

**KNOWLEDGE STRUCTURES AND PEDAGOGIC PRACTICES: A
CASE STUDY OF ENGLISH EDUCATION AND ENGLISH LITERARY
STUDIES AT THE UNIVERSITY OF THE WITWATERSRAND**

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Submitted in fulfilment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

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2015

ABSTRACT

This study arose out of a concern that lecturers, tutors and students in their disciplines pay insufficient attention to the nature, structure and effects of the types of knowledge that is being disseminated and learnt. It was argued in the study that lecturers, tutors and students are under the spell of what Maton (2014) terms ‘knowledge-blindness’. This study investigated how knowledge structures impact on lecturers’ and/or tutors’ pedagogic practices in the English Education and English Literary Studies disciplines at the University of the Witwatersrand. The study presented the following research questions: What are the knowledge structures in English Education and English Literary Studies? How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices? Why are the effects of pedagogic practices on student learning the way they are? Since this study is grounded in a critical paradigm, it used the Legitimation Code Theory (LCT) (Maton, 2007), Critical Realism (Bhaskar, 1979) and Social Realism (Archer, 1995a and b, 1996) to conceptualise and to engage critically with each of the research questions. The substantive theories of Bourdieu (1988) and Bernstein (1990) were used to understand how disciplinary knowledge structures and pedagogic practices are constructed in the respective disciplines to impact on student learning. Since this is a qualitative study, one-on-one interviews, classroom observation and documentary evidence were used as research instruments. Case study research was chosen as the research design. The study shows that both English Education and English Literary Studies privilege a particular kind of disposition or ‘gaze’; this is stronger Social Relations which fall within the *knower* quadrant of LCT. In this quadrant, legitimacy is based on lecturers/tutors owning specialised knowledge and being the right type of *knower* in the process. A major finding of the study was that both disciplines were thus found to exhibit a knower code (ER-, SR+), which means that the acquisition of the target gaze or ‘way of being’ is the primary route to legitimation in the discipline. Students

therefore need to demonstrate that they are indeed the ‘right kind of knower’ if they are to succeed in these courses. This would assume a pedagogy in which students are afforded multiple opportunities to see the gaze modeled to them. The analysis of classroom practice and assessment in this study, however, suggests that this was not the case as classes were teacher-centred and there were very few formative opportunities. In this way, the pedagogy privileged those students who, by virtue of their cultural capital, already had access to the target gaze. Pedagogic practices, it was argued, are constructed as an external power relation, the central concern being the voices silenced by pedagogic discourse. The way in which pedagogy is relayed, determines whether students are included or excluded based on the content they are learning. It was found that, in both disciplines, according to Archer (1996), whose Social Realist theory is based on the social transformation of individuals, lecturers and/or tutors will continue to replicate social conflict in the next morphogenetic cycle. The pedagogic practices of lecturers will affect the next morphogenetic cycle which will provide the next set of agents with a “constraining context within which to operate” (Vorster, 2010, p.38). It was argued that pedagogic practices in the two disciplines under study are a complex and socially situated phenomenon that entails both cultural and social transformation inclusive of individual transformation. Therefore, lecturers and/or tutors in their disciplines should be aware that knowledge structures should “transcend social conditions” and should be shaped to a realistic context (Maton, 2000a,b).

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Chapter 1

Background and context of the study

Introduction

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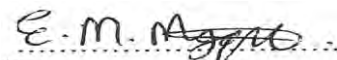
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LETTER FROM THE EDITOR

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TO WHOM IT MAY CONCERN

EDITING OF PHD THESIS: KERSHNEE SEVNARAYAN
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I certify that I have edited the above thesis. The abstract, acknowledgements, dedication, chapters, conclusion and bibliography were addressed via text marked-up onscreen and verbal discussions. Editorial advice was provided throughout the thesis on the following aspects:

- matters of substance and structure
- paragraph and sentence structure
- language (including academic language, phrasing, labelling of figures and illustrations.
- font size, matters of clarity, referencing format, verbosity and circumlocution, voice and tone, grammar, spelling and punctuation.
- contextual issues
- presentation of content

Yours faithfully

DR L M LOMBARDOZZI

DEDICATION

For my daughter,

Sienna Esmé

*If you don't go after what you want, you'll
never have it. If you don't ask, the answer will
always be no. If you don't step forward, you
are always in the same place.*

-Nora Roberts

ACKNOWLEDGEMENTS

I extend my sincere thanks to the following people whose invaluable support and assistance have made it possible for me to have travelled this memorable and insightful journey with them:

My supervisor, Professor Emmanuel Mgqwashu, for his invaluable support, guidance and patience. Without his positive encouragement this thesis would not have been possible.

My sincere thanks to the Heads of Department, selected lecturers, tutors and students in the discipline of English Education and English Literary Studies at the University of the Witwatersrand, as without them this work would not exist.

My thanks also to Dr Lombardozzi for her astute editing of this work.

My friend, Cathleen Miller, for her time and conscious effort in helping me improve this study.

My parents, Rani and Mark, thank you for your love, support and serenity. I will always be motivated by what I do because of you.

My sisters, Sivashnee and Prenola, thank you for your support throughout this study. Your constant encouragement is valued and can never be replaced.

My husband, Shannon, who always motivated and encouraged me to give of my best.

LIST OF ABBREVIATIONS

AIDS	Acquired Immuno Deficiency Syndrome
BA	Bachelor of Arts
B.Ed	Bachelor of Education
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CHE	Council on Higher Education
DOE	Department of Education
EAL	English as an Additional Language
ER	Epistemic Relations
HEIs	Higher Education Institutions
HEQC	Higher Education Quality Committee
HIV	Human Immune Virus
HWUs	Historically White Universities
ICT	Information and Communication Technology
KSAV	Knowledge, Skills, Attitudes and Values
LCT	Legitimation Code Theory
LoLT	Language of Learning and Teaching
NEPI	National Educational Policy Investigation
PIRLS	Progress in International Literacy Reading Study
RITAL	Research and Innovation into Teaching and Learning

SR	Social Relations
SUN	Stellenbosch University
TE	Teacher Education
UCT	University of Cape Town
UDW	University of Durban Westville
UKZN	University of Kwa-Zulu Natal
UN	United Nations
UP	University of Pretoria
Wits	University of Witwatersrand
WSoE	Wits School of Education

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Chapter 1

Background and context of the study

1.0 Introduction

Much recent educational research concerning pedagogic practices in higher education in particular, tends to focus on the social aspects of education (Boughey, 2010). The content students are learning in their disciplines today and how it is taught often does not receive the required attention. This is particularly a concern in countries in transition such as South Africa. Educational research tends to centre on constructivism, which maintains a relativist standpoint on knowledge. This is because it argues that knowledge is constructed socially and is inseparable from those who construct it. This, however, creates a degree of confusion between what knowledge is and what is implied by knowing. Consequently, knowledge becomes obscured as an object of study because it is understood as knowing, or as a subject of learning or teaching. Maton (2014) terms this ‘knowledge-blindness’, and this study argues that lecturers and students are both guilty of this ‘blindness’. Knowledge-blindness is a complex terrain in higher education, since knowledge and knowing are two detached entities of educational fields. It was argued in this study that knowledge and knowing need to be contemporaneous in order to offer a holistic account of these educational fields. There is a need, furthermore, for both to be analysed and comprehended separately to avoid the blurring of boundaries. More importantly, there is a need to avoid confusing knowledge itself with how this knowledge can be accessed and/or known (Maton, 2014). Thus, the thesis in this study is that knowledge must be viewed as an object with its own emergent properties and causal powers. This is because, as this study will reveal, knowledge and knowledge structures are the driving forces which underpin academic disciplines in tertiary education.

1.1 Rationale and context of the study

As both a PhD scholar and a secondary school educator, I have noticed a parallel between the types of questions educators, lecturers and tutors ask concerning the process of teaching and learning. Educators would often discuss the same questions to which possible answers did not provide a solution but posed even more questions. Questions regarding the processing of knowledge often posed were:

- *I have taught this section to the best of my ability, so why are learners still failing?*
- *I have explained these aspects clearly, and they said they do understand, but why is what I have explained so different from what I see in their responses to tests, assignments and examinations?*
- *What am I doing wrong?*
- *How can I improve my pedagogic practices to close this gap between what I am teaching and what the students are producing?*

As an English educator, and in the context of this study, the question I ask is: are lecturers in English Education and English Literary Studies to blame for the students' lack of success? Could it be that students are 'underprepared' for university education (Boughey, 2005)?

“As far as educational outcomes are concerned, South Africa has the worst education system of all middle-income countries that participate in cross-national assessments of educational achievement. What is more, we perform worse than many low-income African countries” (Spaull, 2013b, p.3). Furthermore, in South Africa,

...the quality of education for most Black children is poor. This denies many pupils access to employment. It also reduces the earnings potential and career mobility of those who do get jobs – and limits the potential dynamism of South African business (National Planning Commission, 2012, p.38).

It is a fact that students from socio-economic groups with more cultural, social and economic capital, generally have more enrolment opportunities. In terms of race, The Economist (January 10, 2010) highlights that 50% of White students who wrote their final Matric examination qualified for university admission. In stark contrast, only 10% of Black students qualified for university admission. Although historically Black and previously disadvantaged schools make up 80% of the country's secondary schools, these Black schools and their learners only produce 20% of students who qualify for university (Wangenge-Ouma, 2012).

Several studies reveal that most students drop out of university because they are unable to access the knowledge structures in their disciplines (Pocock, 2012; Wangenge-Ouma, 2012; Bhorat, Mayer & Visser, 2012; Boughey, 2010; Cosser & Letseka, 2010). According to Cosser & Letseka (2010), of the 120,000 students who enrolled in higher education in 2000, 36,000 (30%) dropped out in their first year of study. A further 24,000 (20%) dropped out during their second and third years of study. Of the remaining 60,000 (50%), fewer than half (22%) graduated within the three year regulation period. Other studies have also shown that student drop-out rates affect mainly the Black student population (Cosser & Letseka, 2010; Boughey, 2010). Student drop-outs are problematic in higher education, and, "general access remains a major challenge" (Pocock, 2012; Wangenge-Ouma, 2012, p.4).

It is partly against this background that this study investigates the relationship between knowledge structures and lecturers' and/or tutors' pedagogical practices in analysing the role of knowledge in the disciplines of English Education and English Literary Studies at the University of the Witwatersrand (Wits). In this Chapter, the higher education context into which the study is embedded is discussed. The Chapter presents a description of the goals for the research and the key questions to be answered in the study. Following this, a detailed

presentation of the structure of the thesis will be provided. The Chapter concludes with a discussion on the limitations of the study.

1.2 The goals of the study

The reason for electing to investigate the phenomena of knowledge structures and pedagogic practices within the two English disciplines, i.e. English Education and English Literary Studies, and not in other disciplines such as Geography, History, or even Science, is that the English language, culture, texts and pedagogy, are the objects of study in these disciplines, and English is the Language of Learning and Teaching (LoLT) in most Higher Education Institutions (HEIs) in South Africa. Located within the broader field of English Studies, which concerns itself with, *inter alia*, an analysis of the ways in which language is used in literary, oral and visual texts, as well as in media and popular culture to create meanings about individual and group identities. More broadly, English Studies as a field concerns itself with such issues such as:

- ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence;
- distinguishing between knowledge *of* and *about* language, and knowledge *of* and *about* discourse communities;
- transcending the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable, and;
- examining ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).

It is within the context of these concerns of English Studies that the main objective in this study was to investigate, firstly, the knowledge structures in English Education and English Literary Studies disciplines. Secondly, ways in which these knowledge structures impact on pedagogic practices (teaching methods and assessment). Thirdly, the reason for the kind of effects pedagogic practices have on students' learning. Given the fact that access to higher education is now open to all, regardless of race or class (Republic of South Africa, 1996), and that the ideals of epistemological access have to be realised (Morrow, 1993), it was necessary to investigate the role of knowledge structures on pedagogic practices within the disciplines whose object of study also happens to be the LoLT in most HEIs in South Africa. Pope (1998, p.7) notes that the challenge is, in the context of this study, to:

- see through and expose esoteric ideas implicit in disciplinary knowledge in so far as they merely constitute a new orthodoxy and underwrite a new professional elite; and
- empower lecturers and tutors and students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of.

The broad field of English Studies includes disciplines such as English Literary Studies where English is taught as an Art, and English Education, which teaches language education to prospective educators, have been chosen. English Education and English Literary Studies are disciplines in the field of English studies, which is an academic field that includes the study of literature written in the English language, English linguistics and English sociolinguistics (Pope, 1998, p.43). Broadly, English Literary Studies explores the production and analysis of texts created in English. In this discipline, students reflect upon, analyse, and interpret literature and film by presenting their analyses in clear, cohesive, cogent writing (Pope, 1998, p.46). English Education as a discipline includes three dimensions (National Council of Teachers of English, 2014):

- the teaching and learning of English, generally and inclusively defined;

- the preparation and systematic professional support of educators of English at all levels of education; and
- methodical inquiry into the teaching and learning of English.

To achieve this significant work, future English educators (students in training) conduct interdisciplinary inquiry by drawing on English Studies, education, the scientific study of human behaviour and related fields. Students convert theory and research in these fields into pedagogical practice as a foundation for enhancing the understanding of the teaching and learning of English in the classroom in a school context (*ibid.*). Thus, an examination of the ways in which knowledge structures impact on, and the extent to which such an impact serves to include or exclude certain students in English Education and English Literary Studies, to varying degrees, seemed an appropriate focus for this study. A consideration of Pope's (1998) challenges above is what may, in the context of this study, help students and lecturers and/or tutors in English Education and English Literary Studies move from knowledge-blindness to knowledge building (Maton, 2014).

Similar to Boughey's (2010) work, which used a critical realist framework to investigate teaching and learning in higher education in South Africa, this study epitomizes her work by examining the role of knowledge structures on pedagogic practices, and the manner in which such an impact plays a role in students' learning. Whilst it is true that since the first democratic election in 1994, universities have been working on implementing structures and initiatives intended to guarantee and enhance quality in teaching and learning, Black students are still dropping out of university and/or take longer to graduate. It is in this context that this study seeks to contribute to the developmental promises of higher education by exploring the interplay between the construction of knowledge structures and its role on pedagogic practices in English Education and English Literary Studies in order to develop a clearer

understanding into ways in which knowledge structures impact on teaching and learning. The study, it is hoped, will offer strategies that could improve and ensure epistemological access for success to future students.

If higher education is understood to have a number of aims, such as being a public good, fostering a critical citizenry, ensuring social justice and developing graduates who can positively contribute to the economy (Republic of South Africa, 1996), then there are as many reasons for concern regarding the number of students who drop out of the higher education system every year. Another matter for concern is the demographically skewed nature of the success rate of higher education in South Africa. If South Africa is to enjoy the transformation referred to in so many of its policies designed to address the enormous problems resulting in social inequality and poverty, then it will have to address the issue of knowledge-blindness in the two disciplines under study (Balfour, 2000, Boughey, 2010). The link between poverty reduction and language and education levels is not simply the graduates themselves being able to sustain themselves and their families, but incorporates the role such graduates can play in transforming society to better address the needs of all citizens (Boughey, 2012). As a result, this study asks the following key questions:

1. What are the knowledge structures in English Education and English Literary Studies?
2. How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices?
3. Why are the effects of pedagogic practices on student learning the way they are?

