Tech person, hey, this is the situation that is happening in our environment, I want you to design the kind of tool that is going to help us address this and this, and this and this. And because this person has studied technology and what have you, they will know that, okay, I must use that material there because it is durable, this and that and that, and in that way the two worlds come together and we have a beautiful South Africa.

Interviewer: Oh, absolutely.

Interviewee: So they handle things because they are practical people. We are theoretical thinkers and we think, we ask questions, we find solutions and then we bring this over to them, they do the doing part and then, voila.

Interviewer: We exist together by being and doing, bringing the two worlds together.

Interviewee: Yes.

Interviewer: Brilliant.

Interviewee: So that's my understanding.

Interviewer: Thank you, Dr XX. I think I really makes a whole lot of sense. Now for your last question.

Interviewee: Yes, ma'am.

Interviewer: How successful, Dr XX, are the students who are enrolled for your course? Be it now English 105 and maybe a reflection on EED. How successful are they in the module and do you think that the students are benefitting from your courses or from your course?

And I'm particularly wanting to be more specific to guide us, maybe your pass rate percentage, if you have that overview. But, you know, pass rate percentages, it's just a number and we know that that number can fall from the sky if we want to make it fall from the sky.

Interviewee: Yes.

Interviewer: But I also want to ask the question in the context of the success stories, if there are any of your students that have come and shared or emailed or whatever the case may be, how do they see the course benefitting them?

Interviewee: First and foremost, I have experienced a number of problems since teaching in English 105 and English 106, since joining the English stream. Because for one thing, within the arts faculty, English 105, English 106 are not compulsory courses and when you do English 105 and English 106, you are not credited, you don't have a complete course to speak of. You can only have English 1 if you combine it with your English 111 or maybe English 121, depending on the semester.

Interviewer: Got you.

Interviewee: So that is point number one that disadvantages me. Unlike with EED where everybody who does EED, these other faculties make it compulsory and students understand right from the beginning that if you fail this, then you are going to come back and redo it. There is just no two ways about it. So that is the main thing. And it affects students' performance.

In fact, here in English, the English department doesn't even recognise EED, the importance of EED. They don't like it. They will tell you this has no relevance to us. The only thing that they recognise is the literature that they do. They don't care for English 105, to be honest with you.

So, for example, at the beginning of this year during orientation I was there listening to the head of department actually introducing the various courses in the department, talking to parents and students and notetaking them through the various. And then when it came to English 105, it was just one sentence at the end of his presentation to say, of course we have this course, English. So many students here don't even know that there is a course that's got English 105 or English 106. And that is a reason for concern for me.

So what that means basically is most of the time I'm even struggling to get students to do my course because nobody tells them about it. Nobody tells them about it. And then those who finally make their way to English 105 or English 106, it's because most of the time they cannot cope with English 1. Then it's some kind of a stepchild course in terms of this department. So even when they do that they send students over who cannot...

For example, what is happening now, the bulk of my students, because this is second semester, the bulk of my students come from those who cannot complete the second semester of English 1. So they want to have a complete module. And most of the time when they come to this course, the idea is that this English 106 is easier, so they think it's some kind of walk in the park. So it's not so much that they understand the value behind the course more than the fact that it's for them to just pass and get something into there.

So those are some of the frustrating things that I've been experiencing since I joined the English 105 side. These were things that were not happening in EED because in EED we speak the same language, we are likeminded people. So where I am right now I'm kind of isolated. Where if I were to compare the pass rates, in EED I had a much better pass rate because everybody knew that this is compulsory, there's no two ways about it.

But here, huh-uh. But the time they realise, because they do realise, like for example now that they are in my class some of them are just excited about the course. But when they came in at the beginning they didn't know. They had to come because somebody said you're not going to make it in English 121, so you have an option and then they decided, ag, let me go there.

And now that they're inside, they begin to realise that actually this course is going to benefit me more because it gives me access to other areas of study. Because they have to write assignments, they have to do this and that and that in these other. So it is a very useful course.

Interviewer: So the skills that they receive here with you.

Interviewee: Yes. And what you find is some kind of, you'll find that after completing they will come again and want to do a second semester of, because... And I have to tell them, no, it's only a semester course. But they will tell you, but I need to stay in the course some more, I need more exposure. So that means they really begin to understand the value, they appreciate the value of the course. So, yes, in terms of the pass rate, it's not as good as I would have loved it to be.

Interviewer: Loved it to be, got you.

Interviewee: It's not as good because, yes. And the other thing, the arts faculty is different from the other faculties in terms of admission requirements. In the arts faculty, you know that point system that they use?

Interviewer: Yes.

Interviewee: Here I think we're looking at something like 29 the last time I checked. If you're going to go and register for social work, you are looking at something like 36 to 40. So the kind of crop that moves towards the CHS and the other faculties... I mean, if you're going to do law, for example, because we have EED law here...

Interviewer: It's much higher.

Interviewee: The stakes are very high. So obviously the kind of student that you attract in the arts faculty is, the crop is not as good as, you know.

Interviewer: That's right. And it's actually those students then who need these kinds of skills and support.

Interviewee: They do need it. They need this kind of course, but now nobody is there to tell them. So most of them will flock to English 1 because that is the one course that is in the public domain. And then by the time they discover, some of them will come. And those from education, for example, cannot come and do English 105 because once you combine English 105 with English 1, you cannot at the moment proceed to the second level. So there are certain limitations when it comes to English 105.

Interviewer: So it sounds like there needs to be a restructuring of the courses.

Interviewee: Yes, they realise now that... This is something we've discussed.

Interviewer: It's impeding the students.

Interviewee: Yes, it is impeding the students because there's no reason why somebody who has done English 111 and English 106 cannot actually proceed to do English 2, 3 and there's no reasons really, you know.

Interviewer: Absolutely. No, I concur with you, Dr XX, and I'm very grateful for the insights you have been sharing today. I think it does make perfect sense when you say these are really serious challenges.

Interviewee: It's very, very serious, very frustrating.

Interviewer: And I really hope that faculty and hopefully with my study, that one can highlight these challenges in a way which is diplomatic to a certain extent, that can allow people to see, but the academics have a vision, the academics know the needs of the types of students which the institution provides and offers access to. But if the institution and those who are inside the institution, those who hold the power still, are not open to these needs of our students, then we are doing our students a serious disservice.

Interviewee: An injustice.

Interviewer: An injustice.

Interviewee: An injustice, I'm telling you. I attended this interview, remember we're interviewing for a dean of the faculty.

Interviewer: Oh yes, yes.

Interviewee: So I had the pleasure of listening to one of these candidates and she was talking about how EED is central to everything that is happening in there. And I was thinking to myself, where are these English colleagues of mine. Are they even listening to this lady? Are they even listening to this lady? Because she went on and on about how important EED is in terms of giving...

Interviewer: For the foundation to be made properly and firmly.

Interviewee: Yes, giving these students some kind of sense of this entire environment.

Interviewer: Absolutely.

Interviewee: In order for them to be able to function optimally, to their benefit.

Interviewer: Absolutely. And especially knowing where our students come from.

Interviewee: Where they come from.

Interviewer: Where they come from we should be offering them something obviously that they can trampoline upon, not just use as stepping stones.

Interviewee: Exactly.

Interviewer: But to be able to bounce and go and fly, to go and make that difference.

Interviewee: I like that imagery, this idea of a trampoline, beautiful.

Interviewer: Absolutely. I don't want stepping stones. I'm tired of stones. Tired of throwing stones.

Interviewee: Yes.

Interviewer: But the trampoline, that we need. No, Dr Susan, I thank you for your time. I don't want to keep you up for too long.

Interviewee: No problem. I'm happy I could...

Interviewer: But I think you have been most helpful...

Interviewee: Yes, [inaudible 00:41:37].

Interviewer: Most useful because these are the things which I think are very important for my study to help highlight the fact that there are these major challenges.

Interviewee: Huge ones for me at this point.

Interviewer: And with my help, hopefully that it can make some little bit of a difference or maybe, one never knows, a bigger difference.

Interviewee: You never know.

Interviewer: You know, as to who picks up and who reads and obviously papers that I would want to publish from here so that people are aware. And, again, the hard work that you put in and...

Interviewee: I was thinking the other day, because this lady who was interviewing, who...

Interviewer: Sorry, Doc, I'm going to just...

Interviewee: Okay.

Interviewer: I'm going to stop our interview.

END OF TRANSCRIPT



File name: ALC EMS Lecturer

Interviewee: Lecturing mode.

Interviewer: As the lecturer mode now. So you're putting on the other hat as well now.

Interviewee: How many question you have there for me?

Interviewer: I have eight questions, but I'm sure you will zip through as you've just done as the coordinator. So let me start with the first question.

Interviewee: Oh, good.

Interviewer: How long are you involved in teaching academic literacy for commerce in this faculty?

Interviewee: Since 2002. So that gives us, what?

Interviewer: 2002, that's 17 years.

Interviewee: Two, three, four, five, six, seven, eight, nine, ten, 11, 12, 13, 14, 15, 16, 17, 18, 19. 18 years.

Interviewer: 18 years. So that's two years away from two decades.

Interviewee: Two decades, yes.

Interviewer: Two decades, wonderful. Is the academic literacy module offered both for main and extended stream students?

Interviewee: Yes. And it's all the students, I must emphasise that.

Interviewer: All the students?

Interviewee: All the students must do the course in their first year.

Interviewer: So tell me a little bit about that. Why is it compulsory? How does it work?

Interviewee: It's compulsory because I think our faculty realise that all students need the course. And it's not about English and it's not about how well you pass your English and your languages prior or at your Grade 12. It's really to enable and equip the students so that they can do well and so that they can be retained and they can pass. And what we definitely know is that students who understand and master the skills and apply it continuously, they continue to do well. So that's what we are proud of.

Interviewer: And tell me a little bit about how it works for the mainstream and the extended stream?

Interviewee: No, well, because they made it, since 2000, it used to be a year course and now it's a semesterised course. So in the first semester, ALC131, the mainstream students, the three-year students are doing it, and in the second semester, ALC132, the four-year degree students are doing it.

Interviewer: Fantastic. And so what would you call the four-year degree programmes, AL...? It's also...?

Interviewee: It's ALC132.

Interviewer: ALC132. So they do it in the...

Interviewee: Second semester.

Interviewer: Second semester. And what do they do in the first semester?

Interviewee: In the first semester they do the pre-university course, ALB.

Interviewer: Okay. Academic literacy for business?

Interviewee: For business, yes.

Interviewer: And then they proceed to ALC?

Interviewee: They proceed to us in the second semester, yes.

Interviewer: And the mainstream students?

Interviewee: They just come in fresh because they're supposed to be the stronger students. So they do it in the first semester and if they obviously fail, then they must repeat in the second semester.

Interviewer: And just a curveball, because my third question has already been answered, your student totals that you usually have in your mainstream?

Interviewee: In the first semester, I must say, we used to have more than 1 000 students in the first semester. But that dropped since 2011, 2012. I know in 2010, 2009 we had 1 200 - 1 300 students. But since more faculties are open and everyone can study anywhere, our numbers actually dropped. So we're ranging between 800 and 700 in the first semester and between 400 and 500 in the second semester. That's now currently.

So at the moment, for last semester for instance we had 777 students and this semester we're just on 430. So as I'm saying, our numbers dropped. We used to have more previous years.

Interviewer: Excellent. Interesting. That's quite a huge number of students. Still huge, you know.

Interviewee: Yes.

Interviewer: But I'm not going to go into the detail also of staffing issue necessarily. Prof, I want to ask you to perhaps spend some time on the next question. Do you know the history of academic literacy within this particular faculty, EMS?

And please feel free to share whatever knowledge and information you have in this regard. Because I think, if my memory serves me correct, you are one

of the pioneers. So if you can reflect on that for a minute or a few seconds and then just share as much as you can.

Interviewee: Well, it's very short actually. Prior to the year 2000 the EMS faculty didn't have academic literacy courses. Totally not. And I think that is why they then realised, they saw the need. That's the one thing, but also...

Interviewer: Sorry, Prof, who saw the need?

Interviewee: The faculty. I think the faculty saw the need to have such a course. So that's the one thing. So prior, so until 1999, until that time there was no academic literacy course or EED course offered. That's one thing.

The other thing that happened was because there was a central AD unit and it was closed down and then, then the people that were working, the academic development practitioners were then decentralised to different faculties. And Dr XX, he was the very first person appointed in the year 2000 to start to bring academic literacy course into this faculty.

And I came along at beginning of 2002. And when he came, because he was part of EED, it was sort of based on EED principles. But the difference between EED was they only selected students that had a low pass rate in English and stuff like that.

Interviewer: At high school?

Interviewee: Yes. So not all their students. So faculty said, no, all the students must do it. And when I came along I said to him, but Dr XX, the EED course, the way it was taught in the Arts faculty is not really helpful. Because I have done that course myself and I was a tutor there and that's why I know. So we developed and changed the course to suit our faculty-specific needs.

So that's the short history of it.

Interviewer: Fantastic. And it's been running ever since 2000?

Interviewee: 2000, as a year course, until 2009 when it was changed. And the change came not because the faculty wanted to do it, but in the year 2009 it came from the then DVC academic that the year courses must be changed to semesterised courses and it was based on that principle that it was changed. But now we're trying to really let the...

It used to be a year course and now it's a semesterised course. ... our pass rates were also high in the 80's because of the year course, but now our pass rates also dropped a little bit from the 80's to 70's and that's why we're trying to let the faculty understands. ... It's really to enable and equip the students so that they can do well and so that they can be retained and they can pass. And what we definitely know is that students who understand and master the skills and apply it continuously, they continue to do well.

There is hope, because of the restructuring on the ECP it's going to be a year course when the restructuring process is finished for at least the four-year degree students. And we're hoping to implement that in 2021.

Interviewer: **Fantastic, Prof, I think that's a good move in the right direction at least then to give students more time. And I think it's starting at the right level, which will hopefully treacle into the mainstream at a later stage as well.**

Thank you for that, Prof. Quite a very concise historical overview. But I think it's quite important that the information regarding the fact that when you came along, you challenged the issue of the academic literacy course being based on the English for educational development model that was used in the arts faculty. Because obviously arts students are completely different and they have different needs to commerce students. So that's fantastic.

Interviewee: And in Dr XX's defence, I think it was also overwhelming that he had to start, he had to bring, and he based it on what happened there. And then later on he became the teaching-learning specialist as well of the faculty. And then more and more he gave it over to me and I then developed and he was okay with the developments.

And based on my research. Because for me what we do must be informed by our research or based on the research and the needs. And when I spoke to the lecturers, so I started speaking to the lecturers and say what are your needs and what ideally would you want to see us teaching in this course, and that's how whatever it's currently developed into the course and the content that we have, was based on the discussions and from the advice from the different subject specialists.

Interviewer: **And based on that, Prof, what would you say is the structure of your academic literacy module and how do you teach the course? Just in...**

Interviewee: Structure, I'm not sure, are you...?

Interviewer: **Structure in terms of we know that it's a semester course, it's a credit-bearing course.**

Interviewee: Yes, it's 15 credits that we have three lectures per week and one tutorial. And for us, we must first do the lectures and then the tutorials. So our tutorials are not, unlike the others, spread over the week. Because we know its skills, so we first teach, we give them exercises and practice, and then we go to the tutorial where they start the actual tutorial assignment. And then they submit it in the next week because then we allow for them to also come for consultation before they submit the assignment.

And most importantly, which is what I think is unique to us, our major assignment, very important hardcore skills, reading, identifying main ideas, writing, expressing yourself coherently, essay writing, referencing, when the students fail the task we give them redo's too. Because it's important for us, it's not about passing, it's about really understanding and mastering the skill.

Because we try to connect and show them how that will help them in management or in industrial psychology or in economics or in information systems. And that's what we strive to do all the time.

Interviewer: And further along in terms of also structure, Prof, the content of your course, you already alluded to the fact that self-esteem is included.

Interviewee: Yes, our content, and I can forward you the content page, but the main outcomes would be listening and notetaking, group dynamics where self-esteem is part of, and individuals and function within a group and how groups are formed.

Then we move on to critical thinking and give them just an introduction into how to become critical thinkers and what it is and how to apply that. Because that tie on with reading for academic purposes, which consists of three parts where we look at the pre-reading techniques and then we look at reading for comprehension and identify chapters and content and what the main issues are. And then we go to critical reading where you start to challenge, where you really become analytical. And so that's the next part. And then after that is done, then we go into learning how to write for academic purposes.

We do revision of the grammar rules because we know at school it's not always explicitly taught and then we go into sentence construction and paragraph development. And we focus, spend a lot on that, because it's about writing coherently, supporting what you're not saying, not only have a statement but supporting that. And that is the most important for management. They want students not to make a statement only, but to explain and bring examples in, because that shows the lecturers they understand.

Then we go into essay writing. How to write essays. How to argue. How to write in the third person. What the academic principles of writing are. Then we go on to referencing. Because we also, what we do, especially our essays and the referencing and plagiarism, yes, they must know about it, but for us, we prepare them not only for undergraduate studies, but for postgraduate studies. How we teach the paragraph development, writing longer pieces, it's really the building blocks and the foundation for when you go to honours and more especially when they go to master's and doctoral, how to write.

Interviewer: Excellent. Now, one example for how you would go about teaching anyone of the parts of the content as you just discussed now and explained in the structure, anyone that just pops up in your mind, what resources do you make use of?

Interviewee: Well, because we try to blend in technology, we have videos, we have online quizzes, online tasks, we have group discussions. We have forums where students can, while they're busy working on an assignment, pop in a question, everyone participate and the lecturers or the tutors overseeing that. We have voice notes that we started to make. Because of FeesMust Fall, for our difficult

content, we have short video clips and voice notes that we placed on iKamva for the students.

And one-on-one consultation, as well as group consultation. Students learn from each other. So even in class we do that. We ask students, it's very interactive, we let students debate the issues, we let students take a stance, we let students support or defeat. And in that way they're active, they're involved and they understand better. The minute they can explain it to someone else, they understand even better. So we have a blended approach, but definitely interactive and helping each other. Peer learning, that's a major thing.

Interviewer: And that really closely links up to the social constructivist theory, if I'm correct.

Interviewee: Peer learning. Absolutely.

Interviewer: Peer learning. Now on...

Interviewee: And also even peer marking in our tutorials. Especially when it comes to the essay drafts and stuff, we let students mark each other's drafts and give comments to see what is wrong and all that and then we go over it. But to give them that exposure, that is very important to us.

Interviewer: So on a personal note, what technique or techniques, or maybe just one technique, do you use in your lectures when you teach to encourage students to interact or to participate in their own learning?

Interviewee: I give them nice stuff. So that's the one thing. I always have fruit. I always have biscuits. I give them chocolates and chips. I always tell them I don't do Gatsby's. So we don't give Gatsby's. But it's more, I definitely give them high fives. Because when they attempt...

And you know what is important, try to know their names, try to make the learning environment safe. It's okay to make mistakes. I believe learning should be fun, so that's the way I teach. I want laughter. I want students to be able to put up their hands any time, I don't understand or I disagree. We have those debates. Those are the important things that I value.

And when they do well, we acknowledge that, we embrace that. And it's because they're doing well that I don't mind buying a chocolate, that I don't mind saying well done and that encourage them, because I believe in positive peer pressure. When students have excellent marks, when students obtain full marks, and we give full marks for assignments well done, we take that to the class and we share that to the class and in the class.

And that's why students want to come to the class, that's why students want to do their best, because we acknowledge that. We don't just find fault and we don't mark with red pens, we mark with pencils. And that's a principle that Dr XX laid down which I definitely support.

Interviewer: Excellent. Because of the red ink, that can be very intimidating to students.

Interviewee: Absolutely, from school and from the old colonial way.

Interviewer: Absolutely.

Interviewee: We don't do that.

Interviewer: Excellent, Prof.

Interviewee: Are we done?

Interviewer: No. My next question...

Interviewee: Where are we?

Interviewer: You've already answered. This is question number six, so we have two...

Interviewee: Two more, okay.

Interviewer: Final questions to get through. But you've already answered this question. But just for transcribing purposes, because I'm going to go transcribe according to the numbering of the questions, ALC is a stand alone course or it is embedded?

Interviewee: We definitely, in its inception it was stand alone, but the idea was always that we must work closely with the different modules, and that we adhered to strictly, to work with the disciplines. We ask them, we meet with them, we asked them what their needs are. For example, management wants group work and mind maps. Another example, information systems wants report writing and how to research and how not to plagiarise.

Another example, it was also information systems that came to us to say, but students don't even know how to analyse a question, and so now we have decoding. So whatever feedback we receive, faculty offices came back to us and said students don't read the rules. So we design assignments where students should read the rules, we direct students there.

So we listen to what the needs are. The Economics lecturers said to us that students don't know there's an NDP and don't know what the content is of the budget speech. So, we develop our assignments so that we draw students' attention to that. ...we focus on business-orientated assignments, business-oriented texts and articles to prepare our business students for the world of work and what they need to know, what is current. That is how we do it in this faculty.

Interviewer: Absolutely. And that helps those particular academics then to know that they're not starting from nothing.

Interviewee: Absolutely.

Interviewer: Something has already been introduced to their students. Because ultimately we teach or you teach all the first-year students who automatically then land up in their particular classes as well.

Interviewee: Absolutely.

Interviewer: Excellent, Prof XX. Our penultimate question, you've already also answered this. What are the theories that you have based your AL teaching on and how is it realised in the context of the course? I think before we got to the previous question now, when we made that connection now with social constructivist theory, peer learning, peer marking.

Interviewee: Yes, definitely social constructivist because, one, it's not as if they don't know how to read or write. They at least know something from school. We always make it clear that ALC is about advanced academic skills, so what we have we build on. And that's where constructivists come on. But we want them to master it and we realised through the years that social constructivist, peer learning, helping each other, working together.

So when they come for consultation, and our students do come, we take them as a group. And we sit together, let all take out their work, and then we walk around to see. So it's almost like SI, supplementary instruction. Because once we see that this student got it right, we ask that student to explain to the group. And then the students ask that student's questions and the student explains and then we just oversee the group facilitation sessions and stuff. Which is a very, very nice effective way.

Similar in the classes, when it's a really important issue we will give students a question to debate and we just guide and take a stance and refute. And in that way they're active in the classes, they already understand. And sometimes we need to tell students, students, it's the end of the class, because they're not aware that it's the end. They are busy debating and discussing and countering.

Interviewer: And really experiencing that fun that you spoke about earlier on...

Interviewee: Yes, absolutely.

Interviewer: In terms of learning being fun for you. Prof, very interesting. I wish that I can have more time just also to talk about those tutorials and the tutors and those things.

Interviewee: Yes, and the lectorials.

Interviewer: But we can always get to that at a later stage. My last question then is, you've already also answered this, but I think we've been able to get the pass percentage rate. Now, I think this question is more in the context of how successful are the students who are enrolled for the AL module and do you think the students are benefiting from this course? Please explain in detail as far as possible.

As I've said, you've already answered this question before, but I'm thinking more in the sense of your broad experience, having taught this course for almost two decades. And as you've said, it prepares students not only to become successful in terms of the academic studies as they move into their senior years of studies, but also the world of work.

Is there any one or two stories of students that you know that have reached the success which you think really...? And maybe they have come back and said based on, you've already mentioned one part-time student as an example, but again, those who have qualified, who have graduated who have perhaps gone on to other levels. Tell us more about those successes.

Interviewee: Well, I must say that many of our students come back to us, not only while they're studying. Some students come back and say, in fact, I had lecturers coming back to say that some students are really able to express themselves well and write well and the lecturers give us feedback. And then those students obviously are the students excelling in those modules. So that's the one thing.

But because we also have the part-time students, the part-time students, in the past some of them will say, why must we do this course? And halfway through the course they already see the benefit and in the end, then they say to us this course has helped them tremendously in their work. How to listen more attentively, how to take notes, how to reason and argue and to really understand. So that to being critical to what is discussed in meetings, in gatherings, how to get to... And they can see how they have grown and how they can help their colleagues.

And then we had students, I had a student that were, in 2014 she emailed me to say that she's now in this job and she was just saying thank you for ALC. Because everything that we taught her when she was a student she's applying now in her work. And we have many more. I had our, and XX now in his third year, he wrote, and I have the poem, he wrote a poem to what the course meant. And he was actually a mature person, but he studied full-time.

And so there is, I know that, but students, I can definitely forward you examples of how students came back to say how they have benefited on a personal level, on an academic level, on a social level, and in their career from this course. And so I think AL courses are important. I'm definitely in agreement, to conclude, that we must come with our own unique South African model. And so I think your study is just timely and hopefully will bear the fruit and give us that direction that we can continue and [socialise?00:42:38] it throughout South Africa.