1.3 Structure of the thesis

Chapter 1 contains a discussion on the context and background of the study. This chapter has as its focus the goals of the study and presents the key questions to be answered in the study, which aids in organising the data in Chapters 5, 6 and 7.

Chapter 2 turns to the conclusions reached in Boughey's (2005) ethnographic study of students in a first year class at a historically Black South African university in order to engage with the issue of epistemological access to the university in general and in particular with what constitutes access in terms of language development. The research indicates that recommendations for quality improvement are focused on structural changes. Such recommendations fail to interrogate the extent to which such changes are dependent on the vicissitudes in the domain of culture and identity. In particular, studies by Bladergroen *et al.* (2012), Makoelle (2012), National Planning Commission (2012), Boughey (2005, 2011 and 2012) and Fisher and Scott (2011) call for further attention to be paid to the ways in which teaching and learning are constructed discursively in higher education and how these constructions inform knowledge structures and pedagogic practices. Moreover, this Chapter analyses literature by Mqgwashu (2007), who investigates ways in which English Studies at four universities (Rhodes University, University of the Witwatersrand, the University of KwaZulu-Natal and the University of Sydney) responded to the academic literacy needs of first year students. Furthermore, the Chapter includes a discussion on studies conducted by Materu (2007) who looked at quality assurance in African HEIs; Balfour (2000) who focused on creating a new English curriculum for learners in school and Mabunda (2008) who investigated pedagogic practices in the teaching of literary works in order to ascertain whether or not they enable student educators in higher education to make use of knowledge in the interpretation of social reality.

An explication of the conceptual framework used in the study forms the focus of Chapter 3. Bhaskar's (1979) Critical Realism and Archer's (1995a,b, 1996, and 1998) Social Realism are the core theories that the study uses to engage with data. Bhaskar (1979) identifies three ontological layers: the empirical, the actual and the real. The real comprises underlying structures and causal mechanisms which give rise to events in the world. The real, in the context of the study referred to knowledge structures and pedagogical practices in English Education and English Literary Studies disciplines. The domain of events concern what actually happens when structures and mechanisms are activated. The actual structures that the study refers to are English Education and English Literary Studies knowledge structures, hence, the study focuses on how knowledge has been constructed in the two disciplines under study and how it informs pedagogic practices of lecturers and/or tutors. The empirical, consists of agents' experiences of these events and is affected by their own history and social location. The empirical aspect in the study focused on lecturers and/or tutors as agents of social change and how their culture and identity affect their pedagogical practices in the teaching venues.

Archer (1996) adopts Bhaskar's (1979) Critical Realist notions of a stratified reality and focuses specifically on the social world. She provides a model of social reality as comprising three milieus; structural, cultural and agentic. The structural milieu comprises existing constructs such as policies, committees as well as more abstract phenomena such as race, gender, social class and knowledge structures in the disciplines themselves. In the context of this study, the structural milieu refers to the disciplinary knowledge structures and policies that are used in English Education and English Literary Studies. The cultural milieu comprises our views on the world. This includes our values, beliefs, attitudes, ideologies and identities. The study focuses on how identity and culture in English Education and English

Literary Studies impacts on a lecturer's and/or tutor's role in terms of ensuring inclusivity in higher education in general. The agentic milieu consists of people. The agents that the study focuses on are the lecturers and/or tutors in the two disciplines under study, both in the Faculties of Education and Arts.

In addition to the work of Bhaskar (1979) and Archer (1995a,b, 1996), the study draws on a number of substantive theories, including the work of Bernstein (1990), Bourdieu (1979, 1988) and Maton (2000b). Bourdieu highlights how intellectual fields structure educational knowledge, while Bernstein highlights the structuring significance of educational knowledge for intellectual fields. Their approaches conceive educational knowledge as a structured and structuring structure (Maton, 2000b). For Bernstein (1971, p.37), education “transforms the identities of many of the students: it transforms the nature of their allegiances to their family and community, and gives them access to other styles of life and modes of social relationships”.

Chapter 4 contains the discourse on the research design, methodology, research paradigm, research sample and methods used in the study. Since case studies are detailed examinations of people or groups of people, it is the research design selected to collect data in the study because it intends to investigate how lecturers and/or tutors use pedagogy in English Education and English Literary Studies. Therefore, the case examined in this study are two different disciplines, English Education and English Literary Studies, at two different campuses at the University of the Witwatersrand. The researcher was interested in the meaning of experiences of the participants with regards to knowledge structures and pedagogic practices. This study employs a qualitative methodology which allows for the integration of varied methods and methodologies of construing data in order for the research

to generate a reasonably high degree of reliability and accuracy in its findings (Neuman, 2006). In addition to being subjective, in-depth, exploratory, interpretive and open-ended in nature, qualitative studies are conducted on entities in their natural settings, as opposed to quantitative studies, which are mostly conducted in controlled settings (Falconer and Mackay, 1999). In the context of this study, these qualities ensure that this research yields rich, detailed and in-depth data from its participants. Furthermore, this study locates itself within the critical paradigm as it assumes that our ability to know reality is flawed or imperfect, and any claims regarding reality must be subjected to critical examination to achieve the best possible understanding of reality. The researcher was concerned chiefly with experiences involving lecturers and students in English Education and English Literary Studies. This study set out to understand human behaviour from a critical perspective (Cohen and Manion and Morrison, 2007). The researcher critically examined ways through which students in English Education and English Literary Studies are taught by practitioners in the English department. Data was critically interpreted arising from the disciplinary knowledge and identities of the practitioners in the English Education and English Literary Studies disciplines at Wits.

The purposive sampling technique was used in the study. In purposive sampling, the researcher selectively chooses participants who suit the needs and interests of the study (Cohen, Manion and Morrison, 2007). Lecturers and/or tutors and students were selected as participants since the study investigated how the pedagogical practices of lecturers and/or tutors within their respective discourse communities impact on how students acquire knowledge in their lectures and tutorials. The researcher purposively selected four lecturers and tutors and four students from each discipline. The study used a small sample that would yield rich, in-depth data. The selected research instruments chosen in the study were semi-

structured interview schedules, an unstructured observation schedule and a document analysis schedule. As a result, triangulation is chosen to enhance the reliability and trustworthiness of data.

The discussion in Chapters 5, 6 and 7 centres on the interpretation of the data generated from the research methods that were discussed in Chapter 4: audio-recorded interviews, unstructured observation and documentary evidence. The key research questions were pivotal in the organisation of the data in each of the Chapters mentioned above. In Chapter 5, an outline of the data collection process is presented. The subsequent two chapters present a discussion on the research findings and offer a critical analysis according to the three themes emergent from the research questions:

- The understandings of disciplinary knowledge structures in English Education and English Literary Studies
- Conceptions of knowledge structures and their impact on pedagogic practices
- Perceived role of pedagogy in facilitating epistemological access.

With regards to the interpretation of the findings, Chapters 5, 6 and 7 draw on the conceptual understandings of Chapter 3 and draw significantly on the theories of Archer (1995a,b, 1996) and Bhaskar (1979) and the substantive theories of Bernstein (1990), Bourdieu (1988) and Maton (2000a,b). Among other findings in the study, and most importantly, is that the massification of HEIs does not necessarily guarantee epistemological access to all students.

Chapter 8 concludes the study and arguments that were raised in Chapters 1 to 7 are discussed. These arguments reflect the nature and purpose of the study, which is to expose underlying structures and mechanisms evident in English Education and English Literary Studies. The Chapter presents some implications of the findings for the study which is

concerned with epistemological access, policy, pedagogy, disciplinary identities and disciplinary knowledge; the Chapter concludes the thesis by presenting some prospects for future study.

1.4 Limitations of the study

This study focused on the phenomena of knowledge structures and pedagogic practices at only one university: Wits. One may argue that this fact limits the study in that the findings may be said to be generalised. The researcher has broadened the scope of the study for this reason, by investigating the phenomena at two different campuses at Wits, which focused on two different disciplines: English Education and English Literary Studies. In these two respective disciplines, the phenomena of knowledge structures and pedagogical practices were explored by means of various instruments such as interviews, observations and documentary evidence. Chapter 8 provides some recommendations for future study and suggests that this study could be extended to include other disciplines to strengthen the trustworthiness of the data.

Data from documentary evidence emerged from tutorial and lecture material, test questions, examination questions and course outcomes. However, the test and examination marks were not analysed due to time and length constraints. Interviews were conducted with students in focus groups to ascertain the level at which students are performing in the disciplines. Furthermore, observation of lectures/tutorials were conducted as a second control mechanism to investigate lecturer-student interaction, but more importantly, the students' participation and reactions to their lecturer's/tutor's pedagogic practices.

1.5 Conclusion

It is clear in this Chapter that there is a persistent problem in higher education with regard to knowledge-blindness and the inequalities that persists between Black and White students in South African higher education. An engagement with these issues in this Chapter, suggests that there is more to be done in HEIs. As a result, this study focused specifically on the English Education and English Literary Studies disciplines at Wits and focused on the pedagogic practices of lecturers and/or tutors, and the role these practices had on students. The Chapter's identification of the limitations to the study suggests that decisions were made as a result of unavoidable factors at the time of the study.

Chapter 2

Understanding knowledge structures and pedagogic practices

2.0 Introduction

Chapter 1 set the context for the study by constructing the background and context of the study. The Chapter then moved to a discussion of the goals of the study and presented the key research questions on the basis of which data was generated. Chapter 1 outlined a detailed description of the structure of the thesis and finally, it concluded with limitations of the study. What is apparent in Chapter 1 is that there still remains a discrepancy between the number of Black students who are admitted into the first year of study, and those that finally graduate at the end of their Bachelor of Arts (BA) and Bachelor of Education (B.Ed.) degrees at the University of the Witwatersrand (Wits University).

It is now twenty years after democracy and HEIs are now open to people of all races, however, it is argued that the massification of HEIs does not guarantee epistemological access to all. Even though Black students are granted access into HEIs, it may be argued that HEIs exhibit a 'sink or swim attitude'. The concern is that in South Africa, the role of higher education is over-essentialised. This means that higher education acculturates a view of competence, hierarchy, human behaviour, knowledge and truth. This is echoed in the words of the former United Nations Secretary General, Kofi Annan, when he claims that:

The university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights, and enable African academics to play an active part in the global community of scholars (World Bank, 2002, p.22).

While these are laudable ideas and aspirations, they may unfortunately and potentially remain so: ideas and aspirations. This is because even though Black students are given access to

HEIs, it may not necessarily “help develop African expertise...enhance the analysis of African problems” (World Bank, 2002, p.22). Black students are predominantly still the ones that are failing and unsuccessful at primary, secondary and tertiary levels of education (Makoelle, 2012; National Planning Commission, 2012; Boughey, 2011 and 2012; Fisher and Scott, 2011).

It is against this background that this Chapter begins by firstly, discussing Boughey’s (2005, 2010, 2011, 2012) studies. Secondly, the Chapter proceeds with a review of issues related to what the knowledge to which students seek epistemological access is within the two disciplines under study, and how this knowledge is constructed (Maton, 2000a and b; Maton and Moore, 2010; Gee, 1996 and 2003; McKenna, 2004a,b, 2013; Mgqwashu, 2007; Mabunda, 2008; Balfour, 2000). This frames the main objectives of this study. Finally, this Chapter argues that if social exclusion still persists in higher education, “and unless English departments in universities reclaim English language as part of their scholarly engagement” (Mgqwashu, 2007, p.37) to “develop African expertise” (World Bank, 2002, p.22), then Black students will continue to perform poorly, be unsuccessful and drop out of the system.

The Bill of Rights in the Constitution of the Republic of South Africa (Act 108 of 1996) declares that all citizens have the right to equality and quality education. However, this seems not to be the case in our present higher education system. According to the National Planning Commission (2012), the graduation rates of Whites in comparison to Blacks still remain in the region 2:1. Following Scott *et al.* (2007), our higher education system cannot be considered to be equal when, clearly, it is still persistently Black students who are carrying on their shoulders the shackles of our country’s past, while the White students continue to be favoured by our education system. Higher education preaches equality for all races in

education (World Bank, 2002), but, it can be argued that it is not equal for all students. It is argued that higher education can only be regarded as equal when all students can gain equal access into ways in which discipline-specific epistemologies are constructed, contested and disseminated. South African higher education still has a long way to go before equal access to higher education is realised since the themes highlighted in a study conducted by Boughey (2005, 2011, and 2012) still reflect those of marginalisation, exclusion and inequality, aspects that go against what the Constitution (Act 108 of 1996) stipulates. The participation rates for White and Indian students are analogous with developed country figures, but the participation rate for African (Black) and coloured students are constantly very low: less than a quarter of that of Whites as shown in Table 2.1 below

	2005	2006	2007	2008	2009	2010	2011
African	10%	11%	12%	13%	13%	14%	14%
Coloured	12%	12%	12%	13%	14%	15%	14%
Indian	44%	44%	43%	45%	45%	46%	47%
White	51%	53%	54%	58%	58%	57%	57%

Table 2.1: Higher education participation rates according to race from 2005 to 2011¹

Scott *et al.* (2007, p.10) correctly argues that most Black students are not given equal access to acquiring epistemology, as only “12% of Black youth participate in higher education”. Their position is supported by the results of their quantitative, empirical study which shows that after five years of study, 56% of the 2000 cohort of higher education students had dropped out of the system. Recent cohort studies (Fisher and Scott, 2011) indicate that the broad performance patterns, such as those mentioned above, are stout, showing little

¹ Information adapted from Fisher and Scott (2011, p.3).

noteworthy changes from those that emerged from earlier studies (Scott *et al.*, 2007). According to Fisher and Scott (2011, p.12):

- About one in four students in contact institutions graduate in regulation time (for example, four years for a four year degree).
- Only 35% of the total intake of students graduates within five years.
- When allowance is made for students taking longer than five years to complete their degree or returning to the system after dropping out, it is approximated that some 55% of the intake will never graduate.
- Epistemological access, student success and completion rates continue to be racially skewed, with White completion rates being on standard 50% higher than African rates.
- The total result of the disparities in epistemological access and student success is that under 5% of African and coloured youth are succeeding in any form of higher education.

The findings are that the ‘crop of higher education’ are not meeting South Africa’s needs, that the education system has low internal effectiveness in utilising human and material resources, and that the magnitude of the failure and dropout occurring contained by small and selected student body points to considerable systemic problems that necessitate systemic responses. It can be argued that, in relation to its educational role, higher education in South Africa is a ‘low-participation, high-attrition system’ (Fisher and Scott 2011, p.1) that has not yet come to terms with its developing-country status. These realities “have the effect of negating much of the growth in Black access that has been achieved” (Scott *et al.*, 2007, p.19). They are

“indicative of a...higher education system...that is unable to effectively support and provide reasonable opportunities for success to its students” (DHET, 2013, p.2).

The difficulties Black students face in completing their degrees in regulation time have major implications for social mobility and the effectiveness of the education system at creating the equitable skills base that will be essential for overcoming the inequalities of apartheid (National Planning Commission, 2012). This, in turn, is “a way of ensuring a diverse system that will improve access for all South Africans to various forms of educational opportunities, improve participation and success rates...and enable all institutions to find niche areas that respond to various national development needs” (DHET, 2014, p.29). The term ‘equal opportunity’ seems to be a type of ‘cosmetic outwardness’ to display “political symbolism” rather than a guarantee of real change in higher education in our country (Mgqwashu, 2006, p.1).

Of significance, in the context of this study, are the conclusions reached in Boughey (2010) and Boughey and McKenna’s (2011a and b) examination of the five “research intensive” universities which were: University of Cape Town (UCT), Stellenbosch University (SUN), University of Pretoria (UP), Rhodes University and University of the Witwatersrand (Wits). Of all these universities, Wits was the only university which supported the diversified massification of students, with low success rates. Following this, in terms of low pass rates, was Rhodes University. According to research by Boughey (2005, 2010), most Black students manage to pass the modules for which they are registered, attaining marks between 55-58%. Her study of the remaining HEIs in South Africa (2010) analyses documentation related to institutional quality audits conducted by the higher education Quality Committee (HEQC). Boughey’s studies found that:

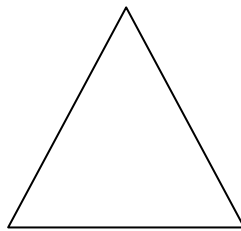
- In terms of their language ability, Black students are categorised in terms of their status of speaking English as an additional language rather than taking to account literacy as a social phenomenon.
- Since 1994, most Black students are still reluctant to engage with academic support requirements and did not attend lectures if, for example, a test was held or tutorial questions were to be answered. As a result, many Black students are unsuccessful in tertiary education.

Arising from these findings, she recommends that:

- Credits should be allocated to additional learning and the length of time taken to complete a qualification should be extended.
- The field of academic development needs to grow where there is a focus on practitioners needing to achieve higher level qualifications. There should be a more focused approach on teaching and learning.
- What is needed is a national structure which will contribute to policy developments in higher education.
- Institutional programmes should be aligned to meet the diverse needs of Black students.

Building on these findings and recommendations, this study examined the construction of knowledge and pedagogical mechanisms related to teaching and learning in English in higher education. As revealed by Boughey's studies, most Black students still drop out of university and/or take longer to graduate. The work of the HEQC in South African higher education, for example, has resulted in all universities setting up structures and initiatives intended to guarantee and enhance the quality of teaching and learning in higher education by ensuring that all students are socially included. She indicates that recommendations in those documents (institutional quality audits) for quality improvement, is focused on structural changes. Such recommendations fail to interrogate the extent to which such changes are dependent on change in the domain of culture and identity. In particular, this calls for further attention to be paid to the ways in which knowledge structures are constructed discursively in higher education and in the ways these constructions inform pedagogic practice.

For Maton (2000a), knowledge structures remain implicit to those working in the field of production, since, in the context of this study, they only really become distinct and visible if deliberate attempts are made to study them when knowledge is contextualised into a curriculum. Different forms of knowledge have different structures and these function as mechanisms with effects on practice, which is central to the study. Bernstein (1999) divides knowledge structures into two branches: horizontal and hierarchical. A horizontal knowledge structure, which is representative of the Humanities and Social Sciences, is defined as “a series of specialised languages with specialised codes of interrogation and criteria for the construction and circulation of texts” (Bernstein, 1999, p.162). It is represented as: $L^1, L^2, L^3, L^4, L^5, L^6, L^7 \dots L^n$ (Bernstein, 1999). Hierarchical knowledge structures, on the other hand, which is representative of the natural sciences, which is defined as a coherent, overt and systematically principled structure and which is hierarchically organised and is represented as (*ibid.*):



According to Bernstein (1999), the apex of the triangle represents the theory that best integrates the greatest number of propositions represented by the base of the triangle. The distinguishing feature of these knowledge structures are that horizontal knowledge structures develops through accumulation where students are introduced to new languages, texts, questions and makes associations between them, as in the case of the English Education and English Literary Studies disciplines. In contrast, in the natural sciences, in disciplines like Physical Sciences, hierarchical knowledge structures develop through integration where development, for students, is seen as the development of theory. In the context of this study, the relationship between knowledge structures and in the case of English Education and

English Literary Studies, horizontal knowledge structures, and English Studies is that for Pope (1998), lecturers and tutors need to allow students to expose esoteric ideas inherent in disciplinary knowledge structures in so far as they merely constitute a new orthodoxy in disciplines and construct a new professional elite. In the context of the study, Pope (1998) urges lecturers and tutors to challenge themselves by allowing students to have perspectives and visions of the disciplinary knowledge that they would otherwise be denied of in lectures and tutorials. With regard to pedagogic practices, Bernstein (1999) argues that when lecturers and tutors stand at the front of the lecture or tutorial venue, they are, in fact, not relaying disciplinary knowledge. Arguably, what knowledge some lecturers and tutors disseminate to students, which is investigated in the study, are social relations, social orders of inequality and social identities which determines which students are categorised as ‘average’, ‘successful’ and ‘unsuccessful’.

In terms of a higher education context, a study conducted by Mgqwashu (2007) investigated ways in which English Studies at four universities (Rhodes University, Wits, UKZN and University of Sydney) responded to the academic literacy needs of first year students. He used qualitative and quantitative methodologies, and integrated his own personal autobiographical narrative, interviews and documentary evidence to generate data. Mgqwashu’s (2007, p.ii) findings reveal that “Given the fact that not all students possess relevant cultural capital to negotiate meanings successfully within this discourse, many of them are excluded during lectures”. It must be noted that “when teachers work together to examine student work and analyse classroom lessons, they figure out collectively what works and what doesn’t work, and they build a culture of learning....they build and share pedagogical capital” (Cuban, 2013, p.67). Mgqwashu’s (2007) study links effectively with this study, since his findings revealed elements of social exclusion with regard to pedagogy in the disciplines within the field of English Studies. Mgqwashu’s (2007) study shows that

social exclusion is prevalent when students who do not have access to linguistic and cultural capital, fail to select grammatical structures according to the purposes for which they are writing or speaking. Mgqwashu's (2007) study is similar to this study in that it includes one of the disciplines in the field of English Studies: English Literary Studies. This particular study, builds on his study by comparing English Literary Studies to English Education. Like Mgqwashu's (2007) study, this study, moreover, focuses on knowledge structures and the role these have on pedagogic practices in these disciplines at Wits University.

Research by Boughey (2010, 2012) reveals that lecturers should consider how they can support the learning process as knowledge making, rather than knowledge reproducing. Knowledge making refers to critically understanding knowledge of the discipline with "its own specialised codes of interrogation and specialised criteria" (Bernstein, 1990, pp.172-173; Maton, 2000a), and building on that knowledge to make new knowledge, whilst knowledge reproduction focuses on 'knower' structures (the kind of person one has to be for legitimisation in the field of knowledge production) who have access to epistemology and who impart it to students who are less knowledgeable and who reproduce that knowledge with or without understanding (Maton, 2000a and b). It is argued in this study that knowledge reproduction widens the gap between those who have access to linguistic and cultural capital (Bourdieu, 1988), and those who do not. Boughey's (2005) study, for example, concurs with the September 2008 report by the Ministerial Committee on Progress towards Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (the 'Soudien report') and indicates that there are pervasive problems in terms of social inclusion which need to be understood and addressed at a systemic level (Incudisa, 2009, July 28). The Soudien Report was written by University of Cape Town's Acting Deputy Vice-Chancellor, Professor Crain Soudien. The University of Cape Town's Institute

for Intercultural and Diversity Studies of Southern Africa hosted a colloquium which was organised by leaders from the University of Cape Town, University of the Witwatersrand, University of the Western Cape, and Stellenbosch University. The findings of the report include decreased and unequal participation rates, decreased Black student graduation and success rates. For the Minister of Higher Education and Training, Dr Blade Nzimande, the Soudien Report “lifted the lid on a shameful feature of higher education institutions in South Africa” (Incudisa, 2009, July 28). The minister states his position very aptly:

Discrimination comes in many guises and pretexts, which therefore requires us to unmask and expose it continuously...It is no secret that the media in South Africa do not reflect the voices nor serve the interests of the majority of the citizens. In fact, they do not even aspire to do so, and pander unashamedly to class and financial interests (Incudisa, 2009, July 28).

It may be argued that in higher education, students who make up ‘the majority of the citizens’ of South Africa are left to their own devices in a ‘sink or swim’ climate. It is safe to say that, if students cannot adapt and cope in higher education, they will be excluded academically. The Soudien report, therefore, is in line with the thesis of the study since it declares that our higher education system still favours a certain group of students. Even though all students are given opportunity to gain epistemological access, many Black students are unable to access epistemology, which is claimed to uplift and empower them to free their potential that was once locked away (Mgqwashu, 2007). This is reminiscent of the Quota Act, which was established in 1983, also known as the University Amendment Act (Act 83 of 1983), which attempted to ‘control’ the numbers of Black students entering universities and implicitly ‘marked’ and marginalised Black students. During this time, early academic support programmes were developed to assist Black students, since they were claimed to never have had the necessary background knowledge to benefit from lectures and tutorials in the way that White students had (Boughey, 2005). However, since democracy in 1994, higher education requires “a new range of competences, such as adaptability, team work,

communication skills, and the motivation for continual learning” (Materu, 2007, xiii), which are now critical skills and which are *sine qua non* to achieving educational freedom. This was re-iterated in the Green Paper for Post-School Education and Training, which states:

Inadequate student preparedness for university education is probably the main factor contributing to low success rates. Various approaches have been attempted by different universities to compensate for this problem. Unfortunately, there is no clear evidence of what the most successful routes are. Clearly, though, universities will have to continue to assist underprepared students to make the transition to a successful university career. This could involve foundation programmes, intensifying tutorial-driven models which enable small-group interaction, or increasing the duration of degrees. The funding system must support such initiatives. Universities and programmes differ in their student intakes, and each must tailor their support offerings to fit their needs (DHET, 2012, p.42).

Similarly, a paper presented at the Research and Innovation into Teaching and Learning (RITAL) conference, at the Cape Peninsula University of Technology, by Boughey (2005) indicates that dominant assumptions surfaced that these ‘disadvantaged’ students were unprepared to engage in mainstream academic learning but had to attend extra classes, tutorials and special courses. The key findings to their study refer to how culture, which is how teaching and learning takes place, is still a challenge and a problem across all universities. Black students were, and still are, construed as lacking important skills, experiencing gaps in knowledge areas, and they are in need of language development as they lack the ability to think critically.

It can be argued that the way in which some lecturers understand students, their own learning, their social context, themselves, and what they do as lecturers, often is not consistent. A quantity of lecturers’ pedagogies, as a result, are apparently changed but remain the same since they still teach using the traditional, old-fashioned way, with an assumption that all students come with the same cultural and linguistic capital (Bernstein, 1990). Mgqwashu (2007, p.56), similarly, states that “it would be inadvisable for English departments to maintain a teaching practice that is essentially content-centred, and relies on unverified

assumptions about students' linguistic and/or academic literacy abilities". Hence, pedagogic practices, in terms of teaching and student support, do not fulfil what they claim to fulfil. For Pope (1998, p.10), the challenge for lecturers and tutors in English Education and English Literary Studies within the field of English Studies:

...is to develop practices of reading and writing that operate in a variety of dimensions and develop in a variety of directions, simultaneously or by turns: critical and creative, theoretical and practical, historical and contemporary. For only in this way can texts be fully grasped as ongoing processes as well as achieved products, and words be used for experiment and exploration as well as analysis and argument. In short, for serious play.

Pope's (1998) challenge for lecturers and tutors above suggest that the pedagogic practices of practitioners play a substantial role in terms of inclusivity regarding students. The following table adapted from Pope (1998, p.31) proved to be useful when discussing data in later Chapters. The table below distinguishes between the typically polarised versions of the functions of English in the two disciplines under study:

"Traditional"	"Progressive"
English for employment	English for 'life'
Vocational training in specialism	Education of the whole person
Promotion of single standard language	Recognition of varieties
Emphasis on writing	Attention to speech
Formal written examinations	Mixed mode assessment
Dictionary definitions and grammatical rules	Flexibility of language usage
Canon of 'great works'	Open or no canon
National curriculum	Local syllabuses
Single dominant cultural identity	Multicultural differences

Table 2.2: Polarised versions of the function of English (Pope, 1998, p.31)

After an examination of the table above, one brings to mind: how are English Education and English Literary Studies categorised according to these polarities? Mabunda's (2008) qualitative study investigated pedagogic practices in the teaching of literary works in order to

ascertain whether or not they enable student teachers in higher education to make use of knowledge in the interpretation of social reality. By means of a literary analytical approach, document analysis and narrative recounts, Mabunda (2008) revealed that pedagogic practices that progressively (Pope, 1998) scaffold students through module content that is sensitive to South Africa's realities, epistemological access is possible. Furthermore, his findings revealed that the teaching of literary art in the English Education discipline at the UKZN has, in some respects, provided students with the knowledge of using literary works in understanding social reality. These findings relate to this study in that, as pointed out, they reveal the role of pedagogic practices in an English Education discipline context. This study, thus, built on Mabunda's (2008) study by critically investigating the role of knowledge structures on pedagogic practices of lecturers and/or tutors in the two disciplines under study.

In Mabunda's (2008, p.83) words:

This will assist in identifying areas of concern, and developing other alternative means for ensuring that the teaching of literature does not simply serve as a means to an end or for deepening students' language skills, but as a tool for inculcating knowledge and infusing students' awareness of the role of literary art in [HEIs] and society.

On a similar note as Mabunda (2008), this study investigated areas of concern present in literary studies and language education. If we accept the premise that apartheid education still haunts our higher education system, we can then reasonably argue that social exclusion in South African higher education is by no means fictitious.