Interviewer: **Wonderful. Prof XX, thank you once again for your precious time. I want to salute you, I want to acknowledge you also while we are officially on record, to say that I'm very privileged to be able to have interviewed you today knowing that you have also become an instant celebrity around the country and around the world having been a Fulbright scholar, having come back to South Africa and continuing to plough back and give back to our students.**

And I'm extremely proud to be associated and affiliated with you and this institution. That I suppose is one of the limitations to my overall study.

But just to say that I think the institution at large and the faculty in particular is highly, they should be very proud and grateful to have such a resourceful person being able to work as hard as you do to help students to get through and realise their goals and dreams. Because as much as they reach academic success, the greatest success that you have achieved by helping our students is that their families, their lives have been changed at large for the better in this country.

So when we talk about democracy and a democratic dispensation and what has come with all of that, you are one of the stalwarts who have come, who have said we cannot allow our young students to think that they are entitled to an education, they can just get any old [inaudible 00:44:34] in life.

They need to work for what it is that they want in this life and only in that way they will be able to achieve their full potential and then of course make for themselves that difference in their own lives by becoming the professionals which our country needs, which the world needs. Because we know there are our students or your students who are working overseas, internationally.

And so in that regard they've empowered themselves, you've given them the basics, and in that way they too have started their own families maybe and their families are thriving now. Their particular maybe immediate families that we know we teach at an institution where it is a supposedly previously disadvantaged community and the students that gets taken into an institution like this comes from a place of severe poverty, let us just name it for what it is, and yet with your foundation that you help them to lay, they are able to no longer when they leave this place say that I am previously disadvantaged.

And so for that I want to salute you. Because indeed, that 20 000 students that have come through your hands already, how many of them now have been able to take their families out of informal settlements, out of shacks and been able for example to place them in a brick house, as they tell us on a regular basis. So I want to salute you, I want to acknowledge you today.

We didn't get to speak too much about your students who go on to do postgraduate studies and who actually go on to pass with cum laude their postgraduate degrees. But for that I'm grateful, I'm thankful and I want to encourage you never to stop giving up. No matter where you are in life, in your career, Prof, continue to do what you are doing because you are making an indelible difference. You have a major impact on the lives of so many young people. Thank you very much, Prof.

Interviewee: I want to just on that note add that for ALC, what we do is also about supporting our students. And so we always do it within that supportive environment. Dr

XX said so nicely, it's the pedagogy of care. So you need to add that, that our whole environment and our approach in ALC is a pedagogy of care, holistically, we see potential and we want them to realise their potential. And we enable them through how we teach and what we teach.

Interviewer: Excellent, Prof XX. There you go. You absolutely already have that new model in place and the plan in place to get us there and I'm really happy that I had the time...

Interviewee: Don't be biased.

END OF TRANSCRIPT



Audio name: EED Law lecturer

Audio length: 00:54:37

Interviewer: So I'll just say that we...

Interviewee: I mean, it's not negative to my colleague, man. That is what the students...

Interviewer: No, not at all. So let us get you started. How long have you been involved in teaching English?

Interviewee: AD work?

Interviewer: Yes.

Interviewee: Academic development since 2000.

Interviewer: Wow. And then are your...?

Interviewee: But I haven't only taught AD work. I've taught constitutional law, public law, public international law, international relations. I had to teach sociology also.

Interviewer: Fantastic. So you're an allrounder basically.

Interviewee: Even English.

Interviewer: That's right.

Interviewee: When we had English 105 for literature, it wasn't EED then, so I also taught that, but I used to teach that to the evening classes. We had evening class and day class. So at that time, in this very same office Mr XX was here.

Interviewer: Oh, that is back in the day, hey?

Interviewee: Yes, Mr XX was here. Prof XX just left to linguistic I think. And Dr XX and them had just left.

Interviewer: That's right, for EMS.

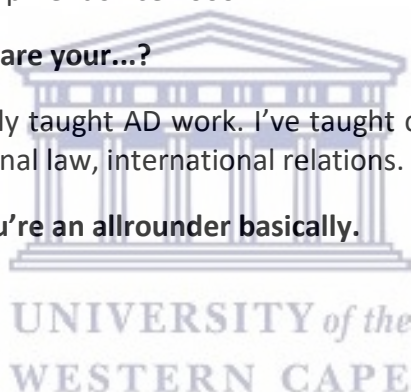
Interviewee: EMS. But I was in EMS already and I came here.

Interviewer: Came back to arts.

Interviewee: That's how I came here in 2000.

Interviewer: Oh wow.

Interviewee: Because I had a challenge with the students with me there. You know, the first-year classes were 700 and 800, so a lot of them struggled with the essay and they didn't do as well as they should and I was now concerned as to how do I



get the students to write better and so on and I was advised to come here and speak to people who do academic development. And per chance I came here and the first person I met was Mr XX. And he had a personality where he was very welcoming and he was loud and jovial and...

Interviewer: Creative.

Interviewee: Yes, and all of that. He wasn't that, also not I think a conventional academic. And he listened to me and so my whole journey then in AD started like that. So he used to tell me, he listened to what I had to say, he asked me what I was doing in the lectures and tuts and I explained to him and he said, okay, why don't you try this or try that? And I incorporated it in the work and I found it made a difference. It wasn't the, he didn't with a magic wand get everybody perfect, but it made a big difference.

Interviewer: It made a big difference.

Interviewee: And that intrigued me and got me more inquisitive and I kept on coming, not every day, but once a week, once in two weeks, once, as the...

Interviewer: Time progressed.

Interviewee: And then he used to give me stuff to go read in the library or, I mean, that time PCs, we were still not, you know.

Interviewer: Particularly savvy, yes.

Interviewee: And most of the journals were, everything was still done manually, most of this. And so I used to go and I started reading a lot on applied language stuff and it had nothing to do with me, because it's not my discipline. And, I mean, I did do social sciences after my master's in law, but I didn't study for AD. I had political studies and all of that.

And although I majored in English, but when I did English 3 there was no language in that, it was purely textual analysis. But the English 1 when I did, I did was grammar, which they don't do anymore. That is why the grammar, I'm good with that. So then I did that. So I wasn't an applied language person or anything, but my teaching was different I would think because that students appreciated it from them.

So that's who I met and I started reading up and we used to engage regularly. And then he asked me, what are you doing next semester? And I said, well, I work outside and I work at UWC. He said, if you have some time, would you like to do some teaching here? So I said, okay. And that's how it started and eventually I ended up being more and more here, till I was appointed here.

Dr XX then went over into literature fully and then Prof XX, she was appointed to coordinate the EED Law. But she tendered her resignation and then they advertised the position and I was the person that was appointed there, you see, to do the ED.

Interviewer: Fantastic.

Interviewee: So that is the overall background, what...

Interviewer: You span a career of almost 20 years, you do realise that, hey?

Interviewee: Yes, in AD work.

Interviewer: In AD work. That's why I'm saying, I think you are by far the most experienced.

Interviewee: [Really? 00:04:39], but.

Interviewer: Can I ask you, in terms of the module EED Law, is it offered to the mainstream law students?

Interviewee: Mainstream LLB. You can do your foundation, but you must do EED Law in your second year LLB. So if you've...

Interviewer: And it is a compulsory year long course for you?

Interviewee: It's compulsory. Prior to my appointment there was an investigation done by my predecessors, Prof XX, Dr XX and Prof XX. She coordinated the module at one time as well. And they wanted to see if they could possibly, students who do very well in the first semester or they're performing very well, if they could give them a credit for the second half and then they've got more time to focus on the rest of the curriculum.

And then there was all kinds of issues with the NQF, SAQA, notational hours. There was a whole... That is what was conveyed to me. And eventually... At that time Prof XX was still alive, before he went back to Unizul, before his passing. He was still alive and he then, because he was deputy dean it fell under his purvey. And then he said, look, leave it as... And I think it's a blessing it stayed as a year module, because six months for an AD module is not enough. You know that yourself.

Interviewer: Absolutely.

Interviewee: It's not enough. Even the year isn't enough, if I may put it that way.

Interviewer: Absolutely.

Interviewee: So language development isn't a year, it's not six months. It takes three years, four years, five years. By then they're already finished with the degree or finishing. And if they work well, their competency in it then progresses, with progression then develops.

Interviewer: Mainstream into the other levels of study?

Interviewee: Yes, the writing and the reading and everything...

Interviewer: Reading continues.

Interviewee: Deeper critical engagement and in that target language. So it takes a long time to develop and the one year we have and the six months is not enough. But I think had there been none of that it would have been much more challenging still for our students. I think that is what they must appreciate.

Because ideally the person in the discipline should be teaching the writing and the... So if I teach accountancy or economics, I must be able to get you to write the reports myself. If I teach law, the same. If I teach science, you know.

Interviewer: And that answers my next question in terms of EED not being a stand-alone course but actually being embedded. Is that what you would say?

Interviewee: What I would rather EED Law, this particular module, my colleagues work with their respective faculties in a particular way. Generally, theoretically you can say we follow the social constructivist theoretical framework. We take what works best in whatever we get. But I think with the EED Law module, not I think, I've been pretty sure about this because over the years my engagement with colleagues here at the law faculty, the ED module is a result of active consultation and input with colleagues from there and here.

But at the faculty of law there are a group of particular colleagues who are very well yielding in some of the things. Not all of them. Most of the colleagues there, they're lawyers, legal people or legal academics and they don't venture beyond that because it's not their purview there. It's not their specialisation and expertise, so they don't venture there. Not that they shouldn't, but for whatever reasons. Generally in the disciplines they're resistant to all these things.

And unlike my predecessors I didn't get so much of resistance in whatever I used to do because late Prof XX was very happy, actually he was so happy that he when I was formally announced as being part of this he actually introduced me to the colleagues in the first-year forum meetings and all of that, to say now we have the right person.

And Prof XX, the previous dean, also we used to meet regular. And he also had very positive things about ED Law. Him, Prof XX as well, I used to meet with him when he was deputy dean regularly, every quarter. And there's colleagues there who work in a skills-based stream in law. They do all the critical legal analysis modules and so on. So we meet four or five times a year, man.

Interviewer: So you would say you really have a good...?

Interviewee: Yes. So before, for this year and for next year, last year September I was given the go-ahead for this year. They tell me, you don't have to change anything, just leave it, it's okay. You know what I mean?

Interviewer: That's right.

Interviewee: But I'll find a new article, I'll add it in, it's later, more relevant to the theme. Certain things you can't change. Prof [XX? 00:09:47] text there, it can't change.

He hasn't changed it. It's still relevant, so I use it. But I get a news article on education or a news article on a judge arrested for drunken driving, whatever, or magistrate gambling instead of being at work, it's relevant to what I do in term one, I incorporate it. You'll find articles in the current year for the readers I use. Never...

Interviewer: Never the same rehashed.

Interviewee: No.

Interviewer: Even though they've given you carte blanche.

Interviewee: Even though the reader may have an article from last year, but there's a new one that follows onto that. You see? So it's not like it's something that's ten years and never changed. The manner of the exams has changed over years because of the kind of students I have. The class tests change. The pace at which I do the programme has changed so much.

Interviewer: Tremendously.

Interviewee: I can tell you something. When I first started years ago, I can't do the amount of volume that was done then now. The students, it's not a lack of intelligence, it's because of the schooling, they're a different generation. The modals of teaching and learning have changed. We use smart gadgets now. Children come, the learners, children who come here as young adults, their learning process, it's not the same anymore.

Interviewer: Absolutely.

Interviewee: And you can't engage with them in a traditional method anymore. Even Power Points to me now is outdated. The only handicap we have is institutional resources. I'll be honest with you. My colleagues and I have to share a photocopier with my colleagues on the other side here. We've got to walk right to the other end of the building. You go there, sometimes there's no paper, there's no this, there's no that.

They kicked out our tutors now, the tutors must be in another place. They promised that they'll come back to their offices after the renovations finished, they kept them there on the island there and gave it all to their staff here. But it's an ongoing thing, it will be resolved, hopefully sooner than later.

Interviewer: Hopefully soon.

Interviewee: Because Prof XX passed on and he was the chair and Prof Julia Martin stood in after his passing, but she's not here anymore and Prof Wittenberg is back as acting chair. But the other two had a very good understanding and had Prof XX still been alive, he probably would have had our offices back, let me just put it like that.

We worked very well with our tutors and contract staff in close proximity. You will appreciate that. If they're consulting, there's something there, they

immediately know I'm here, they'll come here and, right, come in, sit down, let's go through it. Now they're way in a... You've got to get out, take a long walk there, they must take a long walk here, the student not interested with all of that.

Interviewer: Exactly.

Interviewee: It makes a difference. A consultation with a student nowadays, draft, it's no more 15 or ten minutes. Forget it. I spend no less than 20 to 25 minutes with a student when they come for a full consultation. You will find here when it's essay high-volume time, not this week and next week, but normally in the term, you'll come term one, term two, term three, term four, I'm here, I finish with students here 17:00, 16:00. My tutors, the same. That hour isn't enough.

Interviewer: Enough for them.

Interviewee: No, I'm sorry. If I push it tight for students, a normal consult on a part of the work, maybe five minutes, ten minutes. Something with a lecture, something about, Sir, I'm not sure about this referencing I'm doing, can you just, this is what I did, I'm not sure whether I must put the bracket here or the bracket there. I mean, that's five minutes, two minutes. That's nothing.

But with the essay you've got to sit down, start with the introduction. There's a counterargument here. Why is the counterargument not addressing the argument that you have originally taken? What is the reason you've put this here? Why? There's nothing here that says anything? You tell me why. It's not like this is wrong, that's wrong.

Interviewer: You have to engage still.

Interviewee: Your feedback has to engage. So the script is in front of you, the student is here with you and you go, there's dialogue, there's scripting.

Interviewer: So it's a very hands-on consultation.

Interviewee: It's hands on.

Interviewer: From your side and the student's side.

Interviewee: Yes, student's side.

Interviewer: And apart from that, for that to be effective, time.

Interviewee: Time.

Interviewer: Wow.

Interviewee: It's time. If you take the traditional academic hours that [inaudible 00:14:16], I won't see a third of my students. That is why when I step in that classroom I can tell them exactly, 50 of you can't do this, 50 of you can do that, because they're with me too.

Interviewer: Absolutely.

Interviewee: It is the first time I'm not tutoring a class.

Interviewer: Wow. So for all these 19 years...

Interviewee: I've been tutoring as well.

Interviewer: Teaching and tutoring?

Interviewee: And tutoring. If a tutor packs up their bags and they go, I step in until we get somebody.

Interviewer: And we don't even want...

Interviewee: And have to pick up everything.

Interviewer: The marking.

Interviewee: I mark scripts. [Telephone rings] Daarsy, al die, ek moet doen alles hier. Sorry. Hello? Yes, [inaudible 00:14:58]. We've always given that. Yes.

Interviewer: That's fine.

Interviewee: Now the HR stuff, the contracts.

Interviewer: Contract. So you also, because you are the coordinator of the course as well.

Interviewee: Not only the course, for the whole programme.

Interviewer: And that's going to bring me to another set of questions. The interesting part where we left of was the teaching and tutoring. So you also have the similar challenge that when tutors leave you halfway through because of their academic studies that must take preference, you have to...

Interviewee: Academic study or any other reason they've got to leave.

Interviewer: So when do you sleep? And that brings me to...

Interviewee: Well, that is why everybody who has done this before has, they haven't stayed.

Interviewer: Yes, because it's a lot of work.

Interviewee: It is a lot of work.

Interviewer: And this is hard work in the trenches.

Interviewee: It is hard work, of course.

Interviewer: Because you lay the foundation. And if the foundation is not firmly laid...

Interviewee: Forget it. No, a lot of colleagues don't understand academic development. They just think you'll come there and teach grammar. Grammar is to be taught in context. Look, there's skills workbook for law students, communication for

law, teaching language development in context, you can look at the X-Kits, this, whatever.

Prof [XX? 00:16:21] and them, many years ago when I did my master's in law in the states, one of the things my director asked me, they don't say supervisor there, they call them the director. I had two. The one wrote that textbook on comparative law and the other is retired now, he was at Harvard. He was called the last Marxist professor at Harvard, Prof XX. He used to teach the way I teach, like that, same, similar. He founded the Critical Legal School.

So one of the first things they asked me when I went, that was before all this, we used to use typewriter and handwriting for the thesis. You know that. And then he told me, do you have a dictionary? I said, yes. He said do you have [Trunk's? 00:17:06] Style on Writing and Writing Commitment by [Hakkord? 00:17:09] and do you have this other one by, The Art of Writing and Legal Writing, whatever? And I said, no. He said, get it. And you're thinking, why? And that's how I realised why. You see?

And so now coming back to the EED Law and is it embedded, infused, whatever it is, although it's a stand-alone module, it's been developed, even my predecessors used to work with the colleagues there. But obviously they were not lawyers or legal people, so the material focused on Shakespeare and Kafka...

Interviewer: Literature.

Interviewee: Literature. Poetry with linkages to whatever. I don't do all of that.

Interviewer: You streamline it?

Interviewee: I stick to law. So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting, because that's how you discuss accessibility to law and so on, I use like the XX case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law.

Interviewer: So the relevance.

Interviewee: So it's relevant to law.

Interviewer: Absolutely.

Interviewee: But in there we are doing the writing and the how do you write and then the summary, paraphrasing. All of that, we do it in term one, finished, we don't spend time again. Then reading; basic reading, slightly more in-depth reading, the different stages in reading. All of that is done, then I switch over to case law. So then I will do the case with them because I can. My predecessors couldn't do that.

Interviewer: Couldn't do that.

Interviewee: I don't blame them, it's not them.

Interviewer: No.

Interviewee: Now, the problem is when I do tuts, I can't give the non-legal people the legal stuff. So I then design the tutorials to work with the language and the drafting and so on. You see? That's the problem.

Interviewer: I see, XX.

Interviewee: Although one of my tutors is an attorney, he's a legal advisor, he comes in on the days he teaches and when we have meetings and on the days he teaches, the two days, he has his consults as well. But he brings that insight and I'm there as well and whoever is a senior or a student who's doing their M in law or D, they're also part of the team. But we keep it out. And in the classroom I will do that. Like if I bring Consumer Protection Act then I'll teach the law.

Interviewer: The law, yes.

Interviewee: But it was in consultation with my colleagues from there.

Interviewer: Fantastic.

Interviewee: You see?

Interviewer: So even...?

Interviewee: So the case that I teach, a professor there who specialises in succession, he's the one that says, keep it, you teach that, it's fine, no problem, perfect. And he used to be the deputy dean of teaching and learning after Prof Francois. Prof Francois, right.

Interviewer: That's right.

Interviewee: So he also used to, he had a lot of... And then Prof XX wanted me to do something in criminal law as well. So I do grammar, I do punctuation, I do all of that.

Interviewer: But they feed into you to say...?

Interviewee: So we meet and then I'll go through the stuff, then they'll say, hey, why don't you think of doing this for us or that? Then I'll think and then I'll design something and bring it and they'll say, sharp, and I carry on. It's not like, no, in AD we must do it this way, sorry. See, I think that lawyer stuff come in, it helps me as well, legal method, legal...

Like when we do workshops for the mainstream law courses, then some of the lecturers invite me to do the workshops for them. They'll be sitting there as well, but I go in. And this year I did nine workshops for them also to teach the students how to do IRAC, issue, rule, application. Now, in this module I don't

do that. I don't do it because it's first year. The second level skills-based one, Dr XX and them, they teach it there. So they do it there and I do the...

Remember, the students don't have this yet. So you need to get them so that they'll be able to...

Interviewer: They get...

Interviewee: Yes.

Interviewer: Fantastic. So you really...?

Interviewee: So when I was awarded the teaching awards and all of that, then they checked my programme out that time also and they, a professor, what was her name, from UP and all these other...

Interviewer: Places.

Interviewee: Fancy institutions, they found the module to be solid.

Interviewer: But I'm impressed by it myself because this I think is really what we are aiming at.

Interviewee: It should be like that.

Interviewer: And as you said, yes, it should be that way, that you are the specialist in the discipline, but that you also are an AD specialist. And that, it comes through very clearly. It's a stunning package. It's an excellent package. And together with that, it's no use you are the specialist in both these fields but you can't put in the long hours and long yards.

Interviewee: Hours in and work, that's the key thing.

Interviewer: And that is what I think the institution needs to value at this point in time. And I hope that my study...

Interviewee: They don't value that stuff. They want 50 articles here. You can't give that if you, what's going to happen to the student there?

Interviewer: And your student totals are what at the moment?

Interviewee: 585. I can check SASI now.

Interviewer: Doesn't matter.

Interviewee: Because, you know, they deregister.

Interviewer: 600, that's it. And again...

Interviewee: I've never had less than 500 students from 2010. 2009 actually. I used to teach the part-time only. 2002, 2001 I used to teach the tuts, I used to do part-time classes. I've taught EED science, I've taught ED CHS, I've taught all the XXs, all of them.

Interviewer: Wow, fantastic.

Interviewee: When XX was, eventually I was here and XX was, I was with XX.

Interviewer: Yes, and he retired.

Interviewee: So I used to be in the EMS and come here and then with him, he used to do nursing, I used to do some, he used to do the CHS, I used to do some. XX used to invite me to do the science, I have to do that when I was always doing the law one. When I was still teaching in EMS and, yes, and UCT and all over.

Interviewer: So you are really so versatile. You are well-schooled and well-trained.

Interviewee: Yes. And it's important because I think the other advantage maybe for me is I didn't come from academia, let me put it that way, I came from outside of academia.

Interviewer: From the practical world.

Interviewee: I came from outside here.

Interviewer: Private sector, yes.

Interviewee: You must know, before I came to UWC again I resigned from the premier's office in the Free State. It was in the new administration, after 94, because my dream, not my dream, my love was always to teach. So when the negotiations started in 90, I was asked to come back. I was here, had to leave, come back and because I acquired that postgraduate study then I had to be part of the...

The movement didn't have many highly... They had intellectuals. There was XX there, there was XX, there was late XX, Prof XX, Dr XX now. I mean, there were plenty of these intellectuals and whatever. There are younger cadres who came from MK. I mean, either you had a Kalashnikov or you were throwing stones at home.

So I had that with me and then obviously because I just finished that, it was negotiation time and so on, so I was... I worked a lot with a lot of the judges as well, then and now. But that time they weren't judges yet.

Interviewer: Yes, weren't allowed.

Interviewee: They were appointed by Nelson Mandela thereafter and so on. So, yes. But I do a lot of community work.

Interviewer: That's fantastic. And that...

Interviewee: And the schools.

Interviewer: Local?

Interviewee: Yes. Khayelitsha, Manyano High, Intlanganiso. I can tell you at the schools what's the story. I used to go one day a week and then say their research there, and I used to teach in a school. Take a walk from here, catch a taxi and go there,

sightsee Khayelitsha, walk through the... The people there know me there, man. They say, Comrade Prof, and then you'll have tea with them. Prof XX used to be our patron of one of those organisations as well and he also used to sacrifice his time and also come. We used to meet in the morning there in his office, 06:30.

Interviewer: 06:30 in the morning, yes, just before 07:00. That's his time, 06:00. Wow.

Interviewee: So that is there. And then I do a lot of international work. I do work for the Kurds in the PKK. I'm one of the international lawyers for the... But I'm on the [banned? 00:25:44] list of NATO and I do a lot of work for Palestine as well. The dialogue serieses that started in 2015, 2016 which nobody else did, I was part of that as well.

Interviewer: Very important.

Interviewee: And I serve on the ideology commission of the South African Communist Party. I still serve, but I don't hold political office. I'm not interested in that. I firmly believe the struggle is in education and social services delivery and so on.

Interviewer: Indeed.

Interviewee: So my contribution as a public intellectual is here and out there in the community. So if an NGO invite me to give a lecture, I go. If the students come here and say, would you give a lecture here for us? Sharp, I just check quickly here, I take out my...

Interviewer: Where's my time and diary?

Interviewee: That black thing there and I check there in that big black folio of mine, there is gap, yes, I'll do it. I was ill also that one day, so I was feeling a bit okay and I told him, yes, I'll be there, don't worry. And I came an hour before that, I did the stuff for them, I stayed through the whole thing, and then I went back.

Interviewer: And this leads me to another question, and I think we've spoken about this right before when I booked the appointment with you. Your students' success, now, I can sit here and I know I'm going to be very biased and subjective, which I'm not supposed to be as the researcher and interviewer, but just for the record, that I have been working with students in my own faculty that have come through your hands, that are sterling at what they do. They were tutors for us.

So for me, I am here to say today the question that I have is how successful are your students? Although I already know the answer to that. But I need to just perhaps allow you to express over the years of experience that you've had. Highly successful.