A study by Materu (2007), which is similar to Boughey's (2005, 2010, 2012), was conducted in Sub-Saharan Africa in 52 countries with 6 countries (Cameroon, Mauritius, Ghana, Nigeria, South Africa and Tanzania) being his main focus. Materu's (2007) study utilised research which was gathered from document and web reviews, interviews and six detailed case studies of these countries. The research purpose was to establish the status of quality assurance in African higher education systems. The key finding to the study indicated that,

even though some of the above mentioned countries claimed quality assurance, there is still a decline in the quality of higher education in Africa. This is what this study wishes to investigate, to determine if what lecturers and tutors say during the interviews corroborates with what is observed in lectures and tutorials and from what is said by the students themselves. Materu (2007, pp.34-35) found that, out of the 52 countries, only 16 (31%) have quality assurance agencies. These are: Cameroon, Cote D'Ivoire, Egypt, Ethiopia, Gabon, Ghana, Kenya, Liberia, Libya, Mauritius, Mozambique, Namibia, Nigeria, South Africa, Sudan, Tanzania, Tunisia, Uganda, and Zimbabwe. He states that the high percentage of countries that do not have quality assurance may be due to expenditure as a result of "rapidly rising enrolments", insufficient number of academic staff in universities, retirement and HIV/AIDS and poor governance (Materu, 2007, p.xiv). Unlike this study, Materu's (2007) study was conducted in different countries in Africa and it investigates quality assurances of HEIs in Africa. A premise of this study is that issues of quality assurance can never be complete if an investigation of knowledge structures and the role they have on pedagogic practices does not form part of the process.

In order to succeed in higher education, students require the linguistic capital and cultural capital necessary to gain epistemological access (Mgqwashu, 2007, 2008; Morrow, 1993; Bourdieu, 1988). It is argued that students can only be successful if they have acquired the necessary Cognitive Academic Language Proficiency (CALP), which is defined as "the extent to which an individual has access to and command of the oral and written academic registers" (Street and Hornberger, 2008; Cummins, 2000, p.67) in their respective disciplines. If a student at university is only at a level of Basic Interpersonal Communicative Skills (BICS), on the other hand, which refers to student's basic conversational ability and language proficiency from birth (Cummins, 2000), that student may be excluded in higher education.

The problem still remains, however, that the conversational and academic dimensions of English are too often conflated, which can account for the creation of academic language difficulties for students who speak English as an Additional Language (EAL) and are excluded, not only from the higher education system, but from the economy.

The statistics in Figure 2.1 show major disparities in terms of race and labour absorption rate in South Africa:

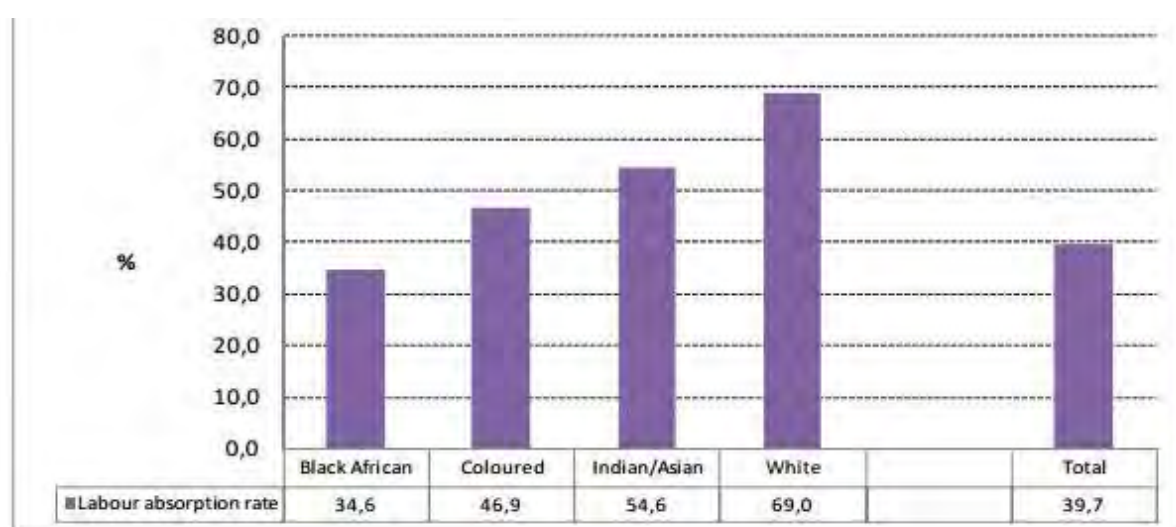


Figure 2.1: Labour absorption rate by population group in 2011²

Figure 2.1 illustrates that scope for employment opportunities among the Black African population group is in a relative decline, as revealed by the labour absorption rate which measures the percentage of people aged 15-64 years old who were employed. Among Black Africans, 34, 6% people were employed; among the Coloured population group, 46, 9% people were employed; among the Indian population group, 54, 6% were employed; and among the White population group, 69, 0% were employed. The discrepancy between Black and White people in terms of labour absorption is evident. Moreover, literature (Boughey,

² Source adapted from
<http://politicsweb.co.za/politicsweb/view/politicsweb/en/page71654/page71656?oid=336488&sn=Detail&pid=71656>

2005, 2007a and b, 2010, 2012; Fisher and Scott, 2011; Letseka, 2008) shows that the discrepancies between Black and White students are still evident in our HEIs to date. In terms of the differences between students who graduate and those who do not complete their degree, a recent qualitative study depicts the advantages of those who complete their studies. In terms of employment, Bhorat, Mayet and Visser (2012) have argued and concluded that “overall, the unemployment rates are much higher for non-completers than for graduates” (*ibid.*, p.11).

Figure 2.2 below shows the 2012 graduate unemployment level which is not dramatically higher than in 1996. Despite a significant increase in the recessionary period since 2007, graduate unemployment was still only 5.9% in 2012, having been 5.4% in 1996 – a change so miniscule, it is not statistically fundamental.

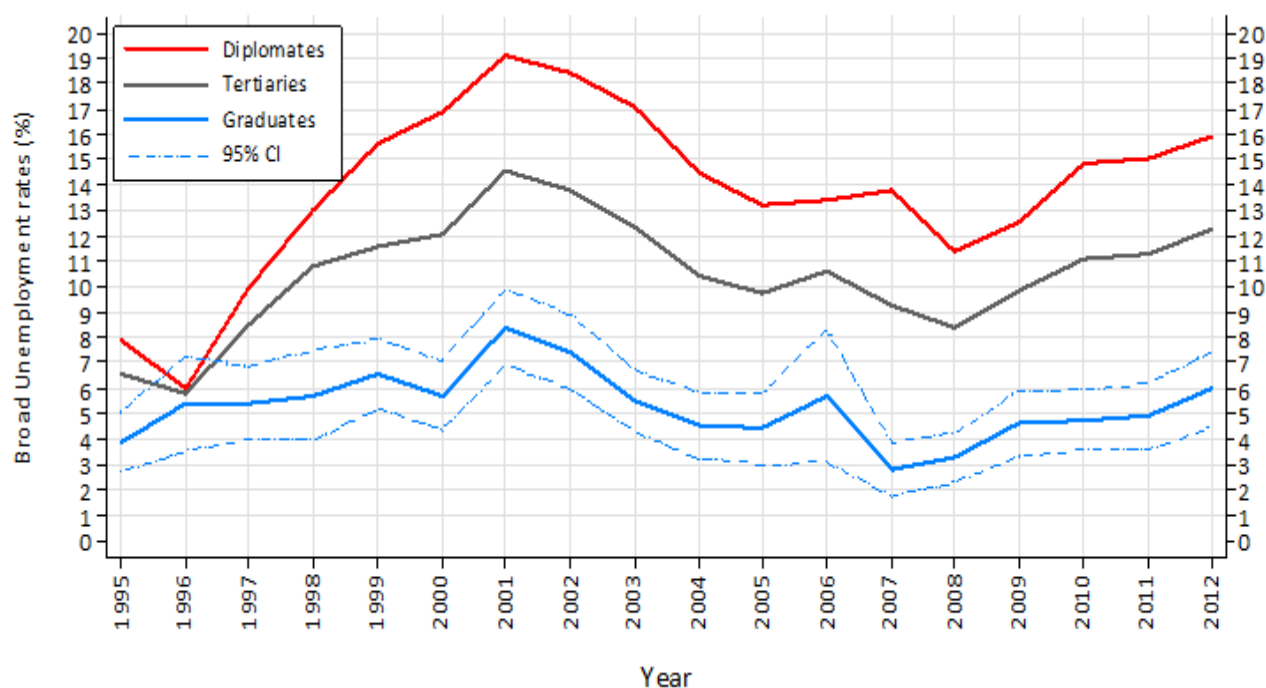


Figure 2.2: Broad unemployment rates for graduates, diplomates and ‘tertiaries’³

³ Figure adapted from <http://www.econ3x3.org/article/how-high-graduate-unemployment-south-africa-much-needed-update>

With regard to the graduate unemployment rate in South Africa, the country has been more or less stable since 1995. Moreover, at 5.9% it is quite low when compared to, for example, a graduate unemployment rate of 6.2% in Europe in 2012 and particularly relative to South Africa's unemployment rate of approximately 36% (Broekhuizen and Van De Berg, 2013).

South Africa's host of graduates has grown tremendously over the past 19 years. In 1995, there were approximately 463 000 graduates in the labour market. By 2012, this has more than doubled to approximately 1.1 million (*ibid.*). Yet, despite this dramatic flood of graduates into the domestic labour market, the broad unemployment rate for graduates remains under 6%. Of the approximately 1.1 million graduates in the labour market, only about 66 000 were unemployed (*ibid.*). That simply does not constitute a crisis of graduate unemployment. For diplomats, however, the circumstances are different – but that reaches beyond the scope of this dissertation.

In 1995, there were approximately 1.7 White graduates for every Black graduate in the labour market (Broekhuizen and Van De Berg, 2013). By 2012, this ratio had declined to 0.9, predominantly due to the heightened growth in the number of Black graduates over the past 20 years given the fact that South Africa's 23 public institutions of higher education now jointly create chiefly more Black than White graduates every year. As a result, the number of Black graduates in the labour market now far exceeds the number of White graduates. The number of *employed* Black graduates has increased greatly since 1995. Figure 2.3 shows that Black graduate employment escalated, on average, by 6% per year over the 17-year period, commencing with 145 000 in 1995 to 454 000 in 2012 (Broekhuizen and Van De Berg, 2013). Furthermore, the cosmic majority of this escalation of the masses in South Africa occurred in the private sector. While Black graduates employed in the public sector more

than doubled between 1995 and 2012, the number employed in the private sector increased more than four-fold and is likely soon to outnumber the number of publicly employed Black graduates.

Year	Total	Public Sector	Private Sector
1995	145 315	103 486	41 829
2003	255 150	149 370	105 780
2012	454 553	277 987	176 566
Average annual growth rate	6.5%	5.6%	8.3%

Figure 2.3: Number of employed Black graduates⁴

Nevertheless, there are still large differences in the unemployment rates for White and Black graduates. This is illustrated in Figure 2.4, which shows that over the period 1995 to 2012, the estimated broad unemployment rate of Black graduates has consistently been much higher than among White graduates, particularly in the late 1990s and early 2000s.

⁴ Figure adapted from <http://www.econ3x3.org/article/how-high-graduate-unemployment-south-africa-much-needed-update>

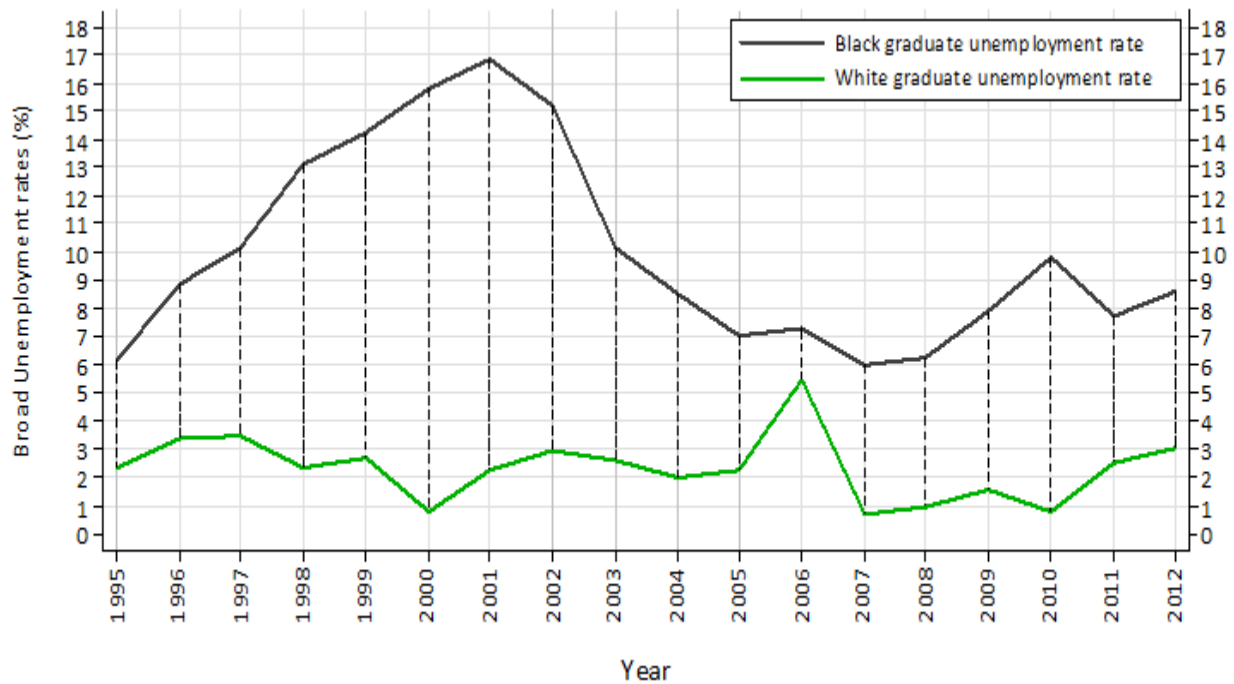


Figure 2.4: Broad unemployment rates for Black and White graduates⁵

While the divide between Black and White graduate unemployment rates has become smaller over the years, the disparity in broad unemployment rates, 8.6% opposed to 3.0% in 2012, infers that Black graduates are still approximately more than three times as likely to be unemployed than White graduates. Despite these racial disparities, however, the 2012 broad unemployment rate for Black graduates is still low when bearing in mind that the *aggregate* broad unemployment rate amid the Black population (for persons of all education levels) surpasses 41%. (Notably, the aggregate broad unemployment rate amid the White population remains below 8%.)