Interviewee: Some of those who tutored with us or with me and taught maybe in a contractual capacity, some have gone on to become academics, they're appointed permanently. Dr XX is in political studies, she also worked here with us.

Interviewer: Oh wow.

Interviewee: I was her tutor in Political Studies 2.

Interviewer: Oh fantastic. Marvellous.

Interviewee: And she finished her master's and then she was successful in securing her scholarship in Dublin to do a PhD. She was cum laude student here by us as well. She went on to Wits, she finished her M in international relations. She was fortunate, in England and the US the semesters start not like us end of...

Interviewer: In September.

Interviewee: September, fall. So she spent time here with us, she was on this programme, she was with Prof XX as well. And we are good friends. And when I do see her, not as often as before, she will say, I remember this from EED and this and that and she's found value in it. And she said.

She's not the only one. We had another gentleman, he was from Nigeria. He finished his master's in finance at Stellenbosch and while he was doing that he was tutoring here. And him and Dr XX were, in [our? 00:29:22] opinion, that when they were doing this tutoring, because we give hands-on training to them as well, not generic training only, they found that it even made them reflective and reflexive in their own writing as well. And they found value personally as well as in their teaching now and subsequently.

Then I have others, [XX? 00:29:43], he secured the LLM [Missouri? 00:29:47] scholarship. He specialised then in... So I invited him one day to give a lecture on transitional justice which I do in term three, TRC, transitional justice. Because the genesis of the Constitution, this wouldn't be here if it wasn't for the past obviously and the Chapter 2, the Bill of Rights and how did it come about and the students need to know that it's a supreme law.

Interviewer: Of course.

Interviewee: And the TRC. And it's not a whole module on history and the TRC, but it's at an introductory and that feeds into the fourth term, I do a bit on genocide, the Rwandan genocide, the Bosnian. So students can understand that even though we have this wonderful law here and international law, how things still keep on happening which should not, to put it very basically. So the jus cogens, the international laws, the international customary laws, Section 39 and its applicability doesn't really hold nations, states and those who perpetrate these violations accountable. And how in South Africa we don't want it to... You know.

So he, when he came for that guest lecture, he lectured all the groups and for the first time I heard him in the class, he said, the reason why I've specialised in transitional justice, today he's gone back to Uganda, he works there, he's an academic and he's quite senior there. He said my lecturer, your lecturer, he called it lecturer, he was my tutor and I got inspired from then and that is why

I've went out in this field of law. It was the first time I heard that from... But it was in the class.

So if you talk, and he's an academic as well. And Prof XX and them come with that exchange in Missouri programme. Prof XX and them told me that he was...

Interviewer: Number one.

Interviewee: Number one.

Interviewer: A star.

Interviewee: Really. And then I have others who've gone on into the profession, the law students. Some of them have... Most of them are attorneys now. Jamie-Lee, she's with XX, she's doing very well there as well. She always used to say, I mean, she's even written long emails where she says, Sir, you've laid the solid stuff for us to... You know.

So that's from the students themselves who are now young professionals or moving along middle management. Some are now moving much more, at a faster pace. Some are advocates. They regularly will send emails and they still come for references and all of that. Because they apply for promotions and things. If they're a prosecutor, then they'll be senior prosecutor. So they're doing well. And the ones who tutored with us have moved on also some of them to finish PhDs and all of that.

Interviewer: Fabulous.

Interviewee: Although we have lot of challenges, we're under-resourced and all of that, we still get work done. Had we had more or even in EED, if I had more resources, I'm sure I could do more. I mean, we won't have products that are perfect, but I can with assurance say we will have many more quality products out there if I use that kind of business language.

Interviewer: Got you.

Interviewee: But insofar as the legal writing is concerned, even last year's graduates who are now outside doing articles, they still communicate with their tutors and tell them we did this with you, we did this in the module, we did this with our lecturer, we find value in it and it's so this. So I think we've or I have managed to over the years get it in the right space.

Interviewer: And you are spot on. So I'll add a story for you. The two tutors that tutored for us, they obviously become law students. So these are not necessarily, they continue to do law after the BCom degree.

Interviewee: The LLB, they must do that.

Interviewer: That's right. So let me tell you this story. That's why I'm in such fascination and awe with what you do. Those BCom law students, they're two and I can mention their names if you want me to mention their names.

Interviewee: I think I know who they are.

Interviewer: Yes, it's XX and it was, yes, and he happens to be my neighbour, by the way.

Interviewee: Oh, lovely. Fantastic.

Interviewer: Fantastic. And then it was one of the twins...

Interviewee: XX, yes.

Interviewer: And I can tell you, when they enrolled for BCom Law they must do the BCom modules.

Interviewee: Correct.

Interviewer: So ALC is a compulsory module.

Interviewee: There.

Interviewer: That's right.

Interviewee: That's right, yes.

Interviewer: So they had to complete that module. So they had to continue now with their LLB after. Did the two of them have an issue. They did not want to do it. We did ALC and we did dah-dah-dah-dah-dah. And this is just sharing with you.

A couple of months into the first term, I said, and so, how are things going? Are you okay now? Have you settled in well? And XXs words to me were, I'm swallowing my words. I'm eating my words. And I said, and you, Ms XX? Talk, let's hear.

Interviewee: Amy's very outspoken, yes.

Interviewer: No, XX, I don't know what we thought. But the lecturer we have, and at the time I didn't know who the lecturer, you know, he makes the lectures so interesting that, seriously, sorry, ALC, what we've did, really doesn't come close to where we are now.

And it is fascinating because they've been tutoring with us for about two to three years, four years. They are now in the GLA programme.

Interviewee: LA programme, that's right.

Interviewer: Which says to me that, again, the stories of success again has been inspired by what you have done at the level when they entered. So we don't always realise the reasons why students are coming in and how they kick and scream, we don't want to do it, and how you have been able to captivate them. And I think that is the highest honour that an academic can receive...

Interviewee: Yes, for me. Yes, can ever get.

Interviewer: In terms of being able to take a student, to turn that student around completely, the mind, just change completely and say, I think, no, look, I swallow my words, big time. And who is actually also mature enough to say, you know what, thank you ALC, but this is where we want to be. We want to go into the law stream, we're not so much wanting to go into the business stream.

So I think part of the success stories often, when I interviewed Dr Jacolien also recently she said, we were talking about what is the pass percentage rate and it's easy for us as academics to say, oh, my pass percentage rate is 80% and 75%. But I think for me it means there's more to that. So I'm very grateful for you being open enough to share those success stories of really the leaders that have come...

Interviewee: Yes, they're the next generation.

Interviewer: From this particular...

Interviewee: They're the next generation.

Interviewer: Programme and that they will also acknowledge that constantly. And just for you, staying on course.

Interviewee: We must do that. We have to do it.

Interviewer: Staying on course.

Interviewee: It's our duty.

Interviewer: Because as you say, else we won't have more of the quality that we're sending out. But definitely making a note of the lack of resources that you are challenged with.

Interviewee: I get this in 2016. Fees fell and then I get it. Before that they had that big [inaudible 00:37:38].

Interviewer: Yes, only 2016?

Interviewee: It's like purple screen and all of that.

Interviewer: Only in 2016?

Interviewee: This desk only came end of last year. I had that old 1978 with the stamp that you see there.

Interviewer: Wow.

Interviewee: This belonged in the department of German. Herman's father was the chair here in the 70s.

Interviewer: 75.

Interviewee: And the secretary was next door. This cabinet is from that time. And we even used it too.

Interviewer: Oh my goodness. So there's definitely a real sense of need of resources.

Interviewee: [Inaudible 00:38:05].

Interviewer: Not in our lecture venues only.

Interviewee: Lecture venues, you go there, the desktop don't work, then the internet connectivity. Now you want to go to a quick link because there's something good today in the news, I need to show them, we're discussing consumer, there's something happened at Edcon, I want to go there, I can't.

Interviewer: So tell me something at the end of our conversation now, is there anything that you see...?

Interviewee: We can still come and speak again. [Inaudible 00:38:33].

Interviewer: Yes. No, I think you've covered all of...

Interviewee: But what you need...

Interviewer: Even the coordinator.

Interviewee: And you want to find out more. I'll tell you something why ED works.

Interviewer: Yes, I was just going to ask you.

Interviewee: Although we're very under the radar kind of thing, we don't go around trumpeting and all of that, we just do work and go on. I think all my colleagues are like that. Each colleague does his or her thing to the best of their ability. There is no issue, if I may put it that way. All the challenges we have is institutional. That's all.

I don't... Dr XX does her work, I do my stuff for my programme that I moderate, Prof XX does her work with whatever challenges we have and we deliver. We've had people like Ms XX, that even tutored here. I remember when we had the tutor round tables a few years ago as well, she was so with glowing remarks about the experience in EED that her husband who was coordinator of the anthro saw she was telling them the things they could learn from us.

So I think it's not understood as it should. And we did have an AD centre at UWC and what's left of it is us and ALC.

Interviewer: Yes, you're absolutely right, EED and ALC.

Interviewee: Yes, Dr XX went over and so now, yes.

Interviewer: That's right. So tell me...

Interviewee: And then Prof, who's now with you there are the department...

Interviewer: Yes, Prof XX, that's right.

Interviewee: We don't even have departmental status here.

Interviewer: I was just going to ask you about that now, because I'm getting the sense...

Interviewee: We have 1 500 students in total. It's three permanent lecturers only. The rest of the 14 is contract tutors and even our administrator is not permanent.

Interviewer: So would you say...?

Interviewee: So if you don't get the external funding that helps us to...

Interviewer: Yes, to manage.

Interviewee: We're in trouble.

Interviewer: So would you...?

Interviewee: The dean does help where he can, but...

Interviewer: Yes, only limited.

Interviewee: Obviously it's limited. We need more.

Interviewer: So would you say that...?

Interviewee: We actually should be five of us doing this.

Interviewer: Would you perhaps put forward an argument to say that it would be best if you also were in your own department, own unit or centrally governed by the institution?

Interviewee: No, we are. The faculty, now since 2014 we were restructured, but at faculty level we're autonomous, on our own. But we still have to share resources here with... It shouldn't be like that. It should be like a department. You have your own budget, you have everything. Although the dean does support whatever, but it's not enough. You must have the same... You know UWC's organogram?

Interviewer: Yes.

Interviewee: It's unlike the other.

Interviewer: That's right.

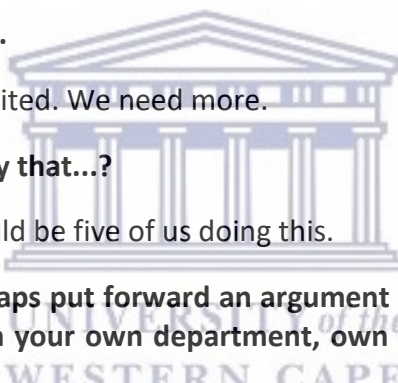
Interviewee: So or they establish, like how women and gender was, first tiny, on its own.

Interviewer: A unit, that's right.

Interviewee: The same with us. [Inaudible 00:41:24] was like that too.

Interviewer: That's right.

Interviewee: You see? Even ALC, same.



Interviewer: ALC, yes, was a unit.

Interviewee: The argument they used here, they said, no, there's no second year, third year or honours. But I said, hold on, my colleague supervises PhD, Ms, all of that. Law, I do plenty international work. I get invited to address the European parliament on law. I go to the Human Rights Court at Strasbourg. I got invited, I go twice or thrice a year in non-teaching time. So in July first week I'll be again in Rojava, Northern Syria. You'll get there's international elder statesmen there, there's people like Chomsky, all international...

Interviewer: Figures.

Interviewee: Well-known, not any academia, but activists and politicians that will be there. Last year I presented on genocide. I'll be presenting again on jurisdiction post ISIL, what to do, not to do. And then... Yes, so you know what, there's a lot of value amongst the three of us.

Interviewer: Absolutely.

Interviewee: In the AD work we do, as in my case the work I even do outside. Because now I'm teaching a student about Section 39, I allude to the Constitution and the Bill of Rights and human rights and human dignity. I'm not talking about it and lecturing because of the text or I studied 500 journal articles; I do it. There's a big difference than the normal. There's the academic and there is the praxis we said earlier. And you bring that to the students.

Interviewer: And how rich will the institution not become?

Interviewee: Exactly.

Interviewer: Not in terms of monetary value, but should they be able to provide you with the necessarily resources so that you can then produce what it is that they, because you are so rich in the knowledge. But if you don't have the human resources to help you...

Interviewee: Forget it.

Interviewer: Then where does your job...? You know.

Interviewee: No, I'm telling you.

Interviewer: Your students remain your first priority at the end of the end of the day.

Interviewee: Correct. With all of that I presented a paper at PIE, it was with the exchange group of academics from Sweden that were here. But I spoke on ubuntu and stuff. Prof Bharuthram, myself, co-authored a paper, we published it in 2017. She does a lot of independent work. She's published a lot and she's an editor and reviewer and all of that. But my heart is in the activism, so community work and all of that.

So when the students went to parliament in the Fees Must, I was there with them in the front. I left from here with them. You understand what I'm...? So

that to me, 1976 was a defining moment for us and education and the struggle. 2016, eventually we got first year, 350 income and less will be free. The struggle still continues, it's not over, it must carry on.

If Cuba can give it on that little island with economic embargos for more than five decades, how can't we do that? Iran still gives free education. Libya used to until it was bombed into the dark ages. How come we can't do that when so much is used, you know, the bribery and the corruption that's all there in the Zondo Commissions and all of that. And as somebody who comes from the movement, I don't say that we're good fairies and all of that, I'm blunt and open and crude.

I regularly get invited to teach once or twice a year at parliament. I take the research unit and I teach them ontology, epistem~, writing, research quality. I do that with them, with their researchers. I mean, guys there, the staff there have PhDs, Ms and so on, but they call me in to do that there as well. I've done a lot of work, municipal work all over. School of government also [inaudible 00:45:19].

Interviewer: And this is exactly your point in terms of when people have the argument to say that we don't teach second and third year and postgraduate level.

Interviewee: Garbage.

Interviewer: But that doesn't cut the ice.

Interviewee: No.

Interviewer: I mean, I'll give you one example. You get the school of government, let's just take an example.

Interviewee: ISD and SOG.

Interviewer: You get many students that haven't come through the undergraduate programme. So they are honours, they are master's students.

Interviewee: Honours and master's, RBLs.

Interviewer: Then you have colleagues who corner you after faculty board meetings, silently, you know, we have these students, man, they haven't done your course at first year, they're struggling...

Interviewee: Please help them.

Interviewer: They don't know how to do referencing.

Interviewee: Help them.

Interviewer: They don't know...

Interviewee: But now you up there, you can't do this?

Interviewer: So I think we really need, and I hope that the point of my study is to highlight this, that there is a greater need. Whatever you are seeing here, don't look just here, we in the trenches, beyond. Some of the colleagues don't want to stand up and then say, but I actually asked them to come in and do a few classes...

Interviewee: They don't, they feel embarrassed.

Interviewer: During your holiday break.

Interviewee: They feel embarrassed.

Interviewer: But because I didn't know how or my students were struggling. And these are postgraduate level students and it's no fault of their own. Nobody's pointing a finger at anybody, but the need is there.

Interviewee: Let me tell you something, XX came here, he came from Masiphumelele, I'll mention his name. He met me after the second week he came, Sir, can I speak to you? I said, yes, come, sit, how can I help you? He says, one of the teachers said I must come and speak to you. I said, who? [Inaudible 00:46:53]. I said, no problem, what is it about? He says, Sir, I've never used a PC before. I also struggle with my English and I don't know how I'm going to manage with law.

So I say, let me tell you something, on a Friday I have a voluntary class. There's students there from first year to PhDs even that come in. It's about writing. It's not a university module, you come of your own, you must still do other work. Come with that and for the next few Fridays you're not the only one, there's 30 of you that I'll be spending time with to do basic...

Interviewer: Computer.

Interviewee: Apparently the library stuff they were doing wasn't in their opinion or view, it wasn't helping them. Although it was his first two weeks, that's what he said. So he started. His first email came to me, his first essays were done, typed, word processed, everything. He finished his LLB in four years. The laities from Westerford and all of that end up dopping courses and that. He eventually started a little NGO himself where on Saturdays they go and they work with the matric students and so on. And with UWC with a peer mentor they were doing some work.

So a student who had all of that, now, all of that is not in your official statistics, but those students have written about those things and sent it to me, which I have. I mean, I've got here, you'll see the one, before the electronic ePortfolios we used to send hardcopy. That one folder of mine was 100 sleeves.

Interviewer: Yes, look at that.

Interviewee: I didn't know what else to put and not put. And that's taken only from 2009 to 2013 that was.

Interviewer: That doesn't even...

Interviewee: Mr Katz, I remember he wrote something for me as well and he said in the years when Prof XX still wasn't here, he said Prof XX from nursing and so on, and Ms XX stated that the students that went through the programmes with us far outstripped the mainstream [inaudible 00:49:03] students. They ended up being the leaders eventually in the [inaudible 00:49:06] degrees.

When they graduated, every quarter they used to come and visit because some of them were quite matured. Remember, they needed the degree for the promotion. So they were here. And they attributed a lot of the university's success to that. It wasn't ED law, that was ED Nursing at the time. It was a semester one. And they attributed it to the way... Because what happened when it was only the two of us left, he asked me what I would suggest to do and I gave him.

I think Kite Runner was just out that time in cinema or something. I used that text and I connected it with one of our South African authors at the time. It was Zakes Mda, Ways of Dying. But then I took the articles on social workers and nurses, I used a lot of that.

Interviewer: Yes, back in the day that was quite high on the agenda.

Interviewee: High on the agenda. But the projects we did and the writing projects that the faculty, and we used to meet every week with the nursing department and that's how that... Because if they didn't pass a module in that year, they're out. See?

Interviewer: Yes, that's how strict the nursing degree was.

Interviewee: Yes, strict it was. And if you're absent more than thrice or something, tut or lecture, you're out.

Interviewer: That's right.

Interviewee: But a lot of that... So, you know what, maybe I was very fortunate to have worked with Ed as well. Because I, in my opinion, I'm saying it, whatever, but...

Interviewer: That's fine.

Interviewee: I don't feel he was very much appreciated and valued. He belonged maybe at Harvard or something. But he was good, he knew what he was doing. Although he is purely [communication? 00:50:42] but, still. Prof Bharuthram, when she came she brought a lot of experience as well from the institution. She's AD, academic literacy.

Interviewer: Yes, she is the specialist.

Interviewee: Yes. And then Dr XX joined a bit later, but she also works well. And we also have challenges with service level agreements. It gets signed this year for next year, January of the year kicks in and it got changed suddenly. Who changed it? Why did they change it? But they signed it off. All kinds of things that you have to deal with.

Venue bookings, double booking issues. Soon they go there, you get a thing, Sir, I'm here by the tut venue, whatever. Then you tell them, there, I sent you the snapshot of the...

Interviewer: Of the email, yes, of the venue booking.

Interviewee: Yes, the venue booking, please show it to the person there that's being intransigent. Too much, too many things.

Interviewer: And that helps me to also just wrap us up. Because I also want to say to you then, I mean, you've mentioned some of your colleagues' names. I think I now understand, I've interviewed a couple of them now before you, and they've said to me you must meet with our coordinator, XX, there's no two ways about it. And I said, yes, I'm scheduled to meet with him. And they keep on saying that to me and I said, why are you people mentioning this all the time?

And said, just please meet with him because we are where we are today because of who he is and his expertise and his knowledge. And one actually said, and I can mention the person's name, it's [XX? 00:52:23], said, yes, and I aspire, with my doctorate degree and not my doctorate degree, I aspire, I can only one day think that I will get there where my coordinator is eventually. Not to take over the position, but the fact that...

Interviewee: I think they should.

Interviewer: No. But the fact that they are able to learn, they are able to have the free reign, they are able to be flexible.

Interviewee: Yes, you don't interfere. I learned that from Ed also, hey.

Interviewer: And that...

Interviewee: My first semester we used to meet every week. I got a teaching portfolio.

Interviewer: To the end.

Interviewee: I had teaching lesson plans, that's how pedantic it was, like that. You're a lawyer and then you listen and I used to come. So we used to meet. After that he told me, hey, you, you come here [inaudible 00:53:13], go on, you report, I know how you work, everything.

Interviewer: And I must tell you, I've been in Janine's class, her lectures, to complete, the students to complete the questionnaire, and there too the rapport that she has with the students.

Interviewee: It's wonderful.

Interviewer: Exactly the same...

Interviewee: Yes, it must be like that.

Interviewer: As the leadership. They say you inspire people. Sometimes it's from the bottom up, I believe...

Interviewee: Sometimes.

Interviewer: But sometimes it's, if it's good, as it is in this case, it comes from the top and it spreads through. Which I am most grateful for. I have been completely, immensely inspired after having really just interviewed many of the colleagues that work on your team. You can see it, you can hear it and even now you are just making sure that those puzzle pieces fit in, they actually fit in.

Now the other questions, you know once you completed an interview you still have a question or two. Now, how does that work? Why did they say that? How did...? Oh. Now, listening to you, it all fits neatly together. Thank you very, very, very, very much.

Interviewee: No problem. Look, you can still come again, no problem.

Interviewer: Yes, absolutely.

Interviewee: You want to add to your work, it's only a pleasure.

Interviewer: Absolutely. I actually just wanted to ask...

Interviewee: It's too sort, man, for your work.

Interviewer: If I could get hold of your students?

Interviewee: I saw the questions, everything, I got no problems with anything. Please come maybe Monday next week or Thursday and just send an email...

END OF TRANSCRIPT

Audio name: EED Science lecturer Interview
Audio length: 00:42:13

Interviewer: To start us out. So I've got two devices just in case one or the other leaves us in the lurch. But thank you so much one again for your time. And as you've read, the title of my dissertation, it's an assessment of the academic literacy programmes in four faculties here at the University of the Western Cape. Hopefully working towards some form of a hybrid model and hopefully your insights can feed into that model, I hope. Thank you very much for your time.

I'm looking specifically at the science faculty. Of course English for educational development has been the course that basically falls under the academic literacies banner or umbrella to be of service and assistance to our students.

Interviewee: For the mainstream.

Interviewer: For the mainstream, thank you. So that means that there's the science faculty, there's also the law faculty, I'm also going to be looking at the education faculty, arts slash education, and arts slightly because education's numbers are very small.

Interviewee: If you're talking about the academic literacy module for arts it's also not very big. But it's part of the English department...

Interviewer: English department.

Interviewee: It's not a part of us.

Interviewer: Wonderful. So I'm going to be looking at arts and education, and then the last one would be EMS. So you are the first to start us off in the science faculty, so I'll go with my first question to ask you. How long have you been involved in teaching English for educational development for the science students?

Interviewee: Okay, I just wanted to say, specifically for science. I started in 2011, I coordinated the mainstream academic support one for the arts faculty, but it was only in the first semester. So I taught on the science module in 2012 in the second semester for the first time, but under the previous coordinator. And then I taught on it again in 2016 and then I took it over in 2017.

Interviewer: Fantastic. And tell me, are the EED modules, of course you've already mentioned that for science students, offered for mainstream as well as the extended programme?

Interviewee: Extended programme students only do the foundational year programme thingy and then not all of the mainstream science students, actually this isn't a compulsory module for all of them.

Interviewer: And that answers the next question.

Interviewee: And I attend the science faculty's teaching and learning meetings and I do not know the reasoning behind how they decided who has to do this and who doesn't. So I just want to see, I sent the list to [Angie?00:02:49]. Okay, I can tell you.

The degree programmes that are in ED are applied geology, biodiversity and conservation biology, biotechnology, computer science, environmental and water science, maths and stats, and then MBS, medical bioscience, and the physical sciences, so the physics students and sports, we have one CHS group, the sports and exercise science for the ones who do the BSc Sports Science.

But absent from this list, the one big group that we don't have is chemistry. We don't have the chemistry students. But I'm pretty sure there are actually a few other departments as well. I don't know why the chemistry students don't do this. I can't tell you.

Interviewer: So it's quite a broad base of the science faculty students that do the EED course. Obviously, as you said, not compulsory necessarily.

Interviewee: No, it's compulsory for all of those, they have to do it.

Interviewer: Oh, for all of those groups.

Interviewee: And they have to pass it, otherwise they can't get their degrees.

Interviewer: So in the other end, of course, it is not necessarily an elective then for them, it is compulsory.

Interviewee: No, they have to do it.

Interviewer: And is a semesterlong course, yes? It's a year long?

Interviewee: Of course it is, because nobody gets to have a yearlong programme, except for law. No, so obviously when I took the module over and then I had to also rebuild the relationship with the science faculty because the previous coordinator did not work towards that at all. So once I got them to realise that I'm not going anywhere and I'm not going to leave them alone, I got the invitation to attend their teaching and learning meeting, which I asked for, and then also made some proposals so that it should rather be a year programme. But I know it won't happen.

And also, we would have too many students. So at the moment they spilt them, for example the computer science mostly do it in the second semester. But there's no real rationale as to, because these students, when they don't do my module, they do the computer literacy module.

Interviewer: Is that the digital academic literacy, DLA?

Interviewee: I don't know what it's called. But I think sometimes the students can actually say I want to do it in the first or the second semester. That's the kind of idea that I get from when I speak to students. And then obviously it's also their timetable, but the two just swap.

So what I've asked, and nobody has really responded to this, what I've asked is that they stream the physical sciences and the life science students so that I have the physics, maths, stats, those kids, computer science in one semester so that I can tailor the content more towards them and then have all of the life sciences. But, again, this has not gone anywhere.

Interviewer: Wow. So these are all your proposals which you have been making, which to me sounds like it makes sense.

Interviewee: And what I said to them is that it's not like they need to go and change the timetable, they just need to make when they register the students, say students who follow these degree programmes must...

Interviewer: Do EED.

Interviewee: Register in the first semester and the other ones in the second. So this is something that I have brought up multiple times. And then the other thing is, I have also met with lots of science faculty colleagues, in particular Anusha who is the coordinator for the life sciences programme. Because we were talking and saying we could actually integrate my module more with hers, but it would only work if I have the life sciences students, particularly in the first semester because they write a report for them.

But then the problem is that life sciences, that first-year module have the chemistry students as well and I don't have them. And then they have, it's also a service module for dentistry and for education and...

Interviewer: That's right, and nursing.

Interviewee: Yes, so.

Interviewer: Wow. That sounds very interesting and I think you're onto something quite workable if people are willing.

Interviewee: Which is the model that XX follows with CHS. Her students, and they're not even streamed into two broad groups. She has physio and occupational therapy and...

Interviewer: That's right, all the different other degree streams within CHS.

Interviewee: But it's also, you are completely, utterly dependent on the cooperation of the faculty that you're working with. So, for example, physio and occupational therapy are pretty cooperative. I coordinated her module for one semester

when she was on teaching leave. But then you don't get stuff from the other ones.

So ED in effect offers support for certain of those assignments, which means that students don't duplicate work, they don't have to do two different things and then transfer the skills, you actually help them with that thing. But you can only do that if people actually do it.

Interviewer: Wow. So you're quite experienced in the field to be able to make the proposals.

Interviewee: I have this much official academic literacy. All of my degrees are literature.

Interviewer: Oh wow.

Interviewee: But I've obviously been working in ED since...

Interviewer: But that's the key. I mean, you're working with texts, you're working with analysis of texts, critical reading, critical thinking.

Interviewee: See, and that's a big thing of why...Except for the practical crap, you know, reading, writing, blah blah blah, is that the science students are getting a humanities education.

Interviewer: Yes, and that's going to bring me to the next question as well. Because you're definitely onto something which obviously is in line with the study that I'm doing, to support hopefully the suggestions that you are also making. Hopefully this contribution that I'm hoping to make can actually support in that way because, yes, I think our thinking is definitely on the same line.

Tell me something, Dr XX, do you know a little bit about the history of the EED programme?

Interviewee: That is was part of the academic something something centre, which funding was either not managed very well or they didn't get a lot and then it was kind of disbursed. And EED ended up being part of the English department, which we're not anymore, by the way.

Interviewer: Oh, that's interesting.

Interviewee: So that's part of also the review, because we're a little bit in limbo. We split off from them in about 2016 or 2017, but our [FDE? 00:09:44] still go to them, we still share resources, office space. They definitely get the lion's share of all of that. So part of the review is also to determine... Because the dean was supportive, saying you should be on your own, you should be a unit. And then the aspiration is to... Because it's only three of us right now and they're doing the interviews for a fourth person to replace the retiree, on the 9th of May.

And then for the review stuff we've proposed we want more senior people, we want to offer a postgraduate degree, we want to expand and become a department, we need more people because none of us can do research

because we don't have the time. So Sharita had some other external funding which enables her to publish, because she can pay somebody to take her teaching, which XX and I can't.

And I'm sure you know as well as I do that the university supports when you're working towards your PhD and then they forget about you.

Interviewer: Afterwards.

Interviewee: And then it's like, okay, but now I actually need to start working on publishing...

Interviewer: So I need time off.

Interviewee: And I can't get teaching relief because none of the funding pays for teaching relief.

Interviewer: For the teaching relief, yes. That actually is quite interesting because I think the DVC of research and innovation needs to definitely also take a more closer look at that in terms of getting...

Interviewee: And they love saying, oh yes, there's funding for early-career scholars, but then you're like, okay, so where? Who do I speak to? What does it pay for?

Interviewer: That's right, and the practical nitty-gritties of the applications and who reviews them, what you need, etcetera. Been there, got you. Still on my way there. Thank you very much, Dr XX.

The structure of the EED Science module, what is that structure like at the moment in terms of lecture times? And then also how do you teach the course or facilitate the course?

Interviewee: We have two lectures a week and one tutorial and currently we have four lecture groups and one of them is a clash group which the science faculty pays a contract lecturer to do. So XX does one of my lecture groups and I do the other three, and then part of that contract is she also has to do two tutorial groups.

In terms of, do you mean what topics we cover, what do we do with them?

Interviewer: Yes, your course content to a certain extent, what you do with them. Of course, if you do have it electronically...

Interviewee: Yes, I can send you the...

Interviewer: You can forward to me, then that will also be of great help, immense help. You've already been so helpful.

Interviewee: Well, listen, this is much easier actually. I can just share with you what I share with everybody.

Interviewer: Fantastic.

Interviewee: I actually, I almost want to share the review document with you because the course descriptor is in there and everything else that the tutors have is also in there. So I'm just going to share this with you.

Interviewer: Oh, that's fabulous. That would be great because I think that would be most current in terms of what the institution thinks or has in mind.

Interviewee: And I can... Okay, it says actually, I've made it so that, because I didn't want to deal with issues, so I just made it everybody can see it at UWC, so you'll have to be logged in to your...

Interviewer: Thank you, Dr XX.

Interviewee: Abrahams? No. Why is it...? Am I spelling it right?

Interviewer: No, it's L U... There we go. My maiden surname is XX.

Interviewee: Ah, is that why that one pops up?

Interviewer: Yes.

Interviewee: Okay, so that is the module content for the...

Interviewer: Got it, fantastic.

Interviewee: And then the other thing I can share with you is... Where did I put that? My portfolio.

Interviewer: Of course, while you're teaching the course you obviously, I'm pretty sure the dynamic person that you are, vibrant, full of life, enthusiastic, your lectures are probably never boring?

Interviewee: I had some kids last semester who attended the lectures, they weren't registered for the module.

Interviewer: Oh fabulous, I knew it.

Interviewee: And one of them was kind enough to write a letter for my, [I suppose as why? 00:14:21]...

Interviewer: Fantastic, for evaluation purposes or just the experience. And these are students who didn't register for the course, they came along with friends, sitting in the lecture, etcetera?

Interviewee: Yes.

Interviewer: So do you have lots of groupwork in the lectures? Do you do lots of peer discussions?

Interviewee: I know you guys don't have tuts, so you're forced to do a lot of the tut stuff. I don't know why I can't share, I'm pretty sure XX still has access, but I'll just put it on my to-do list.

Interviewer: Fantastic.

Interviewee: I can't do two things at once, so this is not working.

Interviewer: No problem at all.

Interviewee: So we have actually this year started doing, well, we were gradually doing it from the start anyway, but we do quite a lot of groupwork with them in the lectures. When I took the module over, I handed my thesis in at the end of 2016 and I was taking this over at the start of 2017. So in 2016 I had already been working, meeting with the science faculty people, going that everything's going to change. Because the previous module was very outdated, did not really fit with what students were doing or what their needs are.

Anyway, so when I first started putting together, the first priority was getting the content right, what do we cover, what do we do. So it was, I have slides always and whatever, but it wasn't necessarily about how we're doing it, it was just getting the content right. And then last year we started more with the how we're doing things. So we've moved a lot towards groupwork and they do a lot of practice stuff as well.

So, for example, with referencing I go through the questions with them for last year's referencing test in the lectures, then their tutors do another exercise about using sources and referencing with them. And, again, I don't recycle assessments, so I just give them the previous year's questions and we go through it and explain everything. So lots of practice things as well.

Interviewer: Fantastic. And any multimodal infusions?

Interviewee: See, nobody can agree on a definition of what that is.

Interviewer: There is no agreement on it.

Interviewee: So if you're asking if I show them videos and we look at screenshots of tweets and cartoons, yes to all of those.

Interviewer: The creativity element that keeps students entertained.

Interviewee: And, I mean, it is really, at its core it's a humanities module for science students. So we actually do a short story with them, we talk about science fiction, which is my research interest.

Interviewer: And do you think, Dr Jacolien, it's quite an interesting slant in terms of the humanities and using narrative and storytelling with teaching science students, because I'm pretty sure that there are interesting stories, narratives that are locally based of 2015's Fees Must Fall and decolonising the curriculum?

Interviewee: Which is one the topics as their argumentative essay topic actually, whether the school curriculum in terms of science, like it should be. A big challenge with a lot of the stuff that we do is to simplify it to a level where first year, and not

just first year, but first-year science students, not humanities students. So they struggle with the topic. But when I look at the essays and the ones I moderated, it was difficult for them and it challenged them, but, you know, they...

Interviewer: They managed to get through.

Interviewee: They figured it out.

Interviewer: Excellent.

Interviewee: So we do do that and then they also do a presentation that's tied to that. So I have kind of broad themes, but everything comes back to a few central themes. So there's always running threads, nothing is disconnected. So the presentation that they do in the first semester is about they have to research a South African scientist that is not very well-known and then they have to present to their group who this person is and why they are somebody who you should aspire to be or why you admire their work or whatever. So they did that before we started talking about decolonising anything.

Interviewer: Fabulous.

Interviewee: And then their research report this year, it changes, but for example 2017 it was about represent~...No, it was about just whether UWC students are aware of women in science and what their perceptions are. So their research report, and you're going to get this in the folder I shared.

Interviewer: Fantastic.

Interviewee: So they get these questionnaires, they actually have to go and interview other students. I have to get ethical clearance for this, which is a joy. I'm sure you know. But then last year it was privilege, just again awareness of privilege and what is your understanding of privilege.

And then this year it's about is there a correlation between the respondent's perceptions of fictional either female people of colour or women of colour, like scientists on screen, and the real-life ones? So, again, we've done our committee marking and things, so I've looked at some assignments and it's really, the frightening thing is that the respondents don't really have any perceptions about women of colour in science because they don't know about them. They might as well not exist.

So that's the not so nice thing that's coming through. But, you know, obviously...

Interviewer: Yes, but the intentionality and you've identified that need, which is brilliant.

Interviewee: So a lot of them were kind of like, well, we can't say there's a correlation because there's just a complete lack of...

Interviewer: Absolutely.

Interviewee: Even awareness that they exist. But they get to choose. So they can either only write about gender, only about women, only about people of colour, or then the intersection between the two.

Interviewer: Fantastic. It sounds exciting. I think I want to come and join the course.

Interviewee: I don't know, man, I know this is on the record, but I was pretty ticked off. I submitted my portfolio for a teaching award at the beginning of the year and you know how it's all about evidence-based and whatever?

Interviewer: Yes.

Interviewee: So my background isn't really in academic literacy, what I know is through practice. So there was one sentence in six pages of instructions about theory. So I didn't really cover it that and then that was the reason I was told that I didn't...

Interviewer: Oh wow.

Interviewee: And that I should rework it to include theory. And I was like, there's no way I'm sinking more time into doing this. Because Mahmoud was saying he won an institutional and a national award and he didn't mention a word of theory. So it was like, if you have another reason, just say it. It's the same what we were talking about earlier.

Interviewer: Absolutely, the decision making and pre-empting.

Interviewee: And the we are not necessarily Machiavellian enough to understand.

Interviewer: No, but I think, in encouraging you, continue to do. So in future, because...

Interviewee: See, that's the thing. So [Lanny?00:21:48] was saying to me you learnt something, but maybe not the thing that you thought you would learn, is that none of that matters.

Interviewer: I am an ardent believer, it will come your way next time. Absolutely, Dr XX. Dr XX, the EED module is not a stand-alone module, as you said. I mean, I'm already picking up or I've picked up in our earlier conversation as well that you do work with the other lecturers in the other modules.

Interviewee: In the science faculty.

Interviewer: In the science faculty, yes.

Interviewee: See, Anusha and I get along very well and we've met multiple times, and also the life sciences module has really a big problem with their pass rate right now. So she called a meeting with people from the library and from the writing centre and from the faculties they service and then asked me to be part of that as well. So I am kind of involved in their efforts at integrating academic literacy more into the mainstream modules, but not in any official capacity really.

And then I've met with Prof XX, with Prof XX, Prof XX, which he's their deputy dean of teaching and learning. And [XX?00:23:07] and I also, although she's very busy with the physics and the maths students. And then other one is XX. XX was one of the first people who was willing to actually meet with me. So she's in the foundational year programme.

Because before I started doing anything I was like, I need to find out what they need, what they want their students to be able to do. And I was not able to get a meeting with departmental reps at that point, so I ended up just going forward and doing what I thought that we should do. And then because there wasn't a relationship between the module and the faculty anymore because of the previous coordinator, so I had to rebuild that first.

Interviewer: Yes, take initiative really to step up in that area.

Interviewee: So who's the other person that I also...? I'm trying to think now. Oh, and obviously the dean is very aware of what we're doing as well. Because we had to get his...

Interviewer: His permission too, yes.

Interviewee: Top-down support as well.

Interviewer: And for you, Dr XX, knowing that your background is in literature and not necessarily in academic literacies, do you think obviously to embed academic literacies is a lot more effective than a stand-alone course in anyway, the skills transference?

Interviewee: Yes.

Interviewer: I mean, you've worked with the students and you've seen which...

Interviewee: But at the same time I've not been in a position where that was a reality, except for the one semester of coordinating CHS and that was only with some of the departments. So you learn to do things differently. So I coordinated the English 105 from 2011 to 2015, and I will not go on record about what happened there, but when I was hired what I was told this is what you have to work towards is to integrate academic literacy with literature, which is what I did. So we did poetry, we did short stories, but we also did all the other stuff.

Interviewer: Like referencing, as you mentioned earlier on, yes.

Interviewee: And all the other stuff that we do in all of the EED modules.

Interviewer: Skills.

Interviewee: So I haven't actually, we all say integration is best, but within the structures of the university that's actually not possible.

Interviewer: Yes, and particularly where you find yourself as you've already explained earlier on. Already just these different streams of students and you having the vision how you can best offer these services and support to these

students is by streamlining them and obviously by then infusing and embedding the practices and skills in these courses. It makes perfect sense at the end of the day. So thank you, Dr XX.

Interviewee: So you go and convince them to fund it.

Interviewer: **Exactly my point and that's also what I'm going to make a big note of. Institutional support if you want all of this to really support our students, and I'll get to that in a moment.**

You said earlier on, yes, you're in literature. Your theoretical background, obviously, what are the theories that you've based your EED module on? I've heard you saying you draw from the humanities, you draw from your literature background. I really love the idea of narration and storytelling.

Interviewee: Oh, that's what I forgot to tell you, that the principle that we use for academic writing for the module comes from a book called...Dammit, XX, what is the book's name?

Martina: Oh, Writing Papers That...

Interviewee: No, How To Write Papers That Get Cited And Proposals That Get Funded. It's a book by Joshua Schimel. I'm pretty sure it's in the folder, there's at least a link somewhere to it because...

Interviewer: **Ah, Schimel is good.**

Interviewee: There's a full-text PDF.

Interviewer: **Got it.**

Interviewee: And I also, I ordered a hardcopy for the library.

Interviewer: **Fantastic.**

Interviewee: But his principle is that science writing is storytelling. So that's where we begin with them and that obviously ties into everything after as well.

Interviewer: **Everything else. I totally agree and as I said before, storytelling is quite powerful as we also can link it to our localised context that we find ourselves in. And I think as you said also earlier on with the lack of students knowing women of colour in sciences that are doing wonderful work I think with their stories, their biographies are stories.**

Interviewee: Well, it's interesting, ag, now I left it at home, but we did a lecture, Footnotes From The Margins Of Science History, and then we told them about Einstein's first wife, we told them Ada Lovelace and Gladys West. And obviously we talk about Rosalind Franklin as well, but Gladys West, our African-American woman, integral in the development of GPS.

So we do that and then they had to do groupwork and say what they think makes more of an impact, learning about scientists from history or learning

about the contemporary ones, the way that they did through their research for the presentation. So it was really interesting, the answers that we got. Because their motivations were quite interesting, because they didn't necessarily all answer it in the same way.

And then the other part that they had to answer is would this have changed anything for you if you learnt about this in school? And we were so frustrated with a few of the boy group's answers because they were kind of like, well, this has nothing to do with me. And it's like, you've been doing this module for almost a semester and you still don't get this.

But then there was one particular boy who said if I had learnt about this at school I would have known that women are just as capable and that I would know to better support, he didn't say female peers but that's what he meant, because I would be aware of this.

Interviewer: Absolutely.

Interviewee: So it was like, well, we reached one.

Interviewer: It makes me think of the movie Hidden Figures.

Interviewee: Which is also something we talk about.

Interviewer: I thought as much. I can just read your mind. Brilliant.

Interviewee: And actually I screen Hidden Figures and Black Panther for them as well.

Interviewer: Oh fantastic.

Interviewee: Which they actually went to watch last semester, but this semester they didn't really. But I think it's also because I screened it before we actually got to those classes, but the idea was that everybody would have watched the movies before we talked about them.

Interviewer: That's right, wow. So there you see, multimodal, there you go, all on your way. So that's excellent.

Interviewee: They watch a documentary as well, but they don't actually watch it this semester because of all the public holidays.

Interviewer: Yes, I was just going to say that really impacts humongously...

Interviewee: But it's shared with them.

Interviewer: On the academic curriculum and your teaching time and faceto face, meeting one on one with them. Then we get to our last question, and this is more of obviously your view in terms of how successful now that you've taken over the course and having the responsibility of somehow trying to keep all of this together, how successful, Dr Jacolien...? From what I'm hearing I can hear there's quite a bit of development, there's quite some growth and I'm pretty sure there is quite a bit of success also in the programme?

Interviewee: It's to assess it quantitatively is difficult. How do you actually determine the real-world impact of your module? But if I have to look at the stuff and, again, when I manage to share my portfolio with you'll see in the student feedback. So all the lessons have an objective and then reflect and review questions at the end and those, together they're also the extra credit activity. So if they complete all of those, I'm very generous if they actually do it properly.

Interviewer: Very good.

Interviewee: So a lot of that is stuff that we don't necessarily get to in the lessons. So how did this actually make you feel? Could you think of an example in your own life? Things like that. So then you'd have a girl who, the question is have you experienced gender bias, and then she says, I don't think so, but I probably didn't know it then because I didn't know how to recognise it. So things like that. And you get a lot of, they'll say things like ED has taught me more about myself necessarily than some kind of content.

And a big focus is teaching them how science works and the structures within it, within which it exists right now. So they also learn about academic publishing and the bullshit scheme that it is and I teach them how to use Sci-Hub and all of that stuff. So they really get the bigger picture. But then there's so many things that you're trying to do, so it's not just getting them to be able to write or whatever.

It's also, again, this isn't one of the ones that I've scanned, where a student said that it made them feel better because they learnt that they're not alone, that other people have the same experiences. Because the whole, we talk about privilege and inequalities and stuff and then it's like when we talk about that we're not trying to make you feel bad that you don't have these ones, but that look at how far you've come despite the obstacles that you face, things like that.

So it's very, it's a clichéd word, but holistic in terms of how we approach it. So for me, and I know probably the science faculty only cares whether they can write or read or reference, but those things are also important.

Interviewer: For you it's the holistic approach that's important.

Interviewee: So if I have to base it on their feedback I'd say we're successful, if I base it on the sense that we get. But sometimes the class seems like they're getting something and then you read what they wrote and it's like, no, you didn't. And then other times they look so disinterested and bored and then they actually get so. So, completely subjective, you can't necessarily tell.

Interviewer: Very relative, yes.

Interviewee: But I have, what I do is I send out a second year, a survey to the second-year students...

Interviewer: Oh wonderful.

Interviewee: To find out, have you been using what you learnt in EED? What have you used the most? What do you still struggle with? So I use those things to, we expanded quite a bit on the research stuff that we do, so they also learn how to navigate the internet and how to tell if something is, they shouldn't believe it or not.

And the plan is, because the module is running now for a third time, is to send that survey out to the third years as well. But I need to get the class list from their faculty office, which I haven't gotten yet.

Interviewer: Wow, you've done extensive work. You really have.

Interviewee: I mean, you can't be doing stuff if you don't know.

Interviewer: So tell me, Dr Jacolien, just lastly, your class totals then with all of these streams?

Interviewee: It's not that big. In the first semester, for this we have about 190.

Interviewer: Okay, so I'll put 200.

Interviewee: And then next semester, I sent the numbers to somebody, but now if you ask me where it is I won't be able to tell you, but it's like 300 and, I think.

Interviewer: So in the second semester it's more, it increases actually?

Interviewee: Yes. But I also, again, I don't know the rationale behind it. I don't know the logistics and nobody tells me the logistics, even though I've asked. So let me just look. Tom did send me the class list.

Interviewer: And it sounds as if you have quite, I mean, if we look at quantitatively, your pass rates are quite in order?

Interviewee: Yes, I think it's always, it's 70 and above.

Interviewer: Fantastic.

Interviewee: I think I might be able to... Wait, no, I made a note somewhere.

Interviewer: This is wonderful. And while you're busy and checking...

Interviewee: Mind if I look, because I can't do two things at the same time.

Interviewer: Go for it. I am so fascinated by the fact that you do track students in their second and third year.

Interviewee: But, again, it depends on whether they actually... And I must say, we were surprised at how many of them bothered to answer this stuff because you realise that they don't owe you anything.

Interviewer: That's right.

Interviewee: And that they can technically just ignore your email, but a lot of them actually, and a lot of them would also say things like we should be doing this in our second year as well.

Interviewer: Absolutely. And I think I have a, my little hunch says to me students who don't feel it burdens, a burden to complete it, I'm done with that module, done with that lecturer...

Interviewee: Well, there's obviously some of them who are like that.

Interviewer: There are those, but those who do take the time out, I think it's a feather in your cap to say it's about relationships which you have been able to manifest and hopefully nurture with the students that eventually gets them to come back. They might not have much interaction because there's so many students, but in the end...

Interviewee: 322.

Interviewer: Spot on, you might as well be the scientist yourself over there. So, yes, Dr XX...

Interviewee: I'm married to one, so I might as well [inaudible 00:36:52].

Interviewer: Fabulous, there you go. So in that regard, no, that I think is a feather in your cap and that I think is a wonderful, wonderful achievement.

Interviewee: Well, what we did and this is, XX is amazing as well and I wouldn't be able to do half the stuff I did if it wasn't for her, and one of her students from... [Saliah? 00:37:11] did ED in the first semester last year? So she was one of the top students and then she attended the lectures again in the second semester. So she was in my group for the one and then she attended XX's for the second, because obviously we don't do everything exactly the same. And she is tutoring one small group.

So she's second year and the review, the curriculum review person was like, well, he questions whether a second-year student can give academic literacy support to a first-year student. But I was saying to XX, I'm ready to defend that decision because she approached us about tutoring, she wants to teach, she is an exceptional student and she knows what they have to do.

Interviewer: Exactly. Why would you...?

Interviewee: In their second year. You know, so.

Interviewer: Yes, and it's part of your vision for growing timber. If students are interested, let's give them a go at it. Why hold them back? These days...

Interviewee: She's been great and she's, you know how you tell if somebody should be teaching or not, she actually cares about her students.

Interviewer: Absolutely. One last quick request, Dr XX.

Interviewee: Yes.

Interviewer: I also have a student questionnaire. Do you think I can steal time? I've been at a bit of a loggerhead with my supervisor because I'm of the opinion to just send a Google Form, she says, no, get the hardcopy.

Interviewee: You know what, I have to agree with her, because you're going to get more responses if you do the hardcopy.

Interviewer: So will it...?

Interviewee: How long do you think it will take?

Interviewer: Probably about ten, 15 minutes. It's not a long questionnaire.