Boughey's (2005, 2010, 2012) studies have shown that Black students often drop out of university and/or take longer to graduate. Letseka's (2008) study was interesting in this regard as her findings confirmed many of Boughey's (2005) findings. Letseka (2008)

⁵ Figure adapted from <http://www.econ3x3.org/article/how-high-graduate-unemployment-south-africa-much-needed-update>

investigated the drop-out rates of students in selected HEIs in South Africa. Similar to Boughey (2005, 2010, 2012), she was persuaded by the belief that Black students in higher education were, and are still, believed to be characterized by ‘unpreparedness’, a lack of conceptual understanding (of knowledge) and critical thinking skills. What was alarming in the literature review of her study was the discrepancy in terms of expenditure in HEIs during the apartheid era. Before the transition from apartheid to a democratic South Africa in 1993, the White government allocated the following expenditure to each child according to race in schools:

Race	Expenditure allocated to each student:
White	R4504
Indian	R3625
Coloured	R2855
Black	R1532

Table 2.3: Allocation of expenditure allocated to racial groups in schools in 1993 (*ibid.*, p.90)

Table 2.3 indicates that White learners received approximately three times the expenditure of an average Black student. In this regard, Ramphela (2001, p.3) accords that “South African Whites were raised to become citizens while Black South Africans were denied not only the rights of citizenship, but also the kind of education that would prepare them to become morally autonomous agents”. After the first democratic election in South Africa, new laws were passed that affirmed commitment to a single, national education system for all South Africans. Even though the education system in South Africa is equally open to all races and students from all walks of life, this study seeks to investigate if students in English departments at Wits University are given equal opportunity to gain access. Letseka (2008)

argues in her study that university drop-out rates of Black students are attributable to our South African apartheid legacy, “which excluded the vast majority of Blacks from opportunities and privileges while availing these opportunities and privileges to the minority Whites” (2008, p.100). Letseka (2008) defends her position with quantitative data derived from student surveys, qualitative interviews with senior academics and extensive literature reviews. The key findings of her study show that students drop-out or perform poorly due to personal and family reasons, lack of finance and academic failure. Interestingly, “80% of the surveyed drop-outs indicated that they were failing some or all of the courses and realised that they were unlikely to pass at the end of the year” (Letseka, 2008, p.95). No career guidance was another reason that students often drop out as it can be argued that most Black students, because of South Africa’s history, do not have exposure to role models who are literate. Boughey (2010, p.1) asks the following questions aptly:

How many of our own children have grown up experiencing intellectual consensus? Has their experience been of one answer to the problems, one approach to the topics they have heard discussed at the supper table or from the back seat of the car? How many of our children have grown up watching us read books – and even write them – and, as a result, have come to understand reading and writing as positive activities rather than as chores? How many of our children have heard us disputing a text even if the text in question is only a newspaper article we disagree with?

For Daniel *et al.* (2006), a drop-out is a student who does not complete a programme of learning or who takes a direction that does not enable him/her to graduate successfully. The problem of student drop-outs is very alarming and is perceived to reflect inadequacies of South Africa’s past Bantu Education system which operated to marginalize the majority of the country’s citizens. The fact that the unemployment rate of Black people seems to have negatively stabilized over a seven year period (See Figure 2.3), may be seen to indicate that we still have an inefficient South African education system with limited resources (Letseka, 2008). Since democracy promises equality for all its citizens, arguably, the drop-out rate of Black students should be decelerating and South Africa should be producing more Black

students who would positively impact on the economic throughput. Pandor (2007) argues that drop-out rates in higher education may be considered to be “an unjust subversion of the historic promise of freedom and democracy”. The Department of Education (DoE) acknowledges the fact that the drop-out rates are high and this it believes is “due to financial and/or academic exclusions” (DoE, 2001, p.17). If these “academic exclusions” are not yet resolved as we are twenty years into democracy, arguably it may take a long time to achieve the idealistic notion of higher education contributing to equality and social justice as well as social, intellectual and economic development (DoE, 2001). In the context of this study, it may appear that it may take a long time until Black students are given equal opportunities in higher education.

These are the kind of taken-for-granted practices that are a necessary pre-requisite to succeed in HEIs. However, what HEIs do not realistically realise is that not all students come from the same educational or home contexts (Bozalek and Boughey, 2012). From teaching experience, it has been observed that many students come from homes where parents cannot read and cannot even sign their own name. Students have different views of a novel. Although it is meant to be studied in their discipline, some students see a novel as something just to be studied as opposed to deriving pleasure from it. These students are excluded as a result of not fulfilling the ‘what-should-be-known’ requirements or possessing the necessary cultural capital (Bourdieu, 1988).

On epistemological access, Mgqwashu (2013) reports on a study which examined the extent to which the development of academic literacy in isiZulu (an indigenous language) allows for equal access of all students. The study is in relation to a pilot study of a Bachelor of Education Honours module at the University of Kwa-Zulu Natal that uses isiZulu as the

Language of Learning and Teaching (LoLT). Mgqwashu's (2013) paper is crucial to this study in that it questions whose literacy matters, what can be regarded as knowledge and who is able to administer it, whom does the knowledge benefit and, particularly, by whom is the knowledge challenged? Mgqwashu (2013) utilised the case study as a research design, narrative-style interview technique and documentary evidence as research instruments to collect and organise data. Findings that emerged from the study include that students who struggle with academic isiZulu may be struggling with the academic discourse and not merely the language per se. The pedagogic approach "encourages support through explicit guidance on rhetorical features, valued in different types of texts, and involves making explicit to all students exactly how to read and write certain types of texts" (Mgqwashu, 2013, p.12). Practitioners are urged to research and develop ways in which isiZulu as an academic language, can be taught, learnt and developed. Mgqwashu's (2013, p.13) paper ends on a thought-provoking note: "As long as the education system within South Africa remains Eurocentric and insensitive to indigenous ways of being, such epistemic assumptions will not be accommodated in higher education" institutions.

In her article, "We don't Twitter, we Facebook: An alternative pedagogical space that enables critical practices in relation to writing", Reid (2011) explores what happens to interpersonal and power dynamics when tutors use closed-group Facebook pages as a social networking tool in their tutorial groups, with first and second year Bachelor of Education (B.Ed) students at the Wits School of Education (WSoE). Reid (2011) argues that this literary practice creates an alternative pedagogical space that enables critical practices in relation to writing. It creates a space where students bring their post-school literacy practices, a space where they are free and safe to make their voices heard and where there are shifts in power relationships, identities, norms and modes of learning. This research analyses tutor's and student's writing

on these pages from a critical literacy perspective through the critical literacy model to see how this Facebook space shifts issues of power, access, and diversity to create new relationships, new forms of communication, writing and texts. Reid (2011) argues in her paper that ‘Facebooking’ creates a space for critical practices in relation to writing. “Allowing students to write in codes they feel comfortable with “lets identity in” (Pahl and Rowsell, 2005), changes the power dynamics between the tutor and students and, within the group, encourages participation and allows students to “design” their own interactions” Reid, 2011, p.61). This created a space where the balance of power is shifted and access to academic discourses is balanced. It is crucial for teachers to acknowledge learners out of school literacy practices (how learners communicate out of school, for example, texting) and understand how domains govern literacy practices and how technology impacts on communication.

The increased use of Information and Communication Technology (ICT) as part of our everyday lives has necessitated the need to be multi-literate in order to participate fully in society (Zammit, 2011). Even though this study focuses on higher education, it is worthwhile to mention the schooling system in South Africa as the study investigates English Education with a focus on training students to become educators of English. Furthermore, this study attempts to provide lecturers and tutors in universities with solutions to overcome the pedagogical challenges they are encountered with, in their lectures and tutorials, this study may prove to be beneficial to educators and practicing educators as well. Bladergroen *et al.* (2012) presents a Critical Discourse Analysis (CDA) of Primary School Educators’ dialogue on the use of ICT in an under-resourced schooling context. The aim of this study was to understand the discourses around education and technology, as articulated by educators in under-resourced contexts in South Africa. Data for the study was collected through in-depth

interviews with educators from under-resourced schools in Cape Town, in the Western Cape in South Africa. The results show that educators appreciate the value of ICT in education and are willing to adopt it. However, at the same time, they feel they lack capacity and support to achieve that goal effectively. Some of the findings of the study are as follows:

- The educators' discourses were dominated by the perception of disempowerment by the teaching context. The impact of this disempowerment is evident in educators' inability to verbalise the challenges that were experienced in the integration ICTs in the teaching context.
- The general view of the educators on ICTs was that it was beneficial; it makes their job easier, and eases access of knowledge to both learners and educators. Educators believed that ICT will advance the literacy levels of their learners, allowing them to become independent thinkers.
- Although educators viewed ICT as an important aspect in their work environment, their discourses also suggest that they felt disempowered and could not keep up with increasingly sophisticated digital technology.

The study also shows that global discourses on ICT may deny educators in disadvantaged communities the power to voice the challenges they face when integrating ICTs in their teaching processes. It must be noted that the teacher is integral to the development of technology in education.

While a positive attitude towards technology may be a prerequisite for adoption, it is advisable for policy makers and implementers to be aware of the sources of the discourse amongst the intended user groups. They should seek ways to empower the users to voice their concerns openly in order to bridge the gap between those with power and the powerless (i.e. the [practitioners]) (Bladergroen *et al.*, 2012, p.116).

Irrespective of recent policy changes following the 1994 post-apartheid dispensation, a recent study undertaken by Makoelle (2012) argues that the state of inclusive pedagogy in South

African schools remains bleak and some teachers are still oblivious regarding what constitutes an inclusive pedagogy in our current socio-economic context. So too does this apply to lecturers and tutors in tertiary institutions. Makoelle (2012) presents a vivid background in terms of inclusive education, both within historical and political contexts. Through a literature review, the study's aim was to investigate the state on inclusive pedagogy within South African classrooms. Among her findings is the fact that the way in which inclusion is conceptualized, still bears the hallmarks of special needs education of the past education dispensation. Teaching and learning is still regarded as a linear process (Eckstein and Henson, 2012). Arguments have arisen regarding the impact academic literacy has on the readiness of student teachers to study successfully, and to teach literacy, while their own literacy abilities may be lacking (Seligman, 2011; Mgqwashu, 2013). Learners are still regarded as being passive and the teacher's responsibility is to transmit knowledge to the learners. Arguably, this can be transferred to a tertiary institution context where students are regarded as passive and some lecturers and tutors regard themselves as the custodians of knowledge. This traditional approach, it may be argued, gives the teacher power to determine the content of the subject and how it should be taught, as a result, the chances of learners being excluded remains high since they have no voice regarding what they had to learn and how. The study concludes by offering insights and recommendations such as a need for a more pragmatic approach towards policy implementation. Moreover, more funding is needed for context relevant research into inclusive practices. Finally, schools and other educational institutions will need radical change from their current form in order to accommodate full inclusion. Doyle (1989, p.142, cited in Pope, 1988, p.49) argues that:

English should be reconstituted as the study of how verbal and written fictions have been produced and used, socially channelled and evaluated, grouped together, and given social significance, institutionalised, transformed...[...]... The study of English will then provide a creative base for active experiments with cultural production (verbal, visual and aural) which enhance, improve and diversify rather than narrow and homogenise our cultural life.

The South African education system gives advantage to those students who have a good command of the English language (Price, Mail and Guardian, January 13, 2012). Still significant in 2014, for Balfour (2000), the concern is that in schools, English still continues to be taught as usual but Black learners are still unable to correct or identify errors in their writing. He observes that writing skills (sentence construction, logic, grammar, punctuation) of Black learners are not adequately developed at school level. Price (Mail and Guardian, January 13, 2012) correctly states that the South African school system favours those students who share the cultural capital of that system. The cultural capital of any educational system may be cultural knowledge, values, history and the valorisation of some ways of knowing over others and ways of acquiring knowledge (*ibid.*) The cultural capital of our South African education system is arguably rooted in a Western culture through its set-books, films, activities and ways of being and speaking. Balfour (2000) then evaluated alternative approaches of teaching English to learners who are non-native speakers. The aim of Balfour's (2000) study was to develop an alternative curriculum which could develop English skills in the classroom. Balfour's (2000) study was largely qualitative in that he analysed learners writing in their workbooks. His study was supported quantitatively by analysing the text and exam marks of the learners. As in this study, Balfour (2000) used triangulation as a method to enhance the reliability and validity of his findings. Apart from documentary evidence, questionnaires and observations, interviews were also conducted. His study aimed at introducing a new curriculum which consisted of new literary texts and learning materials. He piloted his material for 3 terms in a Zulu secondary school in Kwa-Zulu Natal. His project ran alongside the existing curriculum to ascertain the impact it would have on teaching and learning. In his findings, Balfour (2000, p.v) reveals:

- Learners with least exposure to the new syllabus “achieved poor results, on average, in both projects and prescribed tests”;
- Learners with exposure only to the literary texts performed better in projects but not so well in prescribed texts;
- Learners with the most exposure to the new syllabus performed the best.

It must be made clear that learners’ performance is not a racial trait. There are some Black parents that escaped the clasp of Bantu Education and were able to offer their children the cultural capital to thrive in our new educational dispensation. On the other hand, being White does not guarantee children of parents who were dedicated to or able to financially secure their children’s education to be successful. Balfour’s (2000, p.v) findings suggest that “the long term effect of the syllabus could be positive if more time was allocated to it”. Given the fact that this study investigates knowledge structures and pedagogic practices in higher education, it will become clear which strategies in teacher education could be adopted to remedy this situation. He argues that it is not the popular local stories that make learners’ reading and writing skills superior. Rather, it is the “pedagogic process (teaching, task, formulation and assessment) that brings about development in reading and writing” (Balfour, 2000, p.427). As a result, this study re-examined the role of pedagogy in English to ascertain how practitioners construct knowledge structures and pedagogic practices in the two disciplines under study.

In line with the purpose of this study, which is to examine the role of knowledge structures and pedagogic practices in HEIs, it is worth examining the National Education Policy Investigation (NEPI) report (1992b) on post-secondary education to distinguish in the findings of this study and the changes that have taken place since then. The NEPI has

popularly been termed the ‘People’s Education Project’ (Cloete, 2002, cited in Boughey, 2010, p.9). Equity was a major issue and is defined in the documents as “the improved distribution of educational resources to disadvantaged communities” (NEPI Report, 1992a, p.11). This involved the increased access of Black students into HEIs, which still remained unequal in terms of its resources and capacity (Boughey, 2012). In Archer’s (1996) terms, Black students were not given the privilege of *agency* which all citizens have the right to, rather they were ‘marked’ as being disadvantaged and in need of being fixed. Bhaskar (1979), who is the pioneer of Critical Realism, would interpret disadvantage as not something students bring into higher education, but as something which is derived from the universities themselves. At the time of the apartheid dispensation, Vilakazi and Tema (1985, cited in Boughey, 2010), argue that it is not the students who were in need of development, but it is the universities themselves. The new political dispensation requires that universities should adapt themselves to meet the needs of their new student bodies in respective disciplines because of the idea of institutional and cultural transformation (Archer, 1995a). As a result, this study investigates disciplinary knowledge structures and pedagogic practices, particularly in the English departments of Wits University, which is concerned with both relations *to* English Education and English Literary Studies and relations *within* these disciplines (Bernstein, 1971, 1990, 2001). This follows from Bernstein’s (1990, p.132) comments that, while we do indeed need to consider relations *to* disciplinary identity from a socio-cultural perspective, we also need to turn attention “to the analysis of the intrinsic features constituting and distinguishing the specialised form of communication realized by the pedagogic discourse of education”. In other words, the researcher needs to interrogate what the knowledge to which students seek is and how this knowledge is constructed.

Gaining epistemological access is thus closely tied to university success and entails more than an acquisition of a neutral set of language and study skills which are intimately tied to issues of identity (Boughey and McKenna, 2011a and b). It is argued that students competing for access to the “limited status and material resources in higher education” (Maton, 2000b, p.23) have to use the language of the discipline in ways accepted by disciplinary ‘members’ if they are to be granted membership. These socio-cultural norms and gaining access into a discourse community are rarely made explicit to students who are then excluded for not taking on the appropriate ‘way of being’ (Gee, 2003, p.9). Gee (1990, p.143) defines discourse as “a socially accepted association among ways of using language, thinking, feeling, believing, valuing, and of acting that can be used to identify oneself as a member of a socially meaningful group or ‘social network’ or to signal a socially meaningful ‘role’”. Gaining access into the discourse communities of English Education and English Literary Studies at Wits University will, furthermore, provide a mode of understanding the dimensions of disciplinarity and the capacity of students to build knowledge over time. Bernstein (1990) and Maton (2000a,b), in similar vein, like Gee (2003), argue that knowledge structures and pedagogic practices in education operate to produce external relations of social power, such as class, race and gender.

‘English’ within the English Education and English Literary Studies disciplines, in the context of this study, is regarded as the language of legitimation (Maton, 2000a) in higher education as these disciplines are frequently portrayed as offering practitioners pedagogic methods that are capable of giving voice to silenced groups within pedagogic discourse. McKenna (2013) offers a contrary view to the idea of giving voice to the students. McKenna (2013) applauds the focal point on the student, but raises two concerns about discrepancies in this approach. Firstly, student-centred approaches seldom consider the actual knowledge

being taught and learnt. There is little contemplation of how the disciplinary knowledge (what is being taught in disciplines) is constructed and what norms and values emphasise such constructions. Secondly, student-centred approaches are routinely undertaken within the dominant autonomous discourse where student success or failure is seen to result from characteristics inherent in the student. The student is viewed as an individual rather than as an affiliate of a larger social group and there is equally little acknowledgement of the socially constructed nature of universities and the practices within them (McKenna, 2013). Maton (2000a,b) explains, the knowledge structures and pedagogic practices of each discipline or field has its own fundamental characteristics and we are required to pay attention to these. Student-centred learning, in its singular focus on the students' needs, fails to take adequately into account what the discipline 'needs' or, more precisely put, what the knowledge structures and knower structures of the discipline are and how these are legitimated (Maton, 2000b). This study investigated knowledge structures and the pedagogic practices of lecturers and tutors in the English departments at Wits University and it attempts to explore what knowledge students are learning, whom it benefits and whom it is contested by. For Maton (2014), this may be an attempt to overcome 'knowledge-blindness' to 'knowledge-building'. Maton (2014) argues that lecturers and students alike may not be aware of the reasons they learn the knowledge they do, why they gain this knowledge in particular and how this knowledge is disseminated. For Maton (2014), this is what is termed 'knowledge-blindness'. Maton's (2014) knowledge-blindness formed the springboard of this study and it is from this term that the key research questions of this study were born.

Boughey (2012) argues that a discourse of the autonomous learner constructs the student as an individual with a disregard for history and socio-cultural norms, who thrives or fails in higher education by virtue of attributes inherent within himself/herself. The autonomous

learner discourse, if taken to its logical conclusion in relation to these statistics, can be argued to be both elitist and racist. However, the autonomous learner discourse, in the context of this study with regards to analysis of data, is extremely powerful in accounting for failure and dropout rates in South African higher education (Boughey, 2009, 2010; Boughey and McKenna, 2011a and 2011b).

It is not complicated to see why such ways of accounting for student failure remain dominant. It is far simpler to seek and blame deficiencies in the individual than to consider how universities operate and if all social groups have equal access to our 'ways of being' (Gee 2000). It is only by ignoring the abundant theoretical explanations of how higher education practices benefit those with particular kinds of cultural capital (Bourdieu, 1977) and how universities are often structured in ways that deny influential knowledge to certain groups (Giroux, 2007), that we are able to remain blameless. Research (Morrow, 2009) implies we still have a long way to go before both physical access to universities and epistemological access to the disciplinary knowledge within them is equally accessible. Furthermore, on this note, we need to be cautious to the ways in which the social justice agenda is undermined by dominant interests (McKenna, 2013). It may be argued that we should focus on our students within an understanding of the socially constructed nature of our disciplines and universities. A powerful critical lens to the structure and culture of the university needs to be utilized. As highlighted in this Chapter, there is much talk about the under preparedness of students, but is it probable, according to McKenna (2013, p.4), "that as higher education becomes more equitable, what we have is a case of underprepared universities struggling to adapt to the challenges they face."

For Carvalho, Dong and Maton (2009), “languages of legitimation constitute the unwritten rules within a discipline or field of inquiry for distinguishing what makes someone or something different, special and worthy of distinction”. The idea of giving voice to the marginalised social class is said to have been a recurring theme in the legitimation of English Education and English Literary Studies disciplinary knowledge structures, pedagogic practices and epistemology at Wits University (Maton, 2000b). In the context of this study, the researcher investigated the underlying structures and causal mechanisms regarding missing voices within knowledge structures and pedagogic practices, for example, who is silenced or given voice in the classroom or in the text?

Literature shows that practitioners of the two English disciplines display a “mystification of the disciplinary discourse...and this has detrimental cognitive effects on most students, particularly those who come from either illiterate, and/or oral culture backgrounds, and have EAL” (Mgqwashu, 2007, p.53). During lectures, most lecturers assume that all students are conscious of the discourse of academia or CALP in English Studies. Disciplinary discourse, then, according to literature, is a cause of social exclusion in the classroom as it is likely to include those students who are conscious of the discourse and exclude those who are merely at the level of BICS (Cummins, 1976, 2000; Samson and Collins, 2012). For Ellsworth (1989, cited in Mgqwashu, 2007, p.55):

[T]here is no communication without disturbing background effects, and this ‘static’ is likely to be greatest in the pedagogical communication between one who knows and one who is to learn...Communication can only be regarded as pedagogical when every effort is made to eliminate the faulty signals inherent in an incomplete knowledge of the code and to transmit the code in the most efficient way.

Learning, in the context of this study, will thus include learning the disciplinary knowledge of English Education and English Literary Studies and learning the implicit discourse codes that all lecturers employ. For Mgqwashu (2007), it is unrealistic to expect all students to be

proficient in the discourse codes of pedagogic practices employed by their lecturers as, for many students, English, the medium of instruction, is not their mother tongue and this will pose a barrier to students' success.

Since this study is theoretically underpinned by Archer's (1996) Social Realist framework, it aims to see through "appearances to the real structures that lie behind them [and] acknowledge that these structures are more than the play of social power and vested interests" (Maton and Moore, 2010, p.4). Social realists believe that epistemology is not necessarily universal or the eternal truth (Bernstein, 2001; Maton and Moore, 2010). Mgqwashu (2007), furthermore, argues that individuals can gain epistemological access to the world only based on how it is socially interpreted for them. In this context, knowledge can change over time across social and cultural contexts. It was interesting in the context of this study to have determined who the producers of disciplinary knowledge structures are and who really has access to it. Moore (2000) contends that:

[A] crucial distinction must be made between the production of knowledge and its emergent properties, i.e. knowledge is socially produced, but at the same time has the capacity to transcend the social conditions under which it is produced (Moore, 2000, p.32).

Expanding on Moore (2000), in the context of Wits University, the lecturers and tutors are the producers of disciplinary knowledge, as they embody the agents which form part of Archer's (1996) social realist model. This model deals with the social transformation of individuals on a societal level. Lecturers and tutors are epistemologically attributed with social power to instil in members of the discipline, knowledge regarding English Education and English Literary Studies. This knowledge can be anything from literature, the language taught and spoken, the implicit and explicit pedagogic practices of the lecturers, lecture notes, tutorial and assignment questions. These tools were analyzed in the data collection process and are explicated in detail in Chapter 5. The questions still remain: do all students have

access to epistemology? What determines epistemological access? Who benefits from disciplinary knowledge within English Education and English Literary Studies? Discussion of data in later Chapters of this study engages with these questions.

2.1 Conclusion

Firstly, this Chapter critically engaged with the findings and conclusions of research undertaken by Boughey (2010, 2011, and 2012). Boughey's (2005, 2010) studies found that it is predominantly Black students who drop out of the system each year, and who are academically excluded in their disciplines. This study investigated knowledge structures and pedagogic practices specifically within the English Education and English Literary Studies disciplines at Wits University to ascertain if inequalities and power relations persist in terms of the pedagogic practices of practitioners. To understand the phenomena in this study, knowledge structures and pedagogic practices, this Chapter briefly discussed literature concerning education during the apartheid regime which worked to 'mark' and marginalize students based purely on the issue of race. Then, since the study is specifically held within the limits of the two English disciplines, the Chapter explicated issues related to language discourses in higher education and how this impacts on the phenomena under study: knowledge structures and pedagogic practices. The Chapter then provided a discussion of epistemological access and critically engaged with issues pertinent in the study such as: What constitutes epistemology in English Education and English Literary Studies? Who produces and benefits from this knowledge? This Chapter provided the necessary literature that is essential in understanding Chapter 3 which explores the theories and concepts that were used in this study.

Chapter 3

A social and critical approach to the interpretation of the phenomena of knowledge structures and pedagogic practices

3.0 Introduction

In the process of deconstructing the social world, May (1998, p.160) contends that researchers should consider “what the relationship [is] between thought, action and reality [and] how we conceive of reality itself”. As May (1998, p.30) contends: “facts do not speak for themselves”. Thus, social and critical research is pointless unless they are situated in an explicitly tailored conceptual framework. For Archer (1995a), the way in which we understand society influences how we study it. In its most extreme form, everything becomes a social construction (Elder-Vass, 2012). It may be argued that when something is socially constructed, it could be constructed alternatively and hence may be subject to change. This holds true in the context of this study, regarding the way in which South African higher education, in general, and the English Education and English Literary Studies disciplines in particular, is constructed. This has enabled the researcher to investigate the phenomena of knowledge structures and pedagogic practices to show how these disciplines are socially constructed entities. The notion of knowledge as objects of study, emergent from, but not irreducible to, how individuals know is obscured in higher education. Research in education has concealed knowledge as an object of study and how students in institutions of higher learning gain knowledge. The questions that tend to be ignored about such knowledge include, whose knowledge is being learned? What is being learned? Why is it being learned? How does such knowledge shape their learning? Questions about power relations between students and lecturers, furthermore, tend to be ignored and are largely hidden, mainly to students, but often even to lecturers and tutors (Maton, 2013). Maton (2014) terms this uncertainty of knowledge and power relations as ‘knowledge-blindness’. These entities can

be understood if people understand the logistics of what makes up that construction (Maton, 2014). Hence, the purpose of this Chapter is to discuss the epistemological framework used in this study to explore the phenomena of knowledge structures and pedagogic practices. It refers to pertinent concepts and theories which allowed the researcher to make sense of the data which has been collected. Since the study was able to gather sufficient data through interviews, observations and analyses of documentary evidence, given such access to data which formulated the study's 'case', the researcher was able to formulate the research questions to the study. The case study research design is most likely appropriate for 'how', 'what' and 'why' questions which leads to the study's case. The key questions of the study are as follows:

1. What are the knowledge structures in English Education and English Literary Studies?
2. How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices?
3. Why are the effects of pedagogic practices on student learning the way they are?

From the above research questions, it is clear that the case study is not about a single individual, but rather about an event in the discovery of the phenomena of knowledge structures and pedagogic practices and its implementation process. The data collection methods such as interviews, observations and analyses of documentary evidence along with the participants in the study become the study's case. To render the connection between the research questions and the impending theories comprehensible, the diagram below clarifies the key research questions and illustrates the data the questions aim to generate:

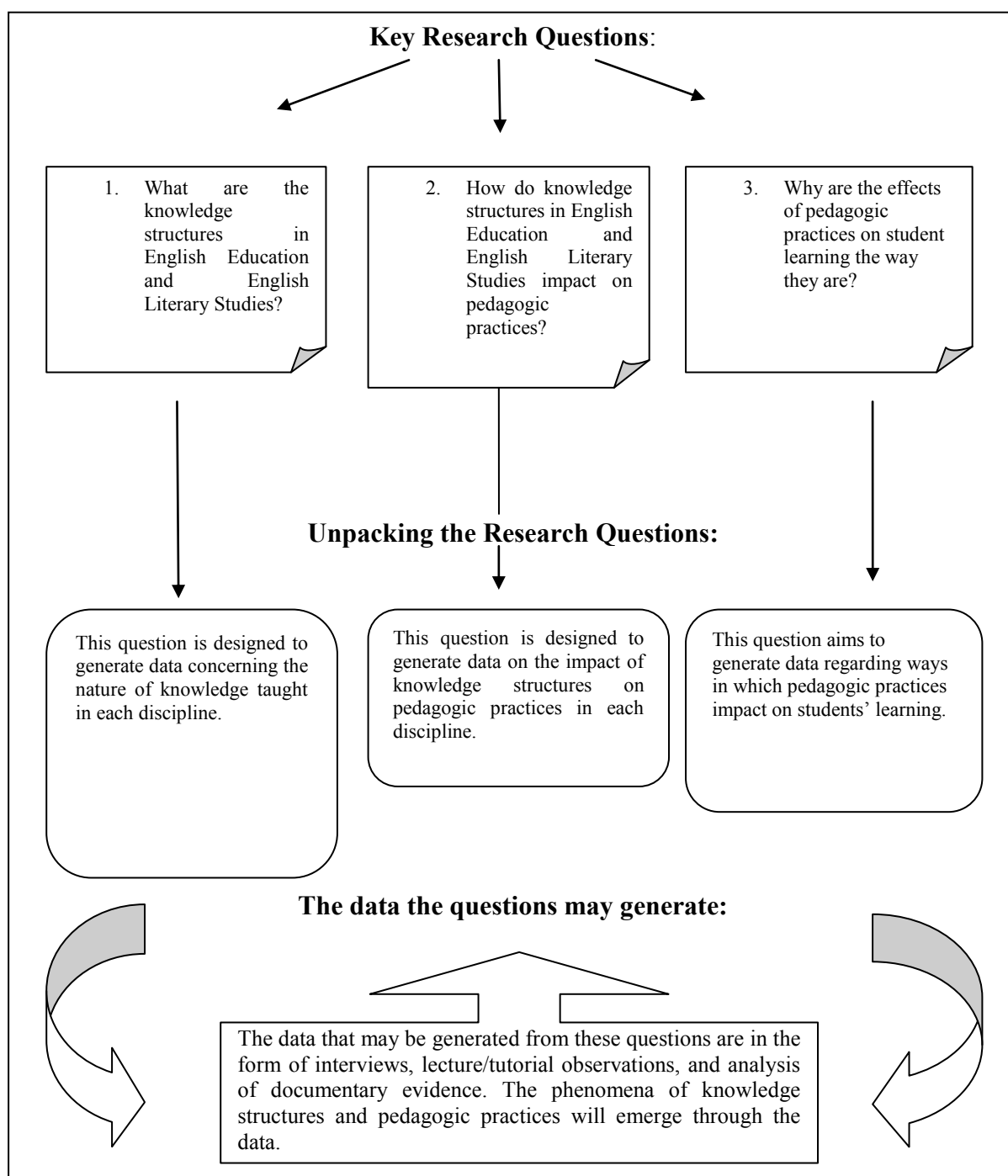


Figure 3.1: Clarifying the Key Research Questions

Bhaskar's (1979) and Archer's (1995a, b, 1996) theories on: Critical Realism and Social Realism, respectively, fundamentally influenced in the manner in which data was generated and analysed in the study.