Interviewee: XX, do you think we can do it...? Because next week is the environmentalism lecture and they do groupwork for that. But then I don't want to say do it the week after, because I don't know what the attendance is going to be.

Interviewer: Yes, I'm capitalising on the last week being next week, week five of the academic calendar.

Interviewee: Let me just have a look.

Interviewer: Shame.

Interviewee: It's the ethics I see, but the research report is also due and then they're all going to be working on the...

Martina: They're all going to be missing.

Interviewee: Yes, they won't be in class if they're finishing... Well, I must say, I've won the biggest group. They're about 70 students and we refer to them when we speak about them as the vroom groeapie.

Interviewer: I like that.

Interviewee: Because they're such a large group, but they are the most goodytwo-shoes kids ever. But at the same time they really engage. It's not like...

Interviewer: Fantastic.

Interviewee: Because, what were we saying, this is a module by nerds for nerds.

Interviewer: Because if I can maybe just get access to that group would also be fantastic.

Interviewee: And their attendance has not dipped.

Interviewer: Wow, okay.

Interviewee: Yes. And when the power was out the one day, they went and sat in the dark venue with no windows and waited for me.

Interviewer: So, no, there's something that you're doing.

Interviewee: That was so sweet. No.

Interviewer: There's definitely something that the two of you, somewhere.

Interviewee: No, I think it's like you pull, it's like short straw sometimes, because one of my other groups is the opposite of that.

Interviewer: I think you're great, you ladies do amazing work.

Interviewee: Do you think we...? we can probably fit it in next week. So if you just give me copies of the stuff, how many people do you have in your group? I think you have 40 or 50.

Martina: I have about 40 that actually attend.

Interviewer: And I actually need 40. I was going to say...

Interviewee: Well, if you only need 40 then I'd rather just do it with group two because they'll actually do it.

Interviewer: Do it, fantastic. I might give you a little bit extra just in case some don't complete it.

Interviewee: Their class is next week Wednesday, period two.

Interviewer: Next week.

Martina: [Inaudible 00:40:43] it's on a Friday.

Interviewee: Huh? Ah, no, because Wednesday is a public holiday. Next week Tuesday, period two, sorry.

Interviewer: Period two. See, brilliant. Period two. And the venue for it, do you know?

Interviewee: OE. No, I'm lying. It's in, no, Room A1. I'm mixing the two up for some reason. But, yes, Tuesday is in seminar room...

Interviewer: A1, it's in the arts faculty?

Interviewee: Yes, it's that little venue just past the tuck shop.

Interviewer: Wonderful. So I can make the copies and then maybe towards the end of your session?

Interviewee: We can do it at the beginning so that you're done.

Interviewer: Oh fantastic. Yes, that would be wonderful. Dr XX, XX, I haven't officially met you, but thank you so, so very much.

Interviewee: Well, you might have also seen each other at some teaching and learning stuff.

Interviewer: I have in passing. So, yes, I think you are doing amazing work.

Martina: Thank you.

Interviewer: Don't give up on what you are doing. It means an immense, immense much, a lot as our students would say, to them. And especially in the sciences. You have a mammoth task.

Interviewee: But, you know what, it's depressing sometimes as well. So, again, we talk about stuff like...

Interviewer: Sorry, I'm just going to...

Interviewee: Yes, you can.

Interviewer: Allow ourselves to just be unrestricted here or not restricted, as they say. Because in the end...

END OF TRANSCRIPT



Addendum 22: ALs lecturers' grouped responses: Open-coding, Stage 2

1. How long are you involved in teaching the English for Educational Development or AL course in this faculty?
EED Science lecturer:
Okay, I just wanted to say, specifically for science. I started in 2011, I coordinated the mainstream academic support one for the arts faculty, but it was only in the first semester. So I taught on the science module in 2012 in the second semester for the first time, but under the previous coordinator. And then I taught on it again in 2016 and then I took it over in 2017.
EED Law lecturer:
Academic development since 2000.
ALC EMS lecturer:
Since 2002. So that gives us, what?
ENG 106 Arts lecturer:
I would say, I propose when I first arrived I did English 105 which is not necessarily academic literacies. So I would say approximately 12 years.
2. Are EED/AL modules offered both for main and extended stream students?
EED Science lecturer:
Extended programme students only do the foundational year programme thingy and then not all of the mainstream science students, actually this isn't a compulsory module for all of them.
EED Law lecturer:
Mainstream LLB. You can do your foundation, but you must do EED Law in your second year LLB. So if you've... It's compulsory. Prior to my appointment there was an investigation done by my predecessors, Prof van Hibbert, Dr Roger Field and Prof Susan King. She coordinated the module at one time as well. And they wanted to see if they could possibly, students who do very well in the first semester or they're performing very well, if they could give them a credit for the second half and then they've got more time to focus on the rest of the curriculum. And then there was all kinds of issues with the NQF, SAQA, notational hours. There was a whole... That is what was conveyed to me. And eventually... At that time Prof de Villiers was still alive, before he went back to Unizul, before his passing. He was still alive and he then, because he was deputy dean it fell under his purvey. And then he said, look, leave it as... And I think it's a blessing it stayed as a year module, because six months for an AD module is not enough. You know that yourself.
ALC EMS lecturer:
Yes. And it's all the students, I must emphasise that. All the students must do the course in their first year. It's compulsory because I think our faculty realise that all students need the course. And it's not about English and it's not about how well you pass your English and your languages prior or at your Grade 12. It's really to enable and equip the students so that they can do

well and so that they can be retained and they can pass. And what we definitely know is that students who understand and master the skills and apply it continuously, they continue to do well. So that we are proud of.

No, well, because they made it, since 2000, it used to be a year course and now it's a semesterised course. So in the first semester, ALC131, the mainstream students, the three-year students are doing it, and in the second semester, ALC132, the four-year degree students are doing it.

ENG 106 Arts lecturer:

Yes. But when I was teaching it covered both, you had your mainstream and you had your extended programme students. Together.

It is compulsory depending on the faculty. So, for example, I would like to think of English 105 as some kind of crossbreed between English pure, which is literature, and EED. That is my understanding of English 105.

What I was going to say is in terms of, because if I conceive of it as EED for the arts, which is what I have in mind, then I would have loved to think of it as compulsory in the same way that EED is compulsory for the other faculties. But it's not like that within the arts faculty for some reason and they don't see any need in having EED as such. Even right now they are...

Because I have made some kind of recommendation to say this is what I think needs to be happening in EED, I think we need to change this English 105 and make it a fully-fledged EED course because this is what student needs, dah-dah-dah-dah-dah, but nobody seems to agree with me. So instead they are modifying it, yes, with a few academic literacy skills thrown in here and there, but basically it's some English studies course.

3. Is the EED/AL module a compulsory module or is it an elective module in your faculty? Please explain why?

EED Science lecturer:

Extended programme students only do the foundational year programme thingy and then not all of the mainstream science students, actually this isn't a compulsory module for all of them.

And I attend the science faculty's teaching and learning meetings and I do not know the reasoning behind how they decided who has to do this and who doesn't. So I just want to see, I sent the list to [Angie?00:02:49]. Okay, I can tell you.

The degree programmes that are in ED are applied geology, biodiversity and conservation biology, biotechnology, computer science, environmental and water science, maths and stats, and then MBS, medical bioscience, and the physical sciences, so the physics students and sports, we have one CHS group, the sports and exercise science for the ones who do the BSc Sports Science.

But absent from this list, the one big group that we don't have is chemistry. We don't have the chemistry students. But I'm pretty sure there are actually a few other departments as well. I don't know why the chemistry students don't do this. I can't tell you.

No, it's compulsory for all of those, they have to do it.

And they have to pass it, otherwise they can't get their degrees.

No, they have to do it.

EED Law lecturer:

Mainstream LLB. You can do your foundation, but you must do EED Law in your second year LLB. So if you've...

It's compulsory. Prior to my appointment there was an investigation done by my

predecessors, Prof van Hibbert, Dr Roger Field and Prof Susan King. She coordinated the module at one time as well. And they wanted to see if they could possibly, students who do very well in the first semester or they're performing very well, if they could give them a credit for the second half and then they've got more time to focus on the rest of the curriculum.

And then there was all kinds of issues with the NQF, SAQA, notational hours. There was a whole... That is what was conveyed to me. And eventually... At that time Prof de Villiers was still alive, before he went back to Unizul, before his passing. He was still alive and he then, because he was deputy dean it fell under his purvey. And then he said, look, leave it as... And I think it's a blessing it stayed as a year module, because six months for an AD module is not enough. You know that yourself.

It's not enough. Even the year isn't enough, if I may put it that way.

So language development isn't a year, it's not six months. It takes three years, four years, five years. By then they're already finished with the degree or finishing. And if they work well, their competency in it then progresses, with progression then develops.

Yes, the writing and the reading and everything...

Deeper critical engagement and in that target language. So it takes a long time to develop and the one year we have and the six months is not enough. But I think had there been none of that it would have been much more challenging still for our students. I think that is what they must appreciate.

Because ideally the person in the discipline should be teaching the writing and the... So if I teach accountancy or economics, I must be able to get you to write the reports myself. If I teach law, the same. If I teach science, you know.

ALC EMS lecturer:

It's compulsory because I think our faculty realise that all students need the course. And it's not about English and it's not about how well you pass your English and your languages prior or at your Grade 12. It's really to enable and equip the students so that they can do well and so that they can be retained and they can pass. And what we definitely know is that students who understand and master the skills and apply it continuously, they continue to do well. So that we are proud of.

ENG 106 Arts lecturer:

So that is now the arts faculty. But with the other faculties, like your EMS, your CHS and what have you, it is compulsory.

But not here. Because they will tell you that for it to be compulsory it means, I suppose it's because the arts faculty is quite a large faculty. So if we were to make it compulsory then it means all students that are registered within arts will have to be exposed to this and there is no staffing.

Oh, we're talking... I mean, if you think of in terms of those who are registered for English 1 just alone, we're talking about 800 and 900 in one English 1 class. Because they are students coming from education as well and so on. So it's big numbers. So that's why they cannot afford to make it compulsory.

4. Do you know the history of EED/AL in the Arts/Law faculty? Please feel free to share whatever knowledge and information in this regard.

EED Science lecturer:

That it is was part of the academic something something centre, which funding was either not managed very well or they didn't get a lot and then it was kind of disbursed. And EED ended up being part of the English department, which we're not anymore, by the way.

So that's part of also the review, because we're a little bit in limbo. We split off from them in about 2016 or 2017, but our [FDE? 00:09:44] still go to them, we still share resources, office space. They definitely get the lion's share of all of that. So part of the review is also to determine... Because the dean was supportive, saying you should be on your own, you should be a unit. And then the aspiration is to... Because it's only three of us right now and they're doing the interviews for a fourth person to replace the retiree, on the 9th of May. And then for the review stuff we've proposed we want more senior people, we want to offer a postgraduate degree, we want to expand and become a department, we need more people because none of us can do research because we don't have the time. So Sharita had some other external funding which enables her to publish, because she can pay somebody to take her teaching, which Mahmoud and I can't.

And I'm sure you know as well as I do that the university supports when you're working towards your PhD and then they forget about you.

And then it's like, okay, but now I actually need to start working on publishing...

And I can't get teaching relief because none of the funding pays for teaching relief.

And they love saying, oh yes, there's funding for early-career scholars, but then you're like, okay, so where? Who do I speak to? What does it pay for?

EED Law lecturer:

When we had English 105 for literature, it wasn't EED then, so I also taught that, but I used to teach that to the evening classes. We had evening class and day class. So at that time, in this very same office Mr Katz was here.

Yes, Mr XX was here. Prof XX just left to linguistic I think. And Dr XX and them had just left.

But I was in EMS already and I came here.

That's how I came here in 2000.

Because I had a challenge with the students with me there. You know, the first-year classes were 700 and 800, so a lot of them struggled with the essay and they didn't do as well as they should and I was now concerned as to how do I get the students to write better and so on and I was advised to come here and speak to people who do academic development. And per chance I came here and the first person I met was Mr XX. And he had a personality where he was very welcoming and he was loud and jovial and...

Yes, and all of that. He wasn't that, also not I think a conventional academic. And he listened to me and so my whole journey then in AD started like that. So he used to tell me, he listened to what I had to say, he asked me what I was doing in the lectures and tuts and I explained to him and he said, okay, why don't you try this or try that? And I incorporated it in the work and I found it made a difference. It wasn't the, he didn't with a magic wand get everybody perfect, but it made a big difference.

And most of the journals were, everything was still done manually, most of this. And so I used to go and I started reading a lot on applied language stuff and it had nothing to do with me, because it's not my discipline. And, I mean, I did do social sciences after my master's in law, but I didn't study for AD. I had political studies and all of that.

And although I majored in English, but when I did English 3 there was no language in that, it was purely textual analysis. But the English 1 when I did, I did was grammar, which they don't do anymore. That is why the grammar, I'm good with that. So then I did that. So I wasn't an applied language person or anything, but my teaching was different I would think because that students appreciated it from them.

So that's who I met and I started reading up and we used to engage regularly. And then he asked me, what are you doing next semester? And I said, well, I work outside and I work at UWC. He said, if you have some time, would you like to do some teaching here? So I said, okay. And that's how it started and eventually I ended up being more and more here, till I was appointed here.

Dr Field then went over into literature fully and then Prof Liesel van Hibbert, she was appointed to coordinate the EED Law. But she tendered her resignation and then they advertised the position and I was the person that was appointed there, you see, to do the ED.

ALC EMS lecturer:

Well, it's very short actually. Prior to the year 2000 the EMS faculty didn't have academic literacy courses. Totally not. And I think that is why they then realised, they saw the need. That's the one thing, but also...

The faculty. I think the faculty saw the need to have such a course. So that's the one thing. So prior, so until 1999, until that time there was no academic literacy course or EED course offered. That's one thing.

The other thing that happened was because there was a central AD unit and it was closed down and then, then the people that were working, the academic development practitioners were then decentralised to different faculties. And Dr XX, he was the very first person that was appointed in the year 2000 to start to bring academic literacy course into this faculty.

And I came along at beginning of 2002. And when he came, because he was part of EED, it was sort of based on EED principles. But the difference between EED was they only selected students that had a low pass rate in English and stuff like that.

So faculty said, no, all the students must do it. And when I came along I said to him, but XX, the EED course, the way it was taught in the Arts faculty is not really helpful. It's not really help, because I have done that course myself and I was a tutor there and that's why I know. So we developed and changed the course to suit our faculty-specific needs.

So that's the short history of it.

2000, as a year course, until 2009 where it was changed. And the change came not because the faculty wanted to do it, but in the year 2009 it came from the then DVC academic that the year courses must be changed to semesterised courses and it was based on that principle that it was changed. But now we're trying to really let the...

It used to be a year course and now it's a semesterised course. ... our pass rates were also high in the 80's because of the year course, but now our pass rates also dropped a little bit from the 80's to 70's and that's why we're trying to let the faculty understands. ... It's really to enable and equip the students so that they can do well and so that they can be retained and they can pass. And what we definitely know is that students who understand and master the skills and apply it continuously, they continue to do well. There is hope, because of the restructuring on the ECP it's going to be a year course when the restructuring process is finished for at least the four-year degree students. And we're hoping to implement that in 2021.

And in XX defence, I think it was also overwhelming that he had to start, he had to bring, and he based it on what happened there. And then later on he became the teaching-learning specialist as well of the faculty. And then more and more he gave it over to me and I then developed the course and he was okay with the developments.

And based on my research. Because for me what we do must be informed by our research or based on the research and the needs. And when I spoke to the lecturers, so I started speaking to the lecturers and say what are your needs and what ideally would you want to see us teaching in this course, and that's how whatever is currently developed into the course and the content that we have, was based on the discussions and from the advice from the different subject specialists.

ENG 106 Arts lecturer:

Well, when I first arrived here I think there was [XX?00:04:48] who was teaching English He's not South African, but he's been here for quite a while I think. I get the sense that he's, because he's got an American accent, so he's the guy who had been teaching English 105 before I came. So that was English 105.

And then in terms of I haven't been with, well, at first I was with English 105 and then I went and joined the EED cluster. In terms of the EED cluster, I joined EED with the arrival of Dr Bharuthram. Because I went on study leave and then somebody had to replace me in terms of my English 105 teaching and by the time I got back my post had been kind of filled and so I was sort of shuffled over to EED and...[in] 2014.

2014, yes. And so I started working with Dr Bharuthram teaching the community health sciences. So of course if you understand what's happening under CHS, you understand that there is your natural sciences, you've got your dieticians, you've got your sport science, you've got your...

Yes. So I was responsible for the social work group which is something I really enjoyed doing. So that's what I worked with, the social work group mainly. So I was responsible for that group. Sharita was responsible for the other little groups. These were very, very smaller groups, your dieticians and what have you.

Yes. And social work is the biggest of them all. So I ran that for probably four years or so and now I'm back to English 105 again.

I'm teaching arts students now and I am trying to find some kind of footing again between what I know to be useful in terms of EED while also incorporating some aspects of the literature side of things. Because English 105 is done in such a way that there is some kind of relationship between English 1 and English 105.

So, for example, English 105 is at the beginning of the semester, January to June, that is English 105, then from July to November, that is English 106. So the arrangement is that somebody who does English 105 at the beginning of the year and does perfectly well can actually go and join the second semester of English 1, which is 121. So once you do that it's considered a complete module for English 1.

Same thing happens with English 106. Somebody from English 111, which is first semester, who doesn't want to continue and do English 121 second semester can actually cross over to do English 106, which is what I'm doing now. So he combines English 111 and English 106 to get a full English 1 module.

5. What is the structure of the EED (Law)/AL module and how do you teach the course?

EED Science lecturer:

We have two lectures a week and one tutorial and currently we have four lecture groups and one of them is a clash group which the science faculty pays a contract lecturer to do. So Martina does one of my lecture groups and I do the other three, and then part of that contract is she also has to do two tutorial groups.

In terms of, do you mean what topics we cover, what do we do with them?

I actually, I almost want to share the review document with you because the course descriptor is in there and everything else that the tutors have is also in there. So I'm just going to share this with you.

So we have actually this year started doing, well, we were gradually doing it from the start anyway, but we do quite a lot of groupwork with them in the lectures. When I took the module over, I handed my thesis in at the end of 2016 and I was taking this over at the start of 2017. So in 2016 I had already been working, meeting with the science faculty people, going that everything's going to change. Because the previous module was very outdated, did not really fit with what students were doing or what their needs are.

Anyway, so when I first started putting together, the first priority was getting the content right, what do we cover, what do we do. So it was, I have slides always and whatever, but it wasn't necessarily about how we're doing it, it was just getting the content right. And then last year we started more with the how we're doing things. So we've moved a lot towards groupwork and they do a lot of practice stuff as well.

So, for example, with referencing I go through the questions with them for last year's referencing test in the lectures, then their tutors do another exercise about using sources and referencing with them. And, again, I don't recycle assessments, so I just give them the previous year's questions and we go through it and explain everything. So lots of practice things as well.

So if you're asking if I show them videos and we look at screenshots of tweets and cartoons, yes to all of those.

And, I mean, it is really, at its core it's a humanities module for science students. So we actually do a short story with them, we talk about science fiction, which is my research interest.

Which is one of the topics as their argumentative essay topic actually, whether the school curriculum in terms of science, like it should be. A big challenge with a lot of the stuff that we do is to simplify it to a level where first year, and not just first year, but first-year science students, not humanities students. So they struggle with the topic. But when I look at the essays and the ones I moderated, it was difficult for them and it challenged them, but, you know, they... They figured it out.

So we do do that and then they also do a presentation that's tied to that. So I have kind of broad themes, but everything comes back to a few central themes. So there's always running threads, nothing is disconnected. So the presentation that they do in the first semester is about they have to research a South African scientist that is not very well-known and then they have to present to their group who this person is and why they are somebody who you should aspire to be or why you admire their work or whatever. So they did that before we started talking about decolonising anything.

And then their research report this year, it changes, but for example 2017 it was about representation... No, it was about just whether UWC students are aware of women in science and what their perceptions are. So their research report, and you're going to get this in the folder I shared.

So they get these questionnaires, they actually have to go and interview other students. I have to get ethical clearance for this, which is a joy. I'm sure you know. But then last year it was privilege, just again awareness of privilege and what is your understanding of privilege.

And then this year it's about is there a correlation between the respondent's perceptions of fictional either female people of colour or women of colour, like scientists on screen, and

the real-life ones? So, again, we've done our committee marking and things, so I've looked at some assignments and it's really, the frightening thing is that the respondents don't really have any perceptions about women of colour in science because they don't know about them. They might as well not exist.

So that's the not so nice thing that's coming through. But, you know, obviously...

So a lot of them were kind of like, well, we can't say there's a correlation because there's just a complete lack of...

Even awareness that they exist. But they get to choose. So they can either only write about gender, only about women, only about people of colour, or then the intersection between the two.

EED Law lecturer:

I stick to law. So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting, because that's how you discuss accessibility to law and so on, I use like the Motata case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law.

But in there we are doing the writing and the how do you write and then the summary, paraphrasing. All of that, we do it in term one, finished, we don't spend time again. Then reading; basic reading, slightly more in-depth reading, the different stages in reading. All of that is done, then I switch over to case law. So then I will do the case with them because I can. My predecessors couldn't do that.

Now, the problem is when I do tuts, I can't give the non-legal people the legal stuff. So I then design the tutorials to work with the language and the drafting and so on. You see? That's the problem.

Although one of my tutors is an attorney, he's a legal advisor, he comes in on the days he teaches and when we have meetings and on the days he teaches, the two days, he has his consults as well. But he brings that insight and I'm there as well and whoever is a senior or a student who's doing their M in law or D, they're also part of the team. But we keep it out. And in the classroom I will do that. Like if I bring Consumer Protection Act then I'll teach the law.

But it was in consultation with my colleagues from there.

So the case that I teach, a professor there who specialises in succession, he's the one that says, keep it, you teach that, it's fine, no problem, perfect. And he used to be the deputy dean of teaching and learning after Prof XX. Prof XX, right.

So he also used to, he had a lot of... And then Prof Koen wanted me to do something in criminal law as well. So I do grammar, I do punctuation, I do all of that.

So we meet and then I'll go through the stuff, then they'll say, hey, why don't you think of doing this for us or that? Then I'll think and then I'll design something and bring it and they'll say, sharp, and I carry on. It's not like, no, in AD we must do it this way, sorry. See, I think that lawyer stuff come in, it helps me as well, legal method, legal...

Like when we do workshops for the mainstream law courses, then some of the lecturers invite me to do the workshops for them. They'll be sitting there as well, but I go in. And this year I did nine workshops for them also to teach the students how to do IRAC, issue, rule, application. Now, in this module I don't do that. I don't do it because it's first year. The second level skills-based one, Dr XX and them, they teach it there. So they do it there and I do the...

Remember, the students don't have this yet. So you need to get them so that they'll be able to...

They don't value that staff. They want 50 articles here. You can't give that if you, what's going to happen to the student there?

ALC EMS lecturer:

Yes, it's 15 credits that we have three lectures per week and one tutorial. And for us, we must first do the lectures and then the tutorials. So our tutorials are not, unlike the others, spread over the week. Because we know it's skills, so we first teach, we give them exercises and practice, and then we go to the tutorial where they start the actual tutorial assignment. And then they submit it in the next week because then we allow for them to also come for consultation before they submit.

And most importantly, which is what I think is unique to us, our major assignment, very important hardcore skills, reading, identifying main ideas, writing, expressing yourself coherently, essay writing, referencing, when the students fail the task we give them redo's too. Because it's important for us, it's not about passing, it's about really understanding and mastering the skill. Because we try to connect and show them how that will help them in management or in industrial psychology or in economics or in information systems. And that's what we strive to do all the time.

Yes, our content, and I can forward you the content page, but the main outcomes would be listening and notetaking, group dynamics where self-esteem is part of, and individuals and function within a group and how groups are formed.

Then we move on to critical thinking and give them just an introduction into how to become critical thinkers and what it is and how to apply that. Because that ties on with reading for academic purposes, which consists of three parts where we look at pre-reading techniques and then we look at reading for comprehension and identify chapters and content and what the main issues are. And then we go to critical reading where you start to challenge, where you really become analytical. And so that's the next part. And then after that is done, then we go into learning how to write for academic purposes.

We do revision of the grammar rules because we know at school it's not always explicitly taught and then we go into sentence construction and paragraph development. And we focus, spend a lot on that, because it's about writing coherently, supporting what you're saying, not only have a statement but supporting that. And that is the most important for management. They want students not to make a statement only, but to explain and bring examples in, because that shows the lecturers they understand.

Then we go into essay writing. How to write essays. How to argue. How to write in the third person. What the academic principles of writing are. Then we go on to referencing. Because we also, what we do, especially our essays and the referencing and plagiarism, yes, they must know about it, but for us, we prepare them not only for undergraduate studies, but for postgraduate studies. How we teach paragraph development, writing longer pieces, it's really the building blocks and the foundation for when you go to honours and more especially when they go to master's and doctoral, how to write.

Well, because we try to blend in technology, we have videos, we have online quizzes, online tasks, we have group discussions. We have forums where students can, while they're busy working on an assignment, pop in a question, everyone participate and the lecturers or the tutors overseeing that. We have voice notes that we started to make. Because of Fees Must

Fall, for our difficult content, we have short video clips and voice notes that we placed on iKamva for the students.

And one-on-one consultation, as well as group consultation. Students learn from each other. So even in class we do that. We ask students, it's very interactive, we let students debate the issues, we let students take a stance, we let students support or defeat. And in that way they're active, they're involved and they understand better. The minute they can explain it to someone else, they understand even better. So we have a blended approach, but definitely interaction and helping each other. Peer learning, that's a major thing.

And also even peer marking in our tutorials. Especially when it comes to the essay drafts and stuff, we let students mark each other's drafts and give comments to see what is wrong and all that and then we go over it. But to give them that exposure, that is very important to us.

I give them nice stuff. So that's the one thing. I always have fruit. I always have biscuits. I give them chocolates and chips. I always tell them I don't do Gatsby's. So we don't give Gatsby's. But it's more, I definitely give them high fives. Because when they attempt...

And you know what is important, try to know their names, try to make the learning environment safe. It's okay to make mistakes. I believe learning should be fun, so that's the way I teach. I want laughter. I want students to be able to put up their hands any time, I don't understand or I disagree. We have those debates. Those are the important things that I value.

And when they do well, we acknowledge that, we embrace that. And it's because they're doing well that I don't mind buying a chocolate, that I don't mind saying well done and that encourages students, because I believe in positive peer pressure. When students have done excellent, when students obtain full marks, and we give full marks for assignments well done, we take that to the class and we share that with the class and in the class.

And that's why students want to come to the class, that's why students want to do their best, because we acknowledge that. We don't just find fault and we don't mark with red pens, we mark with pencils. And that's a principle that Dr XX laid down which I definitely support.

ENG 106 Arts lecturer:

First and foremost I always tell my students that my course is academic literacies. Of course it's called English 105, depending on the semester. Semester one, English 105, semester two, English 106. But basically this course rests on four pillars and the overall concept is the concept of academic literacies. So under academic literacies I have four pillars; one is your digital literacy, two is your visual literacy, three is your information literacy, four is your academic literacies.

So basically those are the pillars that guide whatever it is that I do. Because I need to expose them in terms of digital literacy, they understand this notion of the fourth industrial revolution which is a current buzz word these days. So I try to tell them that they need to become digital natives and towards that end I will expose them to some online discussions on some computer platform.

So that's the one thing. And then in terms of information literacy I have one session at least with the librarian where we actually go there. Before I take them there I introduce them to some referencing techniques, whatever. Like right now we are doing the Harvard because I think it's simple for first-year students and they can wrap their minds around it very quickly. So I introduce the concept and then I take it one step further and expose them to the library.

To say, okay, once you get to the library, already the lady that I'm working with there, our rep, knows the topic. I will give her this is the topic that we'll be writing on and then she looks for some sources and she's prepared for that day when we come. And then on that day she will take them through the different platforms of all the search engines, to say this is your Google and this is what it can do for you, these are your other search engines, these are more reputable than others and so on. So they get that kind of exposure.

And then in terms of visual literacy, I have in the past for example, basically I normally use my cartoons. I'll get cartoons from my Sunday Times. In the past I used to use a lot of Shapiro, the political commentator who uses the cartoon as a platform. So I would use some of those, bring them to class and they get to understand how the message is put together, what is it that they need in order to be able to understand what the cartoon is all about. The fact that you need to understand something about the political climate and who is this person, who is Shapiro and what is his angle and so on.

So that is in terms of your visual literacy. We've done an assignment on the sculpture which is like a visual image. Yes, that is basically what I've done in terms of visual literacy.

And then academic literacies, ooh, I mean, that is the all-embracing concept. To say it is basically, we give them the example of somebody like me. I use myself as an example, to say when I first arrived at UWC I was a high school teacher back in Eastern Cape and in my school we were formal. You were a teacher, you wore your pantyhose, your high heels and you were presentable, you were the true reflection of a teacher. And so when I first arrived here I got the shock of my life because now I could no longer my high heels, the pantyhose were out of the question. So I had to tone down and fit in.

And that is how I explain the concept of academic literacies. It's understanding where you are at a moment and behaving accordingly, understanding what the rules of the game are. So this is a university context, everybody dresses causally, you mustn't stand out like a sore thumb and you speak a certain language because you want to belong and be part of a family and so on. So it is about that kind of understanding when I use simple and accessible examples.

So I would go on to give them an example of me as a biking woman. Like if I belong to a biking club, that when I go there I'm going to dress like a biker, I'm going to wear my leather pants, my jacket and I'll have a, and my language is going to be in keeping with the language that is spoken in that specific.

So that is academic literacy, understanding where you are. If I tell them that they need to write an argument essay in a specific way, they need to understand that this is me, so then talking within the English 105 class. But if they go to another context, like an anthropology class and the lecturer says I want to see my subheadings, this and this and this happening, they cannot say, no, Dr Ntete said this, because they need to understand that this is another context. So they need to read the demands of this new context and understand and then in that way they will understand how the university works.

The thing is, when you teach students coming from, because I come from that kind of background myself, the townships and stuff, you need to speak a language they understand. I cannot afford to be too academic. Even in terms of the kinds of topics that I choose. I understand that I could be talking high, lofty language and whatever, but if I do that, it means I'll be talking over their heads. So what do I do? I am very careful in terms of the topics that I choose. I try to say, okay, what can they relate to? What is happening outside and so on? And then I chip into that and then we are on the same page.

6. Is the EED/AL module a 'stand-alone' course or is it embedded within another module in the Science faculty? Please explain why and how?

EED Science lecturer:

See, Anusha and I get along very well and we've met multiple times, and also the life sciences module has really a big problem with their pass rate right now. So she called a meeting with people from the library and from the writing centre and from the faculties they service and then asked me to be part of that as well. So I am kind of involved in their efforts at integrating academic literacy more into the mainstream modules, but not in any official capacity really.

And then I've met with Prof XX, with Prof XX, Prof XX, which he's their deputy dean of teaching and learning. And [Angie?00:23:07] and I also, although she's very busy with the physics and the maths students. And then other one is XX. XX was one of the first people who was willing to actually meet with me. So she's in the foundational year programme.

Because before I started doing anything I was like, I need to find out what they need, what they want their students to be able to do. And I was not able to get a meeting with departmental reps at that point, so I ended up just going forward and doing what I thought that we should do. And then because there wasn't a relationship between the module and the faculty anymore because of the previous coordinator, so I had to rebuild that first.

So who's the other person that I also...? I'm trying to think now. Oh, and obviously the dean is very aware of what we're doing as well. Because we had to get his... permission too.

Top-down support as well.

But at the same time I've not been in a position where that was a reality, except for the one semester of coordinating CHS and that was only with some of the departments. So you learn to do things differently. So I coordinated the English 105 from 2011 to 2015, and I will not go on record about what happened there, but when I was hired what I was told this is what you have to work towards is to integrate academic literacy with literature, which is what I did. So we did poetry, we did short stories, but we also did all the other stuff.

So I haven't actually, we all say integration is best, but within the structures of the university that's actually not possible.

EED Law lecturer:

What I would rather EED Law, this particular module, my colleagues work with their respective faculties in a particular way. Generally, theoretically you can say we follow the social constructivist theoretical framework. We take what works best in whatever we get. But I think with the EED Law module, not I think, I've been pretty sure about this because over the years my engagement with colleagues here at the law faculty, the EED module is a result of active consultation and input with colleagues from there and here.

But at the faculty of law there are a group of particular colleagues who are very well yielding in some of the things. Not all of them. Most of the colleagues there, they're lawyers, legal people or legal academics and they don't venture beyond that because it's not their purview there. It's not their specialisation and expertise, so they don't venture there. Not that they shouldn't, but for whatever reasons. Generally in the disciplines they're resistant to all these things.

And unlike my predecessors I didn't get so much of resistance in whatever I used to do because late Prof XX was very happy, actually he was so happy that he when I was formally announced as being part of this he actually introduced me to the colleagues in the first-year forum meetings and all of that, to say now we have the right person.

And Prof XX, the previous dean, also we used to meet regular. And he also had very positive things about ED Law. Him, Prof Koen as well, I used to meet with him when he was deputy dean regularly, every quarter. And there's colleagues there who work in a skills-based stream in law. They do all the critical legal analysis modules and so on. So we meet four or five times a year, man.

Yes. So before, for this year and for next year, last year September I was given the go-ahead for this year. They tell me, you don't have to change anything, just leave it, it's okay. You know what I mean?

But I'll find a new article, I'll add it in, it's later, more relevant to the theme. Certain things you can't change. Prof [XX's?00:09:47] text there, it can't change. He hasn't changed it. It's still relevant, so I use it. But I get a news article on education or a news article on a judge arrested for drunken driving, whatever, or magistrate gambling instead of being at work, it's relevant to what I do in term one, I incorporate it. You'll find articles in the current year for the readers I use. Never...

Even though the reader may have an article from last year, but there's a new one that follows onto that. You see? So it's not like it's something that's ten years and never changed. The manner of the exams has changed over years because of the kind of students I have. The class tests change. The pace at which I do the programme has changed so much.

I can tell you something. When I first started years ago, I can't do the amount of volume that was done then now. The students, it's not a lack of intelligence, it's because of the schooling, they're a different generation. The modals of teaching and learning have changed. We use smart gadgets now. Children come, the learners, children who come here as young adults, their learning process, it's not the same anymore.

No, a lot of colleagues don't understand academic development. They just think you'll come there and teach grammar. Grammar is to be taught in context. Look, there's skills workbook for law students, communication for law, teaching language development in context, you can look at the X-Kits, this, whatever.

Prof [XX?00:16:21] and them, many years ago when I did my master's in law in the states, one of the things my director asked me, they don't say supervisor there, they call them the director. I had two. The one wrote that textbook on comparative law and the other is retired now, he was at Harvard. He was called the last Marxist professor at Harvard, Prof XX. He used to teach the way I teach, like that, same, similar. He founded the Critical Legal School.

So one of the first things they asked me when I went, that was before all this, we used to use typewriter and handwriting for the thesis. You know that. And then he told me, do you have a dictionary? I said, yes. He said do you have [Trunk's?00:17:06] Style on Writing and Writing Commitment by [XX?00:17:09] and do you have this other one by, The Art of Writing and Legal Writing, whatever? And I said, no. He said, get it. And you're thinking, why? And that's how I realised why. You see?

And so now coming back to the ED Law and is it embedded, infused, whatever it is, although it's a stand-alone module, it's been developed, even my predecessors used to work with the colleagues there. But obviously they were not lawyers or legal people, so the material focused on Shakespeare and Kafka...

ALC EMS lecturer:

We definitely, in its inception it was stand alone, but the idea was always that we must work closely with the different modules, and that we adhered to strictly, to work with the disciplines. We ask them, we met with them, we asked them what their needs are. For

example, management wants group work and mind maps. Another example, information systems wants report writing and how to research and how not to plagiarise.

Another example, it was also information systems that came to us to say, but students don't even know how to analyse a question, and so now we have decoding. So whatever feedback we receive, faculty offices came back to us and said students don't read the rules. So we design assignments where students must read the rules, we direct students there.

So we listen to what the needs are. Economics said to us that students don't know there's an NDP and don't know what the content is of the budget speech. So we develop our assignments so that we draw students' attention to that, so that we embed that, so that students know about it and have knowledge about it so that when they get the task in the other subjects about that, they are knowledgeable, they read through it, they already analysed what the issues are. And in that way we help to strengthen so that they can pass and do well in the other subjects.

ENG 106 Arts lecturer:

The way I teach it, because it's not just about them understanding this particular course, it's about preparing them for the academic environment in its holistic sense. I am preparing, when I teach them, I make them understand that when you go, like I'm saying this example that I'm giving you to say if, and this is something I say to them, if I tell you, because this is what I expect them to do, when you write my essays you need to understand that I do not want to see any subheadings.

Because I want you to be able to write in such a way that your writing flows nicely from the first paragraph to the second to the third to the fourth. You need to employ words in such a way that they establish links between these different paragraphs so that you tell a complete story that flows nicely. But now, if you go to another module and the lecturer insists that you need to have your introduction and your subheadings and stuff like that, then that is what you do because that is what that course demands of you.

It has to embed because, remember, it is supposed to give students epistemological access. That is the whole thing behind EED. So that is my approach to English 105 as well. I am conscious of the fact that there are academic literacies that I need to teach them, but because there is that expectation that they might want to cross over to English 1, then I have a literature component that is built in too so that they have been exposed to literature, to some aspect of literature should they wish to go and do some...

Yes.

I have a literature component.

So it is actually nice, but in some ways it frustrates me because when it comes to academic discourse you want to expose them to argumentation. You need to talk about logic, you need to talk about graphs, you need to talk about this reasoning and what have you. So there are certain things that I have to leave out because I'm trying to accommodate the literature part of things.

So it's a difficult balance to strike, because you can't get everything in. And when I expect them to write that argument essay I am fully cognisant of the fact that there are certain missing things in their knowledge base because I cannot cover everything. But at least I just try and make sure that they've got the basics or argumentation because that's what I'm driving at in terms of my argument, my...

That is my major outcome, that's what I'm driving at, critical thinking. Critical thinking, that's the key thing for me.

7. What are the theories that you have based your EED/AL teaching on and how is it realised in the context of the course?

EED Science lecturer:

Oh, that's what I forgot to tell you, that the principle that we use for academic writing for the module comes from a book called...Dammit, XX, what is the book's name?

Martina: Oh, Writing Papers That...

Interviewee: No, How To Write Papers That Get Cited And Proposals That Get Funded. It's a book by Joshua Schimel. I'm pretty sure it's in the folder, there's at least a link somewhere to it because...

But his principle is that science writing is storytelling. So that's where we begin with them and that obviously ties into everything after as well.

Well, it's interesting, ag, now I left it at home, but we did a lecture, Footnotes From The Margins Of Science History, and then we told them about Einstein's first wife, we told them Ada Lovelace and Gladys West. And obviously we talk about Rosalind Franklin as well, but Gladys West, our African-American woman, integral in the development of GPS.

So we do that and then they had to do groupwork and say what they think makes more of an impact, learning about scientists from history or learning about the contemporary ones, the way that they did through their research for the presentation. So it was really interesting, the answers that we got. Because their motivations were quite interesting, because they didn't necessarily all answer it in the same way.

And then the other part that they had to answer is would this have changed anything for you if you learnt about this in school? And we were so frustrated with a few of the boy group's answers because they were kind of like, well, this has nothing to do with me. And it's like, you've been doing this module for almost a semester and you still don't get this.

But then there was one particular boy who said if I had learnt about this at school I would have known that women are just as capable and that I would know to better support, he didn't say female peers but that's what he meant, because I would be aware of this.

And actually I screen Hidden Figures and Black Panther for them as well.

Which they actually went to watch last semester, but this semester they didn't really. But I think it's also because I screened it before we actually got to those classes, but the idea was that everybody would have watched the movies before we talked about them.

EED Law lecturer:

Generally, theoretically you can say we follow the social constructivist theoretical framework. We take what works best in whatever we get. But I think with the EED Law module, not I think, I've been pretty sure about this because over the years my engagement with colleagues here at the law faculty, the EED module is a result of active consultation and input with colleagues from there and here.

I stick to law. So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting, because that's how you discuss accessibility to law and so on, I use like the Motata case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law.

ALC EMS lecturer:

Yes, definitely social constructivist because, one, it's not as if they don't know how to read

or write. They at least know something from school. We always make it clear that ALC is about advanced academic skills, so what we have we build on. And that's where constructivists come on. But we want them to master it and we realised through the years that social constructivist, peer learning, helping each other, working together.

So when they come for consultation, and our students do come, we take them as a group. And we sit together, let all take out their work, and then we walk around to see. So it's almost like SI, supplementary instruction. Because once we see that this student got it right, we ask that student to explain to the group. And then the students ask that students questions and the students explain and then we just oversee the group facilitation sessions and stuff. Which is a very, very nice effective way.

Similar in the classes, when it's a really important issue we will give students a question to debate and we just guide and take a stance and refute. And in that way they're active in the classes, they already understand. And sometimes we need to tell students, students, it's the end of the class, because they're not aware that it's the end. They are busy debating and discussing and countering.

ENG 106 Arts lecturer:

Well, I don't necessarily... Ooh, that's one area that I must be very honest with you to say I haven't been into that theoretical space much. So it's your Gees and your... Because, you see, one of the things I do is I am trying to get... Academic literacies, there is this communicative skills kind of angle that is very important to this whole, that informs my teaching. They need to be able to communicate.

So it's a communication skills course basically. Because it teaches them how to present... If somebody says you need to present, how do you present. If somebody says to you listen, what is involved in the listening skill, writing and capturing notes. So it's a number of... Skills, your soft skills.

Your soft skills and your hardcore skills that you need to teach them and so on. But I must be very honest with you, I don't necessarily have some pinning theories that I can really talk about unfortunately.

They need it. As I said earlier, I said this gives them epistemological access. Because we keep talking about access, access, access, and if you don't... Because this is about throughput, this, whatever it is that I'm teaching them, gives them a sense of how the university as a whole functions. How do you read this environment? How do you handle this kind of scenario? If somebody expects you to do this, how are you expected to behave? What are the rules of the game? So they cannot do without EED.

So what you do in terms of decolonising it is like what I try to do and find content that they can... The framework is good, but now what do we do? We bring it closer home. You bring it closer home in terms of the kinds of articles that you use, in terms of drawing from their own experiences to say, what is happening at home is very relevant. Because what we are trying to do in these institutions is to help you understand everything that you are going through out there. That is your reality. You bring it into the classroom because it is very relevant. We are trying to make sense of that reality. That is what we are doing in terms of education.

So even though it may be said to be coming from a first world, it doesn't necessarily mean that we must throw the, what is this expression?

The baby with the, huh-uh. Instead we need to adapt it. We need to adapt it and make it

work for us and make it relevant to our situation and students can then benefit much more from it.

You said it so beautifully. Because one of the things I normally do with them, when I meet them at the beginning of the year, because they didn't even understand this concept of being an academic, so I'll have a session with them and I'll ask them, why did you take a shot left and turn to UWC instead of taking right and into Pen Tech? What's the difference between the two institutions? And then they don't understand. They're like, ah.

And then I take them through the steps to say, okay, that is what they do over there. They take, handle things, whatever. When you come to this kind of platform you're actually saying I've got a brain to contribute, I don't want to get my hands dirty, and they look at me. I don't want to get my hands dirty, but I'm going to check what is wrong with the country, come and theorise and do this and find solutions because I'm going to contribute towards knowledge production and I'm going to find solutions to problems.

And when you think about the two worlds, that world of technology over there and this one, they can work together because you are going to take note as an academic, you've got the theories and everything, you are going to study what is happening in your environment and say, okay why is this happening? You're going to ask critical questions because that's what I'm trying to get you to do. You're going to observe and ask critical.

And then once you have a solution, you're going to say to that Pen Tech person, hey, this is the situation that is happening in our environment, I want you to design the kind of tool that is going to help us address this and this, and this and this. And because this person has studied technology and what have you, they will know that, okay, I must use that material there because it is durable, this and that and that, and in that way the two worlds come together and we have a beautiful South Africa.

So they handle things because they are practical people. We are theoretical thinkers and we think, we ask questions, we find solutions and then we bring this over to them, they do the doing part and then, voila.

8. How successful are the students who are enrolled for your EED/AL module and do you think the students are benefiting from the course? Please explain in detail as far as is possible.

EED Science lecturer:

It's to assess it quantitatively is difficult. How do you actually determine the real-world impact of your module? But if I have to look at the stuff and, again, when I manage to share my portfolio with you'll see in the student feedback. So all the lessons have an objective and then reflect and review questions at the end and those, together they're also the extra credit activity. So if they complete all of those, I'm very generous if they actually do it properly.

So a lot of that is stuff that we don't necessarily get to in the lessons. So how did this actually make you feel? Could you think of an example in your own life? Things like that. So then you'd have a girl who, the question is have you experienced gender bias, and then she says, I don't think so, but I probably didn't know it then because I didn't know how to recognise it. So things like that. And you get a lot of, they'll say things like ED has taught me more about myself necessarily than some kind of content.

And a big focus is teaching them how science works and the structures within it, within which it exists right now. So they also learn about academic publishing and the bullshit scheme that it is and I teach them how to use Sci-Hub and all of that stuff. So they really

get the bigger picture. But then there's so many things that you're trying to do, so it's not just getting them to be able to write or whatever.

It's also, again, this isn't one of the ones that I've scanned, where a student said that it made them feel better because they learnt that they're not alone, that other people have the same experiences. Because the whole, we talk about privilege and inequalities and stuff and then it's like when we talk about that we're not trying to make you feel bad that you don't have these ones, but that look at how far you've come despite the obstacles that you face, things like that.

So it's very, it's a clichéd word, but holistic in terms of how we approach it. So for me, and I know probably the science faculty only cares whether they can write or read or reference, but those things are also important.

So if I have to base it on their feedback I'd say we're successful, if I base it on the sense that we get. But sometimes the class seems like they're getting something and then you read what they wrote and it's like, no, you didn't. And then other times they look so disinterested and bored and then they actually get so. So, completely subjective, you can't necessarily tell.

But I have, what I do is I send out a second year, a survey to the second-year students...

To find out, have you been using what you learnt in EED? What have you used the most?

What do you still struggle with? So I use those things to, we expanded quite a bit on the research stuff that we do, so they also learn how to navigate the internet and how to tell if something is, they shouldn't believe it or not.

And the plan is, because the module is running now for a third time, is to send that survey out to the third years as well. But I need to get the class list from their faculty office, which I haven't gotten yet.

Yes, I think it's always, it's 80[%] and above.

But, again, it depends on whether they actually... And I must say, we were surprised at how many of them bothered to answer this stuff because you realise that they don't owe you anything.

And that they can technically just ignore your email, but a lot of them actually, and a lot of them would also say things like we should be doing this in our second year as well.

Well, what we did and this is, Martina is amazing as well and I wouldn't be able to do half the stuff I did if it wasn't for her, and one of her students from... [XX? 00:37:11] did ED in the first semester last year? So she was one of the top students and then she attended the lectures again in the second semester. So she was in my group for the one and then she attended Martina's for the second, because obviously we don't do everything exactly the same. And she is tutoring one small group.

So she's second year and the review, the curriculum review person was like, well, he questions whether a second-year student can give academic literacy support to a first-year student. But I was saying to Martina, I'm ready to defend that decision because she approached us about tutoring, she wants to teach, she is an exceptional student and she knows what they have to do.

EED Law lecturer:

Some of those who tutored with us or with me and taught maybe in a contractual capacity, some have gone on to become academics, they're appointed permanently. Dr XX is in political studies, she also worked here with us.

And she finished her master's and then she was successful in securing her scholarship in

Dublin to do a PhD. She was cum laude student here by us as well. She went on to Wits, she finished her M in international relations. She was fortunate, in England and the US the semesters start not like us end of...

September, fall. So she spent time here with us, she was on this programme, she was with Prof Bharuthram as well. And we are good friends. And when I do see her, not as often as before, she will say, I remember this from EED and this and that and she's found value in it. And she said.

She's not the only one. We had another gentleman, he was from Nigeria. He finished his master's in finance at Stellenbosch and while he was doing that he was tutoring here. And him and Dr XX were, in [our? 00:29:22] opinion, that when they were doing this tutoring, because we give hands-on training to them as well, not generic training only, they found that it even made them reflective and reflexive in their own writing as well. And they found value personally as well as in their teaching now and subsequently.

Then I have others, [XX? 00:29:43], he secured the LLM [Missouri?00:29:47] scholarship. He specialised then in... So I invited him one day to give a lecture on transitional justice which I do in term three, TRC, transitional justice. Because the genesis of the Constitution, this wouldn't be here if it wasn't for the past obviously and the Chapter 2, the Bill of Rights and how did it come about and the students need to know that it's a supreme law.

So he, when he came for that guest lecture, he lectured all the groups and for the first time I heard him in the class, he said, the reason why I've specialised in transitional justice, today he's gone back to Uganda, he works there, he's an academic and he's quite senior there. He said my lecturer, your lecturer, he called it lecturer, he was my tutor and I got inspired from then and that is why I've went out in this field of law. It was the first time I heard that from... But it was in the class.

So if you talk, and he's an academic as well. And Prof XX and them come with that exchange in Missouri programme. Prof XX and them told me that he was... Number one

So that's from the students themselves who are now young professionals or moving along middle management. Some are now moving much more, at a faster pace. Some are advocates. They regularly will send emails and they still come for references and all of that. Because they apply for promotions and things. If they're a prosecutor, then they'll be senior prosecutor. So they're doing well. And the ones who tutored with us have moved on also some of them to finish PhDs and all of that.

Although we have lot of challenges, we're under-resourced and all of that, we still get work done. Had we had more or even in ED, if I had more resources, I'm sure I could do more. I mean, we won't have products that are perfect, but I can with assurance say we will have many more quality products out there if I use that kind of business language.

But insofar as the legal writing is concerned, even last year's graduates who are now outside doing articles, they still communicate with their tutors and tell them we did this with you, we did this in the module, we did this with our lecturer, we find value in it and it's so this. So I think we've or I have managed to over the years get it in the right space.

ALC EMS lecturer:

Well, I must say that many of our students come back to us, not only while they're studying. Some students come back and say, in fact, I had lecturers coming back to say that some students are really able to express themselves well and write well and the lecturers give us feedback. And then those students obviously are the students excelling in those modules. So that's the one thing.

But because we also have the part-time students, the part-time students, in the past some of them will say, why must we do this course? And halfway through the course they already see the benefit and in the end, then they say to us this course has helped them tremendously in their work. How to listen more attentively, how to take notes, how to reason and argue and to really understand. So that to being critical to what is discussed in meetings, in gatherings, how to get to... And they can see how they have grown and how they can help their colleagues.

And then we had students, I had a student that were, in 2014 she emailed me to say that she's now in this job and she was just saying thank you for ALC. Because everything that we taught her when she was a student she's applying now in her work. And we have many more. I had our, and XX now in his third year, he wrote, and I have the poem, he wrote a poem about what the course meant. And he was actually a mature person, but he studied full-time.

And so there is, I know that, but students, I can definitely forward you examples of how students came back to say how they have benefit on a personal level, on an academic level, on a social level, and in their career from this course. And so I think AL courses are important. I'm definitely in agreement, to conclude, that we must come with our own unique South African model. And so I think your study is just timely and hopefully will bear the fruit and give us that direction that we can continue and [socialise?00:42:38] it throughout South Africa.

I want to just on that note add that for ALC, what we do is also about supporting our students. And so we always do it within that supportive environment. Dr XX said so nicely, it's the pedagogy of care. So you need to add that, that our whole environment and our approach in ALC is a pedagogy of care, holistically, we see potential and we want them to realise their potential. And we enable them through how we teach and what we teach.

ENG 106 Arts lecturer:


Yes. And what you find is some kind of, you'll find that after completing they will come again and want to do a second semester of, because... And I have to tell them, no, it's only a semester course. But they will tell you, but I need to stay in the course some more, I need more exposure. So that means they really begin to understand the value, they appreciate the value of the course. So, yes, in terms of the pass rate, it's not as good as I would have loved it to be.

Addendum 23: ALs lecturers’ data grouped into Four dimensions and sub-dimensions. Open coding stage 3
THEME 3: CONTENT KNOWLEDGE AND SKILLS DEVELOPMENT FACTORS

Sub-theme 1: Theories and academic literacies’ models used


Arts	EMS	Law	Science
<p>Well, I don't necessarily...</p> <p>Ooh, that's one area that I must be very honest with you to say I haven't been into that theoretical space much. So it's your Gees and your... Because, you see, one of the things I do is I am trying to get... Academic literacies, there is this communicative skills kind of angle that is very important to this whole, that informs my teaching. They need to be able to communicate.</p> <p>So it's a communication skills Course basically. Because it teaches them how to present... If somebody says you need to present, how do you present. If somebody days to you listen, what is involved in the listening skill, writing and capturing notes. So it's a number of... Skills, your soft skills.</p> <p>Your soft skills and your</p>	<p>Yes, definitely social constructivist because, one, it's not as if they don't know how to read or write. They at least know something from school. We always make it clear that ALC is about advanced academic skills, so what we have we build on. And that's where constructivists come on. But we want them to master it and we realised through the years that social constructivist, peer learning, helping each other, working together.</p> <p>So when they come for consultation, and our students do come, we take them as a group. And we sit together, let all take out their work,</p>	<p>Generally, theoretically you can say we follow the social constructivist theoretical framework. We take what works best in whatever we get. But I think with the EED Law module, not I think, I've been pretty sure about this because over the years my engagement with colleagues here a the law faculty, the ED module is a result of active consultation and input with colleagues from there and here.</p> <p>I stick to law. So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting, because that's how you discuss accessibility to law and so on, I use like the Motata case. He was</p>	<p>Oh, that's what I forgot to tell you, that the principle that we use for academic writing for the module comes from a book called...Dammit, Martina, what is the book's name?</p> <p>Martina: Oh, Writing Papers That... Interviewee: No, How ToWrite Papers That Get Cited And Proposals That Get Funded. It's a book by Joshua Schimel. I'm pretty sure it's in the folder, there's at least a link somewhere to it because...</p> <p>But his principle is that science writing is storytelling. So that's where we being with them and that</p>

<p>hardcore skills that you need to teach them and so on. But I must be very honest with you, I don't necessarily have some pinning theories that I can really talk about unfortunately.</p> <p>They need it. As I said earlier, I said this gives them epistemological access. Because we keep talking about access, access, access, and if you don't... Because this is about throughput, this, whatever it is that I'm teaching them, gives them a sense of how the university as a whole functions. How do you read this environment? How do you handle this kind of scenario? If somebody expects you to do this, how are you expected to behave? What are the rules of the game? So they cannot do without EED.</p> <p>So what you do in terms of decolonising it is like what I try to do and find content that they can... The framework is good, but now what do we do? We bring it closer home. You bring it closer home in terms of the kinds of articles that you use, in terms of drawing from their own experiences to say, what is happening at home is very relevant. Because what we are trying to do in these institutions is to help you</p>	<p>and then we walk around to see. So it's almost like SI, supplementary instruction. Because once we see that this student got it right, we ask that student to explain to the group. And then the students ask that students questions and the students explain and then we just oversee the group facilitation sessions and stuff. Which is a very, very nice effective way.</p> <p>Similar in the classes, when it's a really important issue we will give students a question to debate and we just guide and take a stance and refute. And in that way they're active in the classes, they already understand. And sometimes we need to tell students, students, it's the end of the class, because they're not aware that it's the end. They are busy debating and discussing and countering.</p>	<p>convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law.</p>	<p>obviously ties into everything after as well.</p> <p>Well, it's interesting, ag, now I left it at home, but we did a lecture, Footnotes From The Margins of Science History, and then we told them about Einstein's first wife, we told them Ada Lovelace and Gladys West. And obviously we talk about Rosalind Franklin as well, but Gladys West, our African-American woman, integral in the development of GPS.</p> <p>So we do that and then they had to do groupwork and say what they think makes more of an impact, learning about scientists from history or learning about the contemporary ones, the way that they did through their research for the presentation. So it was really interesting, the answers that we got. Because their motivations were quite interesting, because they didn't necessarily all answer it in the same way.</p> <p>And then the other part that they had to answer is would this have changed anything</p>
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<p>understand everything that you are going through out there. That is your reality. You bring it into the classroom because it is very relevant. We are trying to make sense of that reality. That is what we are doing in terms of education.</p> <p>So even though it may be said to be coming from a first world, it doesn't necessarily mean that we must throw the, what is this expression?</p> <p>The baby with the, huh-uh.</p> <p>Instead we need to adapt it. We need to adapt it and make it work for us and make it relevant to our situation and students can then benefit much more from it.</p> <p>You said it so beautifully.</p> <p>Because one of the things I</p> <p>normally do with them, when I meet them at the beginning of the year, because they didn't even understand this concept of being an academic, so I'll have a session with them and I'll ask them, why did you take a shot left and turn to UWC instead of taking right and into Pen Tech? What's the difference between the two institutions? And then they don't</p>	 <p>UNIVERSITY of the WESTERN CAPE</p>	<p>for you if you learnt about this in school? And we were so frustrated with a few of the boy group's answers because they were kind of like, well, this has nothing to do with me. And it's like, you've been doing this module for almost a semester and you still don't get this.</p> <p>But then there was one particular boy who said if I had learnt about this at school I would have known that women are just as capable and that I would know to better support, he didn't say female peers but that's what he meant, because I would be aware of this.</p> <p>And actually I screen Hidden Figures and Black Panther for them as well.</p> <p>Which they actually went to watch last semester, but this semester they didn't really. But I think it's also because I screened it before we actually got to those classes, but the idea was that everybody would have watched the movies before we talked about them.</p>
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<p>understand.They're like, ah.</p> <p>And then I take them through the steps to say, okay, that is what they do over there. They take, handle things, whatever. When you come to this kind of platform you're actually saying I've got a brain to contribute, I don't want to get my hands dirty, and they look at me. I don't want to get my hands dirty, but I'm going to check what is wrong with the country, come and theorise and do this and find solutions because I'm going to contribute towards knowledge production and I'm going to find solutions to problems.</p> <p>And when you think about the two worlds, that world of technology over there and this one, they can work together because you are going to take note as an academic, you've got the theories and everything, you are going to study what is happening in your environment and say, okay why is this happening? You're going to ask critical questions because that's what I'm trying to get you to do. You're going to observe and ask critical.</p> <p>And then once you have a solution, you're going to say to that Pen Tech person, hey, this is the</p>			
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<p>situation that is happening in our environment, I want you to design the kind of tool that is going to help us address this and this, and this and this. And because this person has studied technology and what have you, they will know that, okay, I must use that material there because it is durable, this and that and that, and in that way the two worlds come together and we have a beautiful South Africa.</p> <p>So they handle things because they are practical people. We are theoretical thinkers and we think, we ask questions, we find solutions and then we bring this over to them, they do the doing part and then, voila.</p>			

THEME 4: ALs MODULE STRUCTURE AND PEDAGOGICAL FACTORS

Sub-theme 1: Structure of the ALs modules and mode of delivering

Arts	EMS	Law	Science
<p>First and foremost I always tell my students that my course is academic literacies. Of course it's called English 105, depending on the semester. Semester one, English 105, semester two, English 106. But</p>	<p>Yes, it's 15 credits that we have three lectures per week and one tutorial. And for us, we must first do the lectures and then the tutorials. So our tutorials are not, unlike the others, spread over the</p>	<p>I stick to law. So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting,</p>	<p>We have two lectures a week and one tutorial and currently we have four lecture groups and one of them is a clash group which the science faculty pays a contract lecturer to do. So Martina does one of my lecture</p>

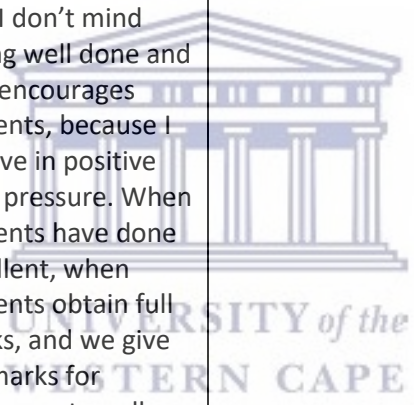
<p>basically this course rests on four pillars and the overall concept is the concept of academic literacies. So under academic literacies I have four pillars; one is your digital literacy, two is you visual literacy, three is your information literacy, four is your academic literacies. So basically those are the pillars that guide whatever it is that I do. Because I need to expose them in terms of digital literacy, they understand this notion of the fourth industrial revolution which is a current buzz word these days. So I try to tell them that they need to become digital natives and towards that end I will expose them to some online discussions on some computer platform. So that's the one thing. And then in terms of information literacy I have one session at least with the librarian where we actually go there. Before I take them there I introduce them to some referencing techniques, whatever. Like right now we are doing the Harvard because I think it's simple for first-year students and they can wrap</p>	<p>week. Because we know it's skills, so we first teach, we give them exercises and practice, and then we go to the tutorial where they start the actual tutorial assignment. And then they submit it in the next week because then we allow for them to also come for consultation before they submit. And most importantly, which is what I think is unique to us, our major assignment, very important hardcore skills, reading, identifying main ideas, writing, expressing yourself coherently, essay writing, referencing, when the students fail the task we give them redo's too. Because it's important for us, it's not about passing, it's about really understanding and mastering the skill. Because we try to connect and show them how that will help them in management or in industrial psychology or in economics or in information systems. And that's what we strive to do all the time. Yes, our content, and I can forward</p>	<p>because that's how you discuss accessibility to law and so on, I use like the Motata case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law. But in there we are doing the writing and the how do you write and then the summary, paraphrasing. All of that, we do it in term one, finished, we don't spend time again. Then reading; basic reading, slightly more in-depth reading, the different stages in reading. All of that is done, then I switch over to case law. So then I will do the case with them because I can. My predecessors couldn't do that. Now, the problem is when I do tuts, I can't give the non-legal people the legal stuff. So I then design the tutorials to work with the language and the drafting and so on. You see? That's the problem. Although one of my</p>	<p>groups and I do the other three, and then part of that contract is she also has to do two tutorials groups. In terms of, do you mean what topics we cover, what do we do with them? I actually, I almost want to share the review document with you because the course descriptor is in there and everything else that the tutors have is also in there. So I'm just going to share this with you. So we have actually this year started doing, well, we were gradually doing it from the start anyway, but we do quite a lot of groupwork with them in the lectures. When I took the module over, I handed my thesis in at the end of 2016 and I was taking this over at the start of 2017. So in 2016 I had already been working, meeting with the science faculty people, going that everything's going to change. Because the previous module was very outdated, did not really fit with what students were doing or what their needs are. Anyway, so when I first started putting together, the first priority was getting</p>
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<p>their minds around it very quickly. So I introduce the concept and then I take it one step further and expose them to the library. To say, okay, once you get to the library, already the lady that I'm working with there, our rep, knows the topic. I will give her this is the topic that we'll be writing on and then she looks for some sources and she's prepared for that day when we come. And then on that day she will take them through the different platforms of all the search engines, to say this is your Google and this is what it can do for you, these are your other search engines, these are more reputable than others and so on. So they get that kind of exposure. And then in terms of visual literacy, I have in the past for example, basically I normally use my cartoons. I'll get cartoons from my Sunday Times. In the past I used to use a lot of Shapiro, the political commentator who uses the cartoon as a platform. So I would use some of those, bringing them to class</p>	<p>you the content page, but the main outcomes would be listening and notetaking, group dynamics where self-esteem is part of, and individuals and function within a group and how groups are formed. Then we move on to critical thinking and give them just an introduction into how to become critical thinkers and what it is and how to apply that. Because that tie on with reading for academic purposes, which consists of three parts where we look at the pre-reading techniques and then we look at reading for comprehension and identify chapters and content and what the main issues are. And then we go to critical reading where you start to challenge, where you really become analytical. And so that's the next part. And then after that is done, then we go into learning how to write for academic purposes. We do revision of the grammar rules because we know at school it's not always explicitly taught and then we go into sentence</p>	<p>tutors is an attorney, he's a legal advisor, he comes in on the days he teaches and when we have meetings and on the days he teaches, the two days, he has his consults as well. But he brings that insight and I'm there as well and whoever is a senior or a student who's doing their M in law or D, they're also part of the team. But we keep it out. And in the classroom I will do that. Like if I bring Consumer Protection Act then I'll teach the law. But it was in consultation with my colleagues from there. So the case that I teach, a professor there who specialises in succession, he's the one that says, keep it, you teach that, it's fine, no problem, perfect. And he used to be the deputy dean of teaching and learning after Prof Francois. Prof Francois, right. So he also used to, he had a lot of... And then Prof Koen wanted me to do something in criminal law as well. So I do grammar, I do</p>	<p>the content right, what do we cover, what do we do. So it was, I have slides always and whatever, but it wasn't necessarily about how we're doing it, it was just getting the content right. And then last year we started more with the how we're doing things. So we've moved a lot towards groupwork and they do a lot of practice stuff as well. So, for example, with referencing I go through the questions with them for last year's referencing test in the lectures, then their tutors do another exercise about using sources and referencing with them. And, again, I don't recycle assessments, so I just give them the previous year's questions and we go through it and explain everything. So lots of practice things as well. So if you're asking if I show them videos and we look at screenshots of tweets and cartoons, yes to all of those. And, I mean, it is really, at its core it's a humanities module for science students. So we actually do a short story with them, we talk about science</p>
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<p>and they get to understand how the message is put together, what is it that they need in order to be able to understand what the cartoon is all about. The fact that you need to understand something about the political climate and who is this person, who is Shapiro and what is his angle and so on. So that is in terms of your visual literacy. We've done an assignment on the sculpture which is like a visual image. Yes, that is basically what I've done in terms of visual literacy. And then academic literacies, ooh, I mean, that is the all-embracing concept. To say it is basically, we give them the example of somebody like me. I use myself as an example, to say when I first arrived at UWC I was a high school teacher back in Eastern Cape and in my school we were formal. You were a teacher, you wore your pantyhose, your high heels and you were presentable, you were the true reflection of a teacher. And so when I first arrived here I got the shock of my</p>	<p>construction and paragraph development. And we focus, spend a lot on that, because it's about writing coherently, supporting what you're saying, not only have a statement but supporting that. And that is most important for management. They want students not to make a statement only, but to explain and bring examples in, because that shows the lecturers they understand. Then we go into essay writing. How to write essays. How to argue. How to write in the third person. What the academic principles of writing are. Then we go on to referencing. Because we also, what we do, especially our essays and the referencing and plagiarism, yes, they must know about it, but for us, we prepare them not only for undergraduate studies, but for postgraduate studies. How we teach the paragraph development, writing longer pieces, it's really the building blocks and the foundation for when you go to</p>	<p>punctuation, I do all of that. So we meet and then I'll go through the stuff, then they'll say, hey, why don't you think of doing this for us or that? Then I'll think and then I'll design something and bring it and they'll say, sharp, and I carry on. It's not like, no, in AD we must do it this way, sorry. See, I think that lawyer stuff come in, it helps me as well, legal method, legal... Like when we do workshops for the mainstream law courses, then some of the lecturers invite me to do the workshops for them. They'll be sitting there as well, but I go in. And this year I did nine workshops for them also to teach the students how to do IRAC, issue, rule, application. Now, in this module I don't do that. I don't do it because it's first year. The second level skills-based one, Dr Chinnian and them, they teach it there. So they do it there and I do the... Remember, the students don't have this yet. So you need to get them so that they'll be able to...</p>	<p>fiction, which is my research interest. Which is one the topics as their argumentative essay topic actually, whether the school curriculum in terms of science, like it should be. A big challenge with a lot of the stuff that we do is to simplify it to a level where first year, and not just first year, but first-year science students, not humanities students. So they struggle with the topic. But when I look at the essays and the ones I moderated, it was difficult for them and it challenged them, but, you know, they... They figured it out. So we do do that and then they also do a presentation that's tied to that. So I have kind of broad themes, but everything comes back to a few central themes. So there's always running threads, nothing is disconnected. So the presentation that they do in the first semester is about they have to research a South African scientist that is not very well-known and then they have to present to their group who this person is and why they are somebody who you should aspire</p>
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<p>life because now I could no longer my high heels, the pantyhose were out of the question. So I had to tone down and fit in.</p> <p>And that is how I explain the concept of academic literacies. It's understanding where you are at a moment and behaving accordingly, understanding what the rules of the game are. So this is a university context, everybody dresses causally, you mustn't stand out like a sore thumb and you speak a certain language because you want to belong and be part of a family and so on. So it is about that kind of understanding when I use simple and accessible examples. So I would go on to give them an example of me as a biking woman. Like if I belong to a biking club, that when I go there I'm going to dress like a biker, I'm going to wear my leather pants, my jacket and I'll have a, and my language is going to be in keeping with the language that is spoken in that specific.</p>	<p>honours and more especially when they go to master's and doctoral, how to write.</p> <p>Well, because we try to blend in technology, we have videos, we have online quizzes, online tasks, we have group discussions. We have forums where students can, while they're busy working on an assignment, pop in a question, everyone participate and the lecturers or the tutors overseeing that. We have voice notes that we started to make. Because of Fees Must Fall, for our difficult content, have short video clips and voice notes that we placed on iKamva for the students.</p> <p>And one-on-one consultation, as well as group consultation. Students learn from each other. So even in class we do that. We ask students, it's very interactive, we let students debate the issues, we let students take a stance, we let students support or defeat. And in that way they're active, they're involved and they understand better. The minute</p>	<p>They don't value that staff.</p> <p>They want 50 articles here. You can't give that if you, what's going to happen to the student there?</p>	<p>to be or why you admire their work or whatever. So they did that before we started talking about decolonising anything. And then their research report this year, it changes, but for example 2017 it was about represent~...No, it was about just whether UWC students are aware of women in science and what their perceptions are. So their research report, and you're going to get this in the folder I shared. So they get these questionnaires, they actually have to go and interview other students. I have to get ethical clearance for this, which is a joy. I'm sure you know. But then last year it was privilege, just again awareness of privilege and what is your understanding of privilege.</p> <p>And then this year it's about is there a correlation between the respondent's perceptions of fictional either female people of colour or women of colour, like scientists on screen, and the real-life ones? So, again, we've done our committee marking and things, so I've looked at some</p>
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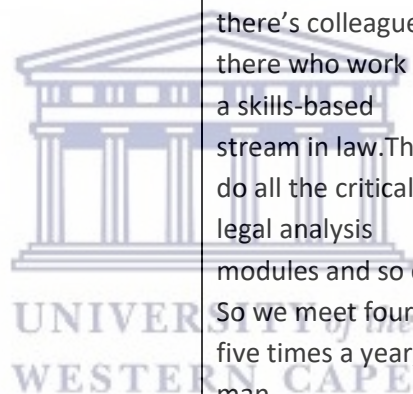
<p>So that is academic literacy, understanding where you are. If I tell them that they need to write an argument essay in a specific way, they need to understand that this is me, so then talking within the English 105 class. But if they go to another context, like an anthropology class and the lecturer says I want to see my subheadings, this and this and this happening, they cannot say, no, Dr Ntete said this, because they need to understand that this is another context. So they need to read the demands of this new context and understand and then in that way they will understand how the university works. The thing is, when you teach students coming from, because I come from that kind of background myself, the townships and stuff, you need to speak a language they understand. I cannot afford to be too academic. Even in terms of the kinds of topics that I choose. I understand that I could be talking high, lofty language and whatever, but if I do that, it means I'll be</p>	<p>they can explain it to someone else, they understand even better. So we have a blended approach, but definitely interaction and helping each other. Peer learning, that's a major thing. And also even peer marking in our tutorials. Especially when it comes to the essay drafts and stuff, we let students mark each other's drafts and give comments to see what is wrong and all that and then we go over it. But to give them that exposure, that is very important to us. I give them nice stuff. So that's the one thing. I always have fruit. I always have biscuits. I give them chocolates and chips. I always tell them I don't do Gatsby's. So we don't give Gatsby's. But it's more, I definitely give them high fives. Because when they attempt... And you know what is important, try to know their names, try to make the learning environment safe. It's okay to make mistakes. I believe learning should be fun, so that's the</p>		<p>assignments and it's really, the frightening thing is that the respondents don't really have any perceptions about women of colour in science because they don't know about them. They might as well not exist.</p> <p>So that's the not so nice thing that's coming through. But, you know, obviously... So a lot of them were kind of like, well, we can't say there's a correlation because there's just a complete lack of... Even awareness that they exist. But they get to choose. So they can either only write about gender, only about women, only about people of colour, or then the intersection between the two.</p>
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<p>talking over their heads. So what do I do? I am very careful in terms of the topics that I choose. I try to say, okay, what can they relate to? What is happening outside and so on? And then I chip into that and then we are on the same page.</p>	<p>way I teach. I want laughter. I want students to be able to put up their hands any time, I don't understand or I disagree. We have those debates. Those are the important things that I value. And when they do well, we acknowledge that, we embrace that. And it's because they're doing well that I don't mind buying a chocolate, that I don't mind saying well done and that encourages students, because I believe in positive peer pressure. When students have done excellent, when students obtain full marks, and we give full marks for assignments well done, we take that to the class and we share that with the class and in the class. And that's why students want to come to the class, that's why students want to do their best, because we acknowledge that. We don't just find fault and we don't mark with red pens, we mark with pencils. And that's a principle that Dr XX laid down which I definitely support.</p>		
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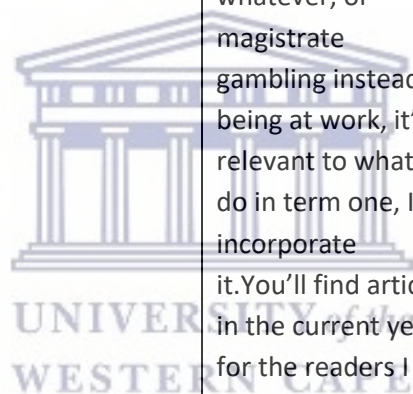
Arts	EMS	Law	Science
<p>The way I teach it, because it's not just about them understanding this particular course, it's about preparing them for the academic environment in its holistic sense. I am preparing, when I teach them, I make them understand that when you go, like I'm saying this example that I'm giving you to say if, and this is something I say to them, if I tell you, because this is what I expect them to do, when you write my essays you need to understand that I do not want to see any subheadings.</p> <p>Because I want you to be able to write in such a way that your writing flows nicely from the first paragraph to</p>	<p>We definitely, in its inception it was stand alone, but the idea was always that we must work closely with the different modules, and that we adhered to strictly, to work with the disciplines. We ask them, we meet with them, we asked them what their needs are. For example, management wants group work and mind maps. Another example, information systems wants report writing and how to research and how not to plagiarise.</p> <p>Another example, it was also information systems that came to us to say, but students don't even know how to analyse a question, and so now we have decoding. So whatever feedback we receive, faculty offices came back to us and said students don't read the rules. So we design assignments where students must read the rules, we direct students there.</p> <p>So we listen to what the needs are. Economics said to us that students don't know there's an NDP and</p>	<p>What I would rather EED Law, this particular module, my colleagues work with their respective faculties in a particular way. Generally, theoretically you can say we follow the social constructivist theoretical framework. We take what works best in whatever we get. But I think with the EED Law module, not I think, I've been pretty sure about this because over the years my engagement with colleagues here at the law faculty, the ED module is a result of active consultation and input with colleagues from there and here.</p> <p>But at the faculty of law there are a group of particular colleagues who are</p>	<p>See, Anusha and I get along very well and we've met multiple times, and also the life sciences module has really a big problem with their pass rate right now. So she called a meeting with people from the library and from the writing centre and from the faculties they service and then asked me to be part of that as well. So I am kind of involved in their efforts at integrating academic literacy more into the mainstream modules, but not in any official capacity really.</p> <p>And then I've met with Prof XX, with Prof XX, Prof Holgate, which he's their deputy dean of teaching and learning. And [Angie?00:23:07] and I also, although she's very busy with the physics and the maths students. And then other one is XX. XX was one of the first people who was willing to actually meet with me. So she's in the foundational year programme.</p>

<p>the second to the third to the fourth. You need to employ words in such a way that they establish links between these different paragraphs so that you tell a complete story that flows nicely. But now, if you go to another module and the lecturer insists that you need to have your introduction and your subheadings and stuff like that, then that is what you do because that is what that course demands of you. It has to embed because, remember, it is supposed to give students epistemological access. That is the whole thing behind EED. So that is my approach to English 105 as well. I am conscious of the fact that there are academic literacies that I</p>	<p>don't know what the content is of the budget speech. So we develop our assignments so that we draw students' attention to that, so that we embed that, so that students know about it and have knowledge about it so that when they get the task in the other subjects about that, they are knowledgeable, they have read through it, they already analysed what the issues are. And in that way we help to strengthen them so that they can pass and do well in the other subjects.</p>	<p>very well yielding in some of the things. Not all of them. Most of the colleagues there, they're lawyers, legal people or legal academics and they don't venture beyond that because it's not their purview there. It's not their specialisation and expertise, so they don't venture there. Not that they shouldn't, but for whatever reasons. Generally in the disciplines they're resistant to all these things.</p> <p>And unlike my predecessors I didn't get so much of resistance in whatever I used to do because late Prof de Villiers was very happy, actually he was so happy that he when I was formally announced as being part of this he actually introduced me to the colleagues in the first-year forum meetings and all of that, to say now we</p>	<p>Because before I started doing anything I was like, I need to find out what they need, what they want their students to be able to do. And I was not able to get a meeting with departmental reps at that point, so I ended up just going forward and doing what I thought that we should do. And then because there wasn't a relationship between the module and the faculty anymore because of the previous coordinator, so I had to rebuild that first.</p> <p>So who's the other person that I also...? I'm trying to think now. Oh, and obviously the dean is very aware of what we're doing as well. Because we had to get his... permission too.</p> <p>Top-down support as well.</p> <p>But at the same time I've not been in a position where that was a reality, except for the one semester of coordinating CHS and that was only with some of the departments. So you learn to do things differently. So I coordinated the English 105 from 2011 to 2015,</p>
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<p>need to teach them, but because there is that expectation that they might want to cross over to English 1, then I have a literature component that is built in too so that they have been exposed to literature, to some aspect of literature should they wish to go and do some...</p> <p>Yes. I have a literature component.</p> <p>So it is actually nice, but in some ways it frustrates me because when it comes to academic discourse you want to expose them to argumentation. You need to talk about logic, you need to talk about graphs, you need to talk about this reasoning and what have you. So there are</p>		<p>have the right person.</p> <p>And Prof Bernard Martin, the previous dean, also we used to meet regular. And he also had very positive things about ED Law. Him, Prof Koen as well, I used to meet with him when he was deputy dean regularly, every quarter. And there's colleagues there who work in a skills-based stream in law. They do all the critical legal analysis modules and so on. So we meet four or five times a year, man.</p> <p>Yes. So before, for this year and for next year, last year September I was given the go-ahead for this year. They tell me, you don't have to change anything, just leave it, it's okay. You know what I mean?</p> <p>But I'll find a new article, I'll add</p>	<p>and I will not go on record about what happened there, but when I was hired what I was told this is what you have to work towards is to integrate academic literacy with literature, which is what I did. So we did poetry, we did short stories, but we also did all the other stuff.</p> <p>So I haven't actually, we all say integration is best, but within the structures of the university that's actually not possible.</p>
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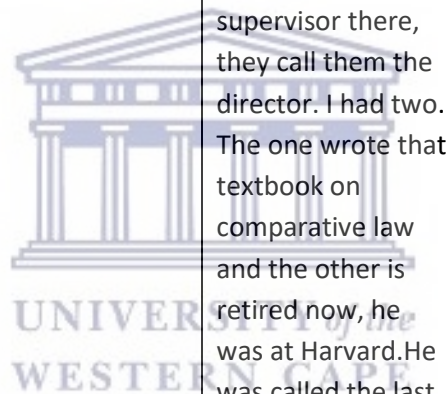
<p>certain things that I have to leave out because I'm trying to accommodate the literature part of things.</p> <p>So it's a difficult balance to strike, because you can't get everything in. And when I expect them to write that argument essay I am fully cognisant of the fact that there are certain missing things in their knowledge base because I cannot cover everything. But at least I just try and make sure that they've got the basics or argumentation because that's what I'm driving at in terms of my argument, my...</p> <p>That is my major outcome, that's what I'm driving at, critical thinking. Critical thinking, that's the key thing for me.</p>		<p>it in, it's later, more relevant to the theme. Certain things you can't change. Prof [XX?00:09:47] text there, it can't change. He hasn't changed it. It's still relevant, so I use it. But I get a news article on education or a news article on a judge arrested for drunken driving, whatever, or magistrate gambling instead of being at work, it's relevant to what I do in term one, I incorporate it. You'll find articles in the current year for the readers I use. Never...</p> <p>Even though the reader may have an article from last year, but there's a new one that follows onto that. You see? So it's not like it's something that's ten years and never changed. The manner of the exams has changed over years because of the kind of students I have.</p>	
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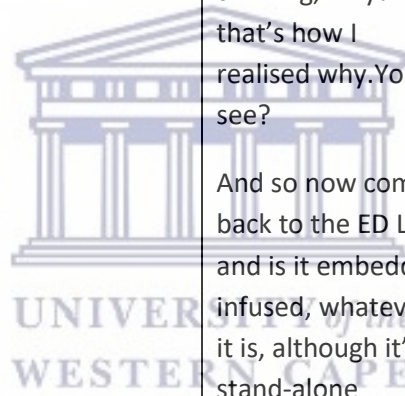
		<p>The class tests change. The pace at which I do the programme has changed so much.</p> <p>I can tell you something. When I first started years ago, I can't do the amount of volume that was done then now. The students, it's not a lack of intelligence, it's because of the schooling, they're a different generation. The modals of teaching and learning have changed. We use smart gadgets now. Children come, the learners, children who come here as young adults, their learning process, it's not the same anymore.</p> <p>No, a lot of colleagues don't understand academic development. They just think you'll come there and teach grammar. Grammar is to be taught in context. Look, there's skills workbook for law</p>	
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		<p>students, communication for law, teaching language development in context, you can look at the X-Kits, this, whatever.</p> <p>Prof [XX?00:16:21] and them, many years ago when I did my master's in law in the states, one of the things my director asked me, they don't say supervisor there, they call them the director. I had two. The one wrote that textbook on comparative law and the other is retired now, he was at Harvard. He was called the last Marxist professor at Harvard, Prof XX. He used to teach the way I teach, like that, same, similar. He founded the Critical Legal School.</p> <p>So one of the first things they asked me when I went, that was before all this, we used to use typewriter and handwriting for the thesis. You know that. And then he</p>	
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		<p>told me, do you have a dictionary? I said, yes. He said do you have [Trunk's?00:17:06] Style on Writing and Writing Commitment by [XX?00:17:09] and do you have this other one by, The Art of Writing and Legal Writing, whatever? And I said, no. He said, get it. And you're thinking, why? And that's how I realised why. You see?</p> <p>And so now coming back to the ED Law and is it embedded, infused, whatever it is, although it's a stand-alone module, it's been developed, even my predecessors used to work with the colleagues there. But obviously they were not lawyers or legal people, so the material focused on Shakespeare and Kafka...</p>	
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Arts	EMS	Law	Science
<p>Yes. But when I was teaching it covered both, you had your mainstream and you had your extended programme students. Together.</p> <p>It is compulsory depending on the faculty. So, for example, I would like to think of English 105 as some kind of crossbreed between English pure, which is literature, and EED. That is my understanding of English 105.</p> <p>What I was going to say is in terms of, because if I conceive of it as EED for the arts, which is what I have in mind, then I would have loved to think of it as compulsory in the same way that EED is compulsory for the other faculties. But it's not like that within the arts faculty for some reason and they don't see any need in having EED as such. Even right now they are...</p> <p>Because I have made some kind of recommendation to say this is what I think needs to be happening in EED, I</p>	<p>Yes. And it's all the students, I must emphasise that. All the students must do the course in their first year.</p> <p>It's compulsory because I think our faculty realise that all students need the course. And it's not about English and it's not about how well you pass your English and your languages prior or at your Grade 12. It's really to enable and equip the students so that they can do well and so that they can be retained and they can pass. And what we definitely know is that students who understand and master the skills and apply it continuously, they continue to do well. So that we are proud of.</p> <p>No, well, because they made it, since 2000, it used to be a year course and now it's a semesterised course. So in the first semester, ALC131, the mainstream students, the three-year students are doing it, and in the second semester,</p>	<p>Mainstream LLB.</p> <p>You can do your foundation, but you must do EED Law in your second year LLB. So if you've...</p> <p>It's compulsory.</p> <p>Prior to my appointment there was an investigation done by my predecessors, Prof van Hibbert, Dr Roger Field and Prof Susan King. She coordinated the module at one time as well. And they wanted to see if they could possibly, students who do very well in the first semester or they're performing very well, if they could give them a credit for the second half and then they've got more time to focus on the rest of the curriculum.</p> <p>And then there was all kinds of issues with the NQF, SAQA, notational hours. There was a whole... That is what was conveyed to me. And eventually... At that time Prof de Villiers was still alive, before he went back to</p>	<p>Extended programme students only do the foundational year programme thingy and then not all of the mainstream science students, actually this isn't a compulsory module for all of them.</p> <p>The degree programmes that are in ED are applied geology, biodiversity and conservation biology, biotechnology, computer science, environmental and water science, maths and stats, and then MBS, medical bioscience, and the physical sciences, so the physics students and sports, we have one CHS group, the sports and exercise science for the ones who do the BSc Sports Science.</p> <p>But absent from this list, the one</p>

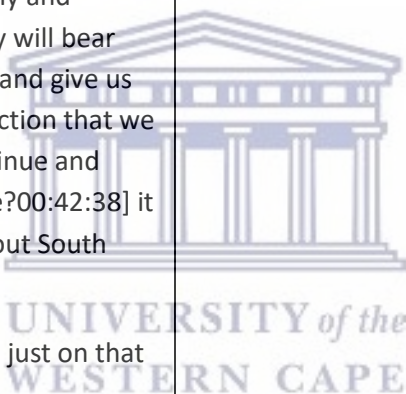
<p>think we need to change this English 105 and make it a fully-fledged EED course because this is what student needs, dah-dah-dah-dah-dah, but nobody seems to agree with me. So instead they are modifying it, yes, with a few academic literacy skills thrown in here and there, but basically it's some English studies course.</p>	<p>ALC132, the four-year degree students are doing it.</p>	<p>Unizul, before his passing. He was still alive and he then, because he was deputy dean it fell under his purvey. And then he said, look, leave it as... And I think it's a blessing it stayed as a year module, because six months for an AD module is not enough. You know that yourself.</p>	<p>big group that we don't have is chemistry. We don't have the chemistry students. But I'm pretty sure there are actually a few other departments as well. I don't know why the chemistry students don't do this. I can't tell you.</p> <p>No, it's compulsory for all of those, they have to do it.</p> <p>And they have to pass it, otherwise they can't get their degrees.</p> <p>No, they have to do it.</p>
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Sub-theme 3: ALs modules enabling students' academic success

<u>Arts</u>	<u>EMS</u>	<u>Law</u>	<u>Science</u>
<p>Yes, it is 70% and more. And what you find is some kind of, you'll find that after completing they will come again and want to do a second semester of, because... And I have to tell them, no, it's only a semester course. But they will tell you, but I need to stay in the course some more, I need more exposure. So that means they really begin to understand the value, they appreciate the value of the course.</p>	<p>Well, it is above 70%. I must say that many of our students come back to us, not only while they're studying. Some students come back and say, in fact, I had lecturers coming back to say that some students are really able to express themselves well and write well and the lecturers give us feedback. And then those students obviously are the students excelling in those modules. So that's the one thing. But because we also have the part-time students, the part-time students, in the past some of them will say, why must we do this course? And halfway through the course they already see the benefit and in the end, then they say to us this course has helped them tremendously in their</p>	<p>Pass rate percentage is 70% And she finished her master's and then she was successful in securing her scholarship in Dublin to do a PhD. She was cum laude student here by us as well. She went on to Wits, she finished her M in international relations. She was fortunate, in England and the US the semesters start not like us end of... September, fall. So she spent time here with us, she was on this programme, she was with Prof XX as well. And we are good friends. And when I do see her, not as often as before, she will say, I remember this from EED and this and that and she's found value in it. And she said. She's not the only one. We had another gentleman, he was</p>	<p>Yes, I think it's always, it's 70 and above. So if I have to base it on their feedback I'd say we're successful, if I base it on the sense that we get. But sometimes the class seems like they're getting something and then you read what they wrote and it's like, no, you didn't. And then other times they look so disinterested and bored and then they actually get so. So, completely subjective, you can't necessarily tell. But I have, what I do is I send out a second year, a survey to the second-year students... To find out, have you been using what you learnt in EED? What have you used the most? What do you still struggle with? So I</p>

	<p>work. How to listen more attentively, how to take notes, how to reason and argue and to really understand. So that to being critical to what is discussed in meetings, in gatherings, how to get to... And they can see how they have grown and how they can help their colleagues.</p> <p>And then we had students, I had a student that were, in 2014 she emailed me to say that she's now in this job and she was just saying thank you for ALC. Because everything that we taught her when she was a student she's applying now in her work. And we have many more. I had one, and XX now in his third year, he wrote, and I have the poem, he wrote a poem about what the course meant. And he was actually a mature person, but he studied full-time.</p> <p>And so there is, I know that, but students, I can definitely forward you examples of how</p>	<p>from Nigeria. He finished his master's in finance at Stellenbosch and while he was doing that he was tutoring here.</p>	<p>use those things to, we expanded quite a bit on the research stuff that we do, so they also learn how to navigate the internet and how to tell if something is, they shouldn't believe it or not.</p> <p>And the plan is, because the module is running now for a third time, is to send that survey out to the third years as well. But I need to get the class list from their faculty office, which I haven't gotten yet.</p> <p>Yes, I think it's always, it's 70[%] and above.</p>
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	<p>students came back to say how they have benefit on a personal level, on an academic level, on a social level, and in their career from this course. And so I think AL courses are important. I'm definitely in agreement, to conclude, that we must come with our own unique South African model. And so I think your study is just timely and hopefully will bear the fruit and give us that direction that we can continue and [socialise?00:42:38] it throughout South Africa.</p> <p>I want to just on that note add that for ALC, what we do is also about supporting our students. And so we always do it within that supportive environment. Dr XX said so nicely, it's the pedagogy of care. So you need to add that, that our whole environment and our approach in ALC is a pedagogy of care, holistically, we see potential and we want them to realise their potential. And</p>		
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	<p>we enable them through how we teach and what we teach.</p> <p>Bibliography</p> <p>There are no sources in the current document.</p>		
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THEME 4: ALs MODULE STRUCTURE AND PEDAGOGICAL FACTORS

Sub-theme 1: Structure of the ALs modules and mode of delivering

EED Science:

We have two lectures a week and one tutorial and currently we have four lecture groups and one of them is a clash group

ALC EMS:

Yes, it's 15 credits that we have three lectures per week and one tutorial.

EED Law:

Like when we do workshops for the mainstream law courses, then some of the lecturers invite me to do the workshops for them.

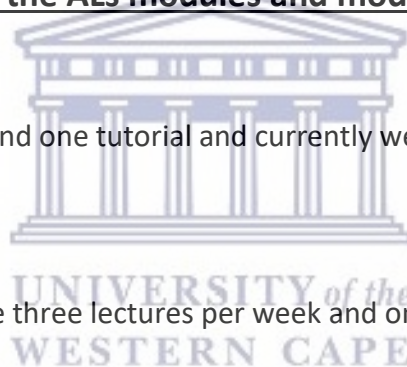
ALC EMS:

As I'm saying, lecturers already invited us to their classes, we help and facilitate the Lectorials for them and then they gave us good feedback and say but this is actually helping, this is actually working.

Sub-theme 2: Pedagogical approaches in facilitating the ALs modules

EED Science:

we do quite a lot of groupwork with them in the lectures.



we look at screenshots of tweets and cartoons, yes to all of those.

Arts Eng. 105:

So under academic literacies I have four pillars; one is your digital literacy,

Because I need to expose them in terms of digital literacy, they understand this notion of the fourth industrial revolution which is a current buzz word these days. So I try to tell them that they need to become digital natives and towards that end I will expose them to some online discussions on some computer platform.

And then in terms of visual literacy, I have in the past for example, basically I normally use my cartoons. I'll get cartoons from my Sunday Times. In the past I used to use a lot of Shapiro, the political commentator who uses the cartoon as a platform.

And then in terms of information literacy I have one session at least with the librarian where we actually go there.

I use myself as an example, to say when I first arrived at UWC I was a high school teacher back in Eastern Cape and in my school we were formal. You were a teacher, you wore your pantyhose, your high heels and you were presentable, you were the true reflection of a teacher. And so when I first arrived here I got the shock of my life because now I could no longer my high heels, the pantyhose were out of the question. So I had to tone down and fit in. And that is how I explain the concept of academic literacies.

The thing is, when you teach students coming from, because I come from that kind of background myself, the townships and stuff, you need to speak a language they understand.

So what do I do? I am very careful in terms of the topics that I choose. I try to say, okay, what can they relate to? What is happening outside and so on? And then I chip into that and then we are on the same page.

So what you do in terms of decolonising it is like what I try to do and find content that they can... The framework is good, but now what do we do? We bring it closer home. You bring it closer home in terms of the kinds of articles that you use, in terms of drawing from their own experiences to say, what is happening at home is very relevant. Because what we are trying

to do in these institutions is to help you understand everything that you are going through out there. That is your reality. You bring it into the classroom because it is very relevant. We are trying to make sense of that reality. That is what we are doing in terms of education.

EED Law:

So even in term one if I do issues about lawyers and magistrates and judges who are not performing well, in other words are they ethically or morally fit to hold office, which is interesting, because that's how you discuss accessibility to law and so on, I use like the Motata case. He was convicted of drunken driving. Then I use the magistrates who go the hairdresser instead of being at work, those who were arrested for attempted murder of their wives. So that's the law.

ALC EMS

For example, management wants group work and mind maps.

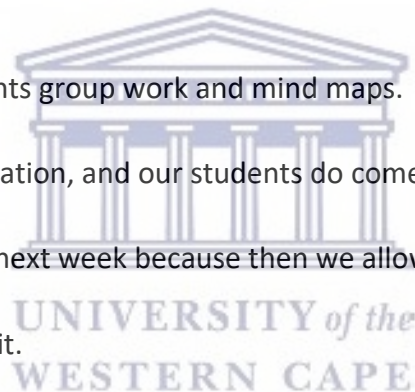
So when they come for consultation, and our students do come, we take them as a group.

And then they submit it in the next week because then we allow for them to also come for consultation before they submit.

And one-on-one consultation, as well as group consultation.

And also even peer marking in our tutorials. Especially when it comes to the essay drafts and stuff, we let students mark each other's drafts and give comments to see what is wrong and all that and then we go over it. But to give them that exposure, that is very important to us.

Well, because we try to blend in technology, we have videos, we have online quizzes, online tasks, we have group discussions. We have forums where students can, while they're busy working on an assignment, pop in a question, everyone participate and the lecturers or the tutors overseeing that. We have voice notes that we started to make. Because of Fees Must Fall, for our difficult content, we have short video clips and voice notes that we placed on iKamva for the students.



I believe in positive peer pressure. When students have done excellent, when students obtain full marks, and we give full marks for assignments well done, we take that to the class and we share that with the class and in the class.

And you know what is important, try to know their names, try to make the learning environment safe

our approach in ALC is a pedagogy of care, holistically, we see potential and we want them to realise their potential. And we enable them through how we teach and what we teach.

EED Science:

So we do that and then they had to do groupwork and say what they think makes more of an impact, learning about scientists from history or learning about the contemporary ones, the way that they did through their research for the presentation.

Challenges identified and suggestions made:

Similar:

ALC EMS Coordinator:

... And what we're trying to get across to our dean and the faculty is that the students who are failing will be only a very small percentage who are actually attending and too weak and struggling and fail. Most of the time, the 25% or 20% or 19% who are failing, are students who are not active and who are not attending. Because there's no reason why any student should fail the course.

Yes, I think within the context of decolonisation it would be good that we take and learn because it is not only about chunking away because it's foreign, but to take and learn and then come up and develop a new one, South African based specifically. One that is holistically taking everything into account and saying this is then the best approach that we can advocate for in the different faculties and at the different universities.

Definitely embedded and eventually if we get to a model where it does not have to be a credit on its own but embedded within the other courses, that's also possible. Because at the moment this is what we have. If we can come up with something even better, then by all means, we will embrace that. So that's my short answer to that one.

EED Coordinator:

The faculty, now since 2014 we were restructured, but at faculty level we're autonomous, on our own.



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But we still have to share resources here with the English department. It shouldn't be like that. It should be like a department. You have your own budget, you have everything. Although the dean does support this, but it's not enough action. You must have the same structure and access to financial resources You know UWC's organogram?

All the challenges we have is institutional

Different:

ALC EMS Coordinator:

Well, let me start with the weakness, because our major weakness is that the course is only a semester course. It was a year course in the past and we're trying to get it back to a year course. Because that will give us more time to reinforce the skills, to connect it even better and to even invite lecturers from other disciplines to come in. Because that is something that we're looking at, to sit in and to also teach and co-teach.

That's happened a few years ago, that a management lecturer asked us to come back and teach whatever, the paragraph development, the sentence construction, in their own course to show the students how it links and that's the way they want them to write. It was Management 1, which all our students must also take.

So that is definitely a weakness, that we don't have enough time. Especially for the weaker ones. The stronger students, if we introduce it and give them one or two opportunities to practice, they get it, but not the weaker ones. And that's why some of them will fail.

EED Coordinator:

So I think it's not understood as it should. And we did have an AD centre at UWC and what's left of it is us and ALC.