For Archer (1995a, b) and Bhaskar (1979), social and critical realist theories offer necessary concepts for interpreting empirical data. This is because they serve as the basis for critical reflection in the research process and conclusion. In Archer's (1995b) words:

... no [realist] theory can be advanced without making some assumptions about what kind of reality it is dealing with and how to explain it. All [realist] theory is ontologically shaped and methodologically moulded even if these processes remain covert and scarcely acknowledged by the practitioner (Archer, 1995b, pp. 57-58).

This study supports the work of Archer (1995b, pp.57-58) and Bhaskar (1979), and concurs that a Social and Critical Realist theory is integral to investigating social phenomena in order to understand our social reality and "how to explain it". It will be argued in this Chapter that Social and Critical Realist theories are paramount to interpreting the data of knowledge structures and pedagogic practices in the two disciplines studied.

Case study research was selected as a research design since the study wishes to show how knowledge structures and pedagogic practices (English Literary Studies and English Education) function. This is crucial for this study as, socially critical issues and ideologies are embedded in knowledge structures and pedagogic practices. It is for this reason that Social and Critical Realist theories were selected as the relevant frameworks to the study. It will be made clear in this Chapter that while the theories of Archer (1995a, 1996) and Bhaskar (1979, 2002) are used as meta-theories, the works of Bernstein (1990), Bourdieu (1977, 1988) and Maton (2000a,b, 2011) are used as substantive theories and explanatory tools in data analysis.

3.1 A stratified layering: Social and Critical Realist theories

According to Elder-Vass (2012, p.10), the social world, like the rest of the natural world, comprises of causal processes. As a result, Social Realists argue, this explains causal,

invisible interactions and processes that produce social, visible events. It is along these lines that the ontological position of theories and explanations offered in this study, explains causal interactions emerging from the milieu of knowledge structures and pedagogic practices in the disciplines under study (Archer, 1998). In order to understand knowledge structures and pedagogic practices in the disciplines studied at the University of the Witwatersrand (Wits), it is crucial to understand the social reality within which these disciplines emerged. In the context of this study, the social realities that were studied are knowledge structures and pedagogic practices which emerged from the English Literary Studies and English Education disciplines. While a realist approach to understanding society recognises the open-ended nature of knowledge, it nevertheless acknowledges the fact that there are aspects in the natural world which are independent of certain epistemologies. For example, language barriers and poor pedagogic practices, aspects which may not always be readily accessible, may be the main factors that socially exclude students. Other factors, such as dysfunctional family units and a lack of finances have the potential to negatively influence outcomes in education. This study focused solely on classroom, lecture and tutorial venues, excluding factors beyond these sites of learning.

Since the Social Realist theory provides the tools to generate data concerning power relations between those who know and those who do not, it can be argued that a Social Realist theory adds value and strengthens the quality of the study, as it allows space for a richer data generation and analysis. Furthermore, the theory recognizes the unlimited nature of knowledge and the underlying causal mechanisms (sequence of events to understand how and why certain things happen) which are at play in higher education, the two disciplines under study in particular. Social Realist ontology (Archer, 1995b, 1996, 1998, 2000) is ideal to investigate the events which make up knowledge structures and pedagogic practices at the

two disciplines. Since Social Realism has to do with cultures, structures and tendencies that produce what we see in reality, an understanding of the stratified ontology of society as proposed by Social and Critical Realists is essential in interpreting the research findings in the study (Quinn, 2006).

In the context of this study, it is important to note that, unlike the natural world which is self-subsistent and self-dependent, social structures depend on the individuals that make them up. Arguably, the very existence of sociality depends upon our existence. Furthermore, society is not a fixed entity, as it is constantly transforming; it is our behaviour and actions that give rise to the subsequent consequences. Moreover, individuals in society are not static beings; their activities and actions are informed by the society in which they find themselves. For Archer (1995a, b, 1996), society is constructed of structural, cultural and agential emergent properties which demonstrate the internal and essential structured relationships, as Figure 3.2 illustrates:

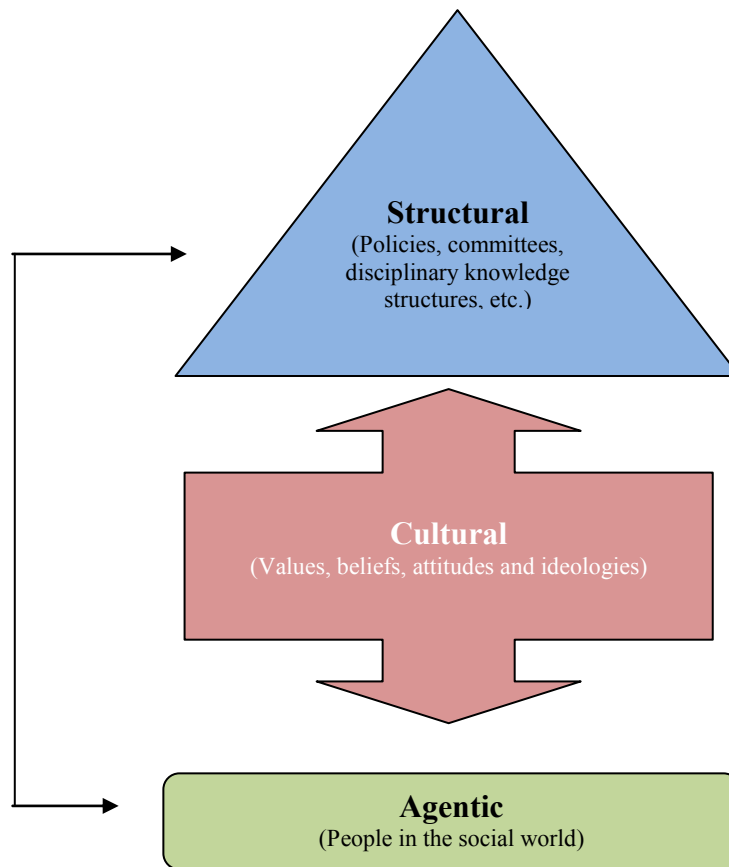


Figure 3.2: A stratified layering of society according to the Social Realist theory

In Figure 3.2 above, the first layer consists of the *structural* layer which includes policies, committees, as well as more abstract phenomena such as race, gender, social class and knowledge structures in specific disciplines. In the context of this study, the structural component includes how Wits University, through its historical backgrounds of student demographics, accommodates and intervenes in students learning to meet their discipline specific literacy needs. The lecturer and/or tutor and student participants were race and gender specific since, according to Boughey's (2005, 2010) research, it is predominantly Black students who drop out of higher education. The participants were representative of race, gender and social class to represent the wider population of the diversity of South Africans. The second layer, which comprises *cultural* aspects such as values, beliefs, attitudes and ideologies, includes how we view disciplinary knowledge, pedagogic practices, access to

epistemology and power relations in higher education. The cultural component in this study seeks to define the disciplinary knowledge structures to which students aspire in both disciplines and universities. Finally, the *agentic* layer comprises ‘people’ in the social world. The people focused on in this study are lecturers and tutors and how they utilise pedagogic practices in English Education and English Literary Studies at Wits University. Structures can evolve, cultures can shift, agents can exercise agency, or fail to do so. These interactive layers are always at play in the social world. This stratified model also informed data generation, analysis and interpretation in this study.

In her introduction to *Culture and Agency* (1996), Archer argues that structure, culture and agency are interactive elements which must not be reducible to each other. By this, Archer means that each element produces different societal effects and interactively, they each bring relatively autonomous contributions to social outcomes. Culture involves “matters of interpersonal cultural influence” (Zeuner, 2000, p.80), whilst agency involves agents having “causal influences through the effects of the social groups to which they belong” (Quinn, 2006, p.52). Structure, on the other hand, comprises the rules and resources that provide social practices with a systemic form, as it is only through human activities that structures can exist (Archer, 1996). Keeping in mind their individual differences, the interactions and interrelations extant among these become clearer. The Social Realist ontology therefore bases itself on a stratified view of reality in which society and people have emergent properties and powers which are irreducible. For Archer (1995a, p.13), “Irreducibility means that the different strata are separable by definition precisely because of the properties and powers which belong to each of them and whose emergence from one another, justifies their differentiation as strata”. Since the central components of this study include structure, culture and agency, Archer’s Social Realist theory is used to coherently combine the ontological,

methodological and epistemological elements of realism. This means that the Social Realist theory combines the theoretical, practical and knowledge aspects of society. These elements are suited to the purpose of this study as they appropriately link Archer's theory to uncover knowledge-blindness in English Literary Studies and English Education (Maton, 2014). Since higher education is made up of structures, cultures and agents, by using Archer's theory as one of the prominent theories in this study, the researcher was able to analyse the pedagogy involved in lecturing English Education and English Literary Studies and critique them to provide recommendations for pedagogical practices that would ensure broader access to knowledge and knowledge building. It is argued that structures and causal mechanisms have the power to bring about events and circumstances which focus on social transformation in social processes. On causal mechanisms, Little (2005, p.4) states that:

It takes us away from uncritical reliance on standard statistical models...it also may take us away from excessive emphasis on large-scale classification of events into revolutions, democracies, or religions, and toward more specific analysis of the processes and features that serve to discriminate among instances of large social categories.

If South African higher education holds the promise of contributing to equity, intellectual, cultural, social, economic, and political development, democracy and social justice, then institutions of higher learning should cultivate an understanding of, and respect for, inclusivity. To understand more about knowledge structures and pedagogic practices in higher education, it is worth noting, in Archer's terms, that higher education, like the social world, is made up of '*parts*' and '*people*' (Vorster, 2010, p.19). The parts are the social structures such as the university being studied at, with its historical background, while the cultural systems illuminate the identity of its people and disciplinary knowledge. The people are those who function within these systems. In the context of this study, it is the lecturers, tutors and students who function within higher education in their specific disciplines. Archer (1995a and b, 1996) developed the concept of analytical dualism that demonstrates her departure from forms of theorizing about the affiliation between structure and agency that

have a propensity to conflate the relation linking the two (Archer, 1995a and b, 1996). Figure 3.3 illustrates this concept:

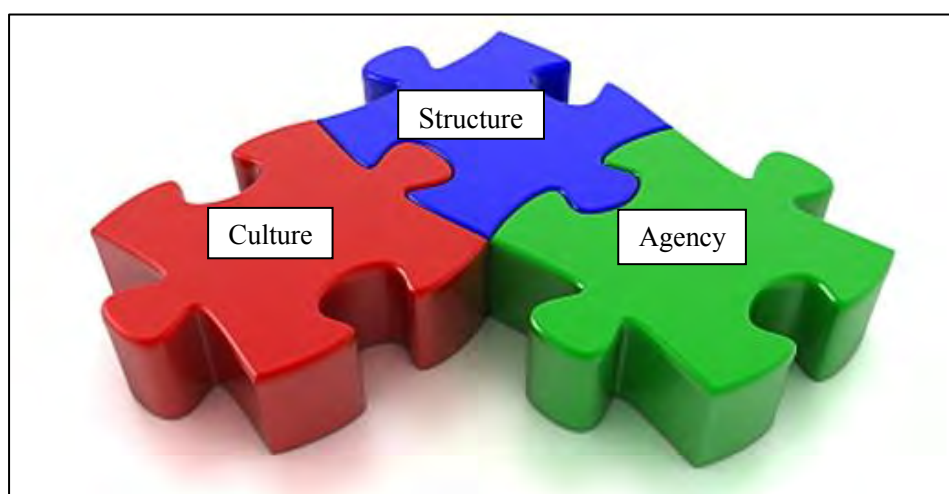


Figure 3.3: The components of Archer's Social Realist theory

Represented as a colour puzzle, the blue piece represents structure, the red piece represents culture and the green piece represents agency. This puzzle can be separated into individual pieces, but more importantly, all the pieces are interrelated to form a cohesive whole. Similarly, it is argued that structures, cultures and agency are separable components that are interrelated. Each concept must not be conflated or reduced in isolation to itself.

In contrast to the ‘undeveloped’ ontologies demonstrated by methodological individualism, methodological collectivism and structuration theory as discussed in Vorster (2010), the analytical dualism and morphogenetic approach developed by Archer (1995b), provided this study with a coherently stratified ontology and an “explanatory methodology that allows for distinctions to be drawn regarding the relative influence of structure or culture on agency, or vice versa”, to understand the phenomena of knowledge structures and pedagogic practices in the South African higher education (Vorster, 2010, p.19). It is argued that since this study is grounded in the world of lived experiences which uses a theoretical point of view to critique

phenomena from an informed perspective, the morphogenetic approach is a suitable one to use, since it is concerned with social transformation. Morphogenesis is a theory about transformation – structural, cultural, social and agential transformation or change (Vorster, 2010). Archer (1995a) refers to her view as the morphogenetic view. For her, “The 'morpho' element is an acknowledgement that society has no pre-set form or preferred state: the 'genetic' part is a recognition that it takes its shape from, and is formed by, agents, originating from the intended and unintended consequences of their activities” (Archer, 1995b, p.5). She marks three distinctive stages in the process of social change or transformation, as depicted in Figure 3.4 below:

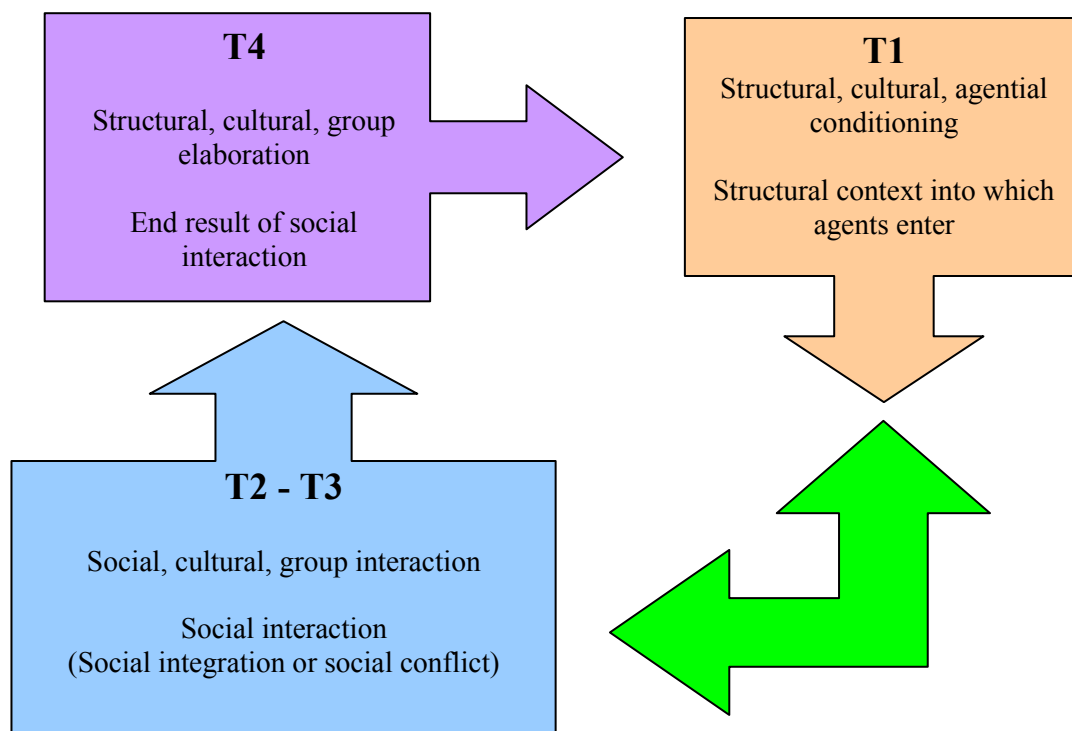


Figure 3.4: The morphogenesis of structure, culture and agents

The initial stage in Figure 3.4 signifies the start of the process T^1 (where T represents time) (Archer, 1995b, p.89). T^1 is the structural or cultural context into which agents or people enter. The agents referred to here are the lecturers and/or tutors who teach English Literary Studies and English Education at Wits University. This state is not of their construction, but it

is the context that conditions the behaviour of these agents. Social interaction at universities occurs during the time period T^2 to T^3 (*ibid.* p.90). It is during these periods that social agents exert a positive or negative influence on social conditions through their disciplinary knowledge, knowledge structures and pedagogic practices with the students in English Education and English Literary Studies. Whether change or transformation results from the social interaction depends entirely on the relationship amongst structural, cultural and social integration or conflict. Lecturers/tutors as agents of social change have the ability to exercise this change or they can choose not to do so. T^4 is the product or end result of the social interaction and it is, moreover, the beginning of the new $T1$ and, hence, “forms the conditioning influences of the next cycle of morphogenesis” (Vorster, 2010, p. 36).

Morphogenesis is the process of transformation “within and across the three sets of emergent properties that make up the social world” (Vorster, 2010, p.39). The three sets of emergent properties and powers operate on an ongoing basis in society and they interconnect constantly. Morphogenesis holds that processes of change occur in intertwining and temporally intricate ways. Agents are formed within a set of social structures -- norms, language communities and power relationships. The genesis or origin of the agent occurs within the context of these structures. On a larger time scale, the structures themselves change as a result of the activities and choices of the historically situated individuals. The structure of the English Literary Studies and English Education disciplines, the socio-economic context of the students and the cultural identities of the lecturers and/or and their pedagogic practices have influenced what the disciplinary knowledge to which students study is. It must be noted that these properties are also relatively independent from one another and, as a result, may not operate congruently. Analytical dualism enables the explication of the

various morphogenetic cycles to take place autonomously and for the convergence between them to be explained (Quinn, 2006). Vorster (2010) summarises the morphogenetic process:

...the morphogenetic processes take place in three cycles across the three sets of emergent properties. T^1 is the context of social, cultural or socio-cultural conditioning. T^2 to T^3 denotes social interaction which takes place against a background and within a context which was formed prior to the interaction.... T^4 is posterior to social interaction and denotes the social, cultural or agential elaboration... T^4 then forms the context that conditions the next morphogenetic cycle and presents the next set of agents with either an enabling or a constraining context within which to operate (Vorster, 2010, p.38).

Thus, as illustrated in Figure 3.4, it is apparent that structure, culture and agency function in a dialectical relationship with one another and morphogenesis takes place on a number of levels. The processes that occur across the time periods T^1 to T^4 are not separate from each other. They are interrelated since agency is influenced by, and acts upon, structures or cultures in a continuous way (Vorster, 2010; Quinn, 2006). Thus, lecturers and tutors as agents of social change play a definitive role in the lives of their students. The pedagogic practices which lecturers and tutors choose to utilize and the kinds of knowledge being disseminated largely determines the extent to which the student's' epistemological access may be said to have occurred. The morphogenetic approach assisted the study to make sense of the events and the changes that have occurred in the English Education and English Literary Studies departments. Thus, analytical dualism, which Archer (1996) defines as the interdependence of structure and agency (since without people, there would be no structures), permitted the researcher to separate the different processes to be able to analyse and examine the degree of the influences of structure, culture and agency on the transformational process (Quinn, 2006). Archer's analytical dualism plays a key role in the process of the research. It enabled the study to critically examine the social, cultural and agentic elements when investigating the phenomena of knowledge structures and pedagogic practices in the research sites.

Like Bhaskar, Archer rejects two concepts in Sociology, “*Methodological Holism*” (represented by Durkheim, Talcot Parsons, Bourdieu and others) and “*Methodological Individualism*” (represented by Weber) (Vandenberghe, 2008, pp.1-2). With the former concept, individuals are understood as being moulded entirely by society. With the latter concept, society is comprised merely of the effects of individuals’ decisions and activities (Archer, 2001, p.1). For Archer, the problem is that both concepts attempt to interlink the “parts” of society with the “people” who occupy it (*ibid.*). For Archer, both are examples of dualistic thinking, with one side of the duality given undue prominence, resulting in “epiphenomenalism”. Analytical dualism, on the contrary, concedes that the “people” and the “parts” are co-dependent, since without people, there is no society. However, analytical dualism argues that both the “people” and the “parts” of society are separate or distinct. They are autonomous entities, each with their own independent powers and properties, each capable of shaping and influencing the other. According to Archer (1995b, p.65), analytical dualism is founded on two premises:

1. The social world is stratified in such a way that the emergent properties of structures and agents are irreducible to one another, meaning that, they are analytically separable or distinguishable.
2. Structures and agents are distinguishable and the advantage of this is that we are able to examine the interplay between them and thus explain changes in both, over time.

It is the emergent properties which allow Social Realist ontology to rule out that social structures are ‘virtual’ or mere memory traces. Emergence, as Archer (1995a, p.66) notes, “means that the two [‘structure’ and ‘agent’] are analytically separable, but also since given ‘structures’ and ‘agents’ occupy and operate over different time dimensions, they are

distinguishable from each other”. Emergence is of ontological importance in this study. Without emergence it is impossible to justify not only the reality of a structure, but also its autonomy. Emergence, furthermore, provides the study with a way of discussing structures without reification of the social world in the two disciplines under study. In other words, it is possible to confuse something that is abstract by easily rendering it a material or concrete entity; therefore, emergence assists the researcher in understanding that even though structures and agents are separable, they are distinguishable from one another. Elements in the social world are separable and distinguishable and cannot be conflated or reducible to one another, which Archer (1998) terms the “fallacy of conflation”.

Archer’s theorising of the fallacy of conflation has prevented the researcher from amalgamating these elements with each other, as each element cannot be separated and each has their own individual impact on this study. For Archer, structures (social, cultural, agential) are relatively autonomous in the sense that they exist independently and are distinguishable. They cannot be conflated. She postulates that conflation prevents researchers from examining interconnections between the “parts” and the “people” in society (Archer, 2000. p.5-6). As Archer (1998, p. 361) states, we need to be able to investigate “*whose* conceptual shifts are responsible for *which* structural changes, *when*, *where* and under *what* conditions”. By using analytical dualism, this study was able to develop insights into the autonomy of each of the elements and their emergent powers, and how they functionally relate over time in the context of the two disciplines under study.

According to a stratified Social Realist ontology, the world is an open system and Danermark *et al.* (2002, p.206) describe an open system as “generative mechanisms [that] operate in combination with each other”. There are underlying structures and mechanisms at play which

research can help us to understand. To understand that the world is not obvious but knowable, an analogy of poverty may prove to be useful. The reality of poverty is related to that of a poor person. However, the reasons for this state of poverty are not always obvious to the poverty-stricken person or the observer. Even if there were no observers to observe poverty, there would still be patterns of poverty in the social world. The task of research is to illuminate the role of, for example, the structures that are implicated in people becoming poverty-stricken. In the context of this study, this could be equated to, for example, the students' understanding or lack of understanding of disciplinary knowledge in English Education and English Literary Studies. To agents, or lecturers and/or tutors, the reasons for the students' understanding or lack thereof may not always be obvious. This study aims to investigate what the disciplinary knowledge that students are learning is and how this knowledge is being disseminated to them by focusing particularly on the knowledge structures and the pedagogic practices of agents, lecturers and/or tutors, in the two disciplines under investigation.

To gain a better understanding of the underlying structures and causal mechanisms apparent in the social world, it is first worth considering the concept 'society'. According to Bhaskar (1979), in many studies, the term 'social' is used as a synonym 'for the group'. These researchers contend that society, the whole, is greater than the sum of its smaller parts, that is, the individuals. Thus, for these researchers, social behaviour is viewed as the behaviour of groups of individuals or of individuals in groups. For example, Wits University is regarded as a society and is more significant than individuals such as students and lecturers and/or tutors. These researchers claim that the whole is more important than the sum of its parts. The researcher has drawn from Bhaskar (1979, p.30) to argue that the concept of "social is radically misconceived". Sociology is not a large scale, mass or group behaviour. Rather, it is

concerned with the relations between individuals and with the relation between these relations. The relation between lecturers and/or tutors and students are interrelated and conceived as a sociological relationship. This concept of sociology is best understood through the exemplification of relations between a husband and wife, capitalist and worker, or lecturer/tutor and student. These relations are general, but they do not involve mass behaviour as exhibited in a mass strike or in voting for a political party. However, the former may aid in explaining the latter. For Bhaskar (1979, p.36), “mass behaviour is an interesting social-psychological phenomenon, but it is not the subject matter of sociology”. For Bhaskar (1979, p.45):

...people do not create society. For it always pre-exists them and is a necessary condition for their activity. Rather, society must be regarded as an ensemble of structures, practices and conventions which individuals produce or transform, but which do not exist unless they did so.

Thus, society, as represented by a Higher Education Institution (HEI) in this study does not exist in isolation from individual activity; rather, it is the product of the activity. Arguably, in the context of this study, Wits University with its English Literary Studies and English Education disciplines would not exist if there were no students available to exhibit skills and competencies which are important for the formation and transformation of society. The connection between individuals and society can be illustrated by means of Figure 3.5 adapted from Quinn (2006, p.34).

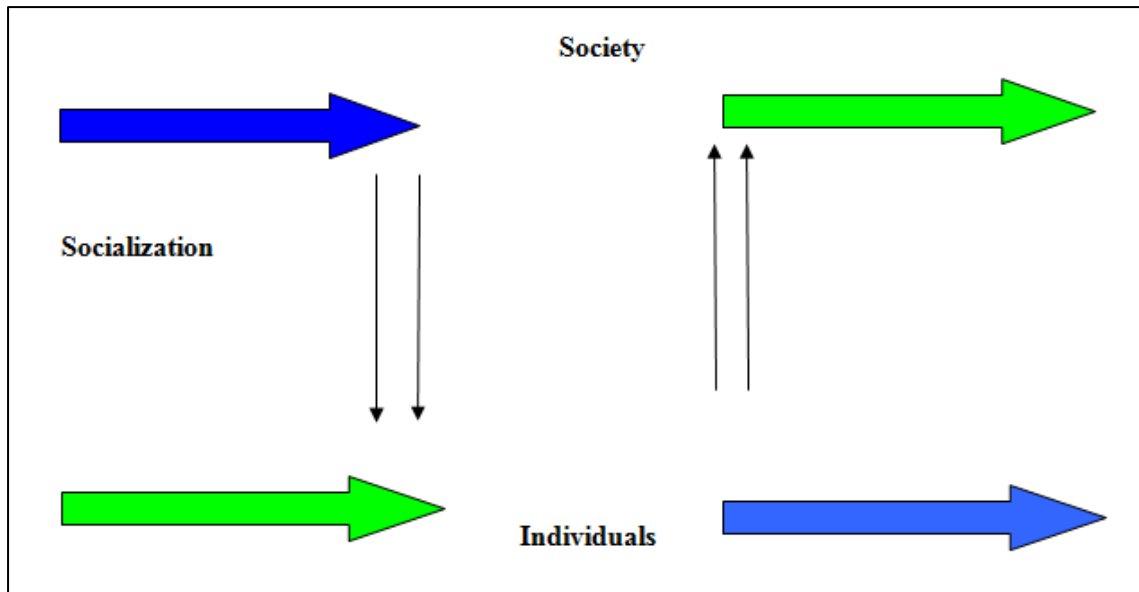


Figure 3.5: The transformational model of the individual-society connection

The model above represents society as an entity that provides important conditions for intentional individual action, an important condition for society. There is an ontological gap between individuals and society that other models ignore (See Bhaskar, 1979 and Vorster, 2010). This transformational model, which illustrates the connection between individuals and society, attempts to place emphasis on material continuity, which can sustain a real concept of change and of history. This model, in the context of this study, illustrates the complete social transformation and generates a clear illustration of historically significant events.

The relationship between the phenomena under study, namely: knowledge structures and pedagogic practices, is that lecturers and/or tutors within each discipline share certain linguistic (language) and cultural (thought) capital which they take with them into the classroom. This said, capital influences, shapes and informs knowledge structures and pedagogic practices. Since this study focuses on the critically understanding of knowledge structures and pedagogic practices in higher education in order to understand the extent to

which knowledge-blindness encourages knowledge building and the social transformation of its participants, it locates itself within the critical paradigm. It is for this reason that Critical Realist theory is an effective framework for this study since it concerns itself with social transformation.

Critical Realism maintains that knowledge (epistemology) is unlike ‘being’ or existence (ontology). There is a truth or reality (unobservable structures) which is present, yet it is autonomous of human thought. Critical realists like Bhaskar (1979) believe that these unobservable structures create observable events. For this reason, the social world can be understood only if people understand the structures that create events. This is significant in a scientific milieu because the social world enables a distinction between the event and the structure which causes it to be created during the research process. According to this theory, an individual conducting research, for example, generates the conditions which are required (observable event), but the results are caused by the underlying laws and mechanisms (unobservable structures). The word ‘critical’, in Critical Realism, links to what is known as “epistemic fallacy”, the notion of analysing ontological statements (that is in existence) in terms of epistemological statements (that which can be known or understood). The epistemic fallacy is caused by a failure to recognise the difference between ontology (existence) and epistemology (knowledge). The realism plane of the theory centres on the existence of real mechanisms (underlying structures or causes) which shape events. Figure 3.6 illustrates Bhaskar’s (1979) notion of Critical Realism, which is comprised of three ontological layers: the *real*, the *actual* and the *empirical*:

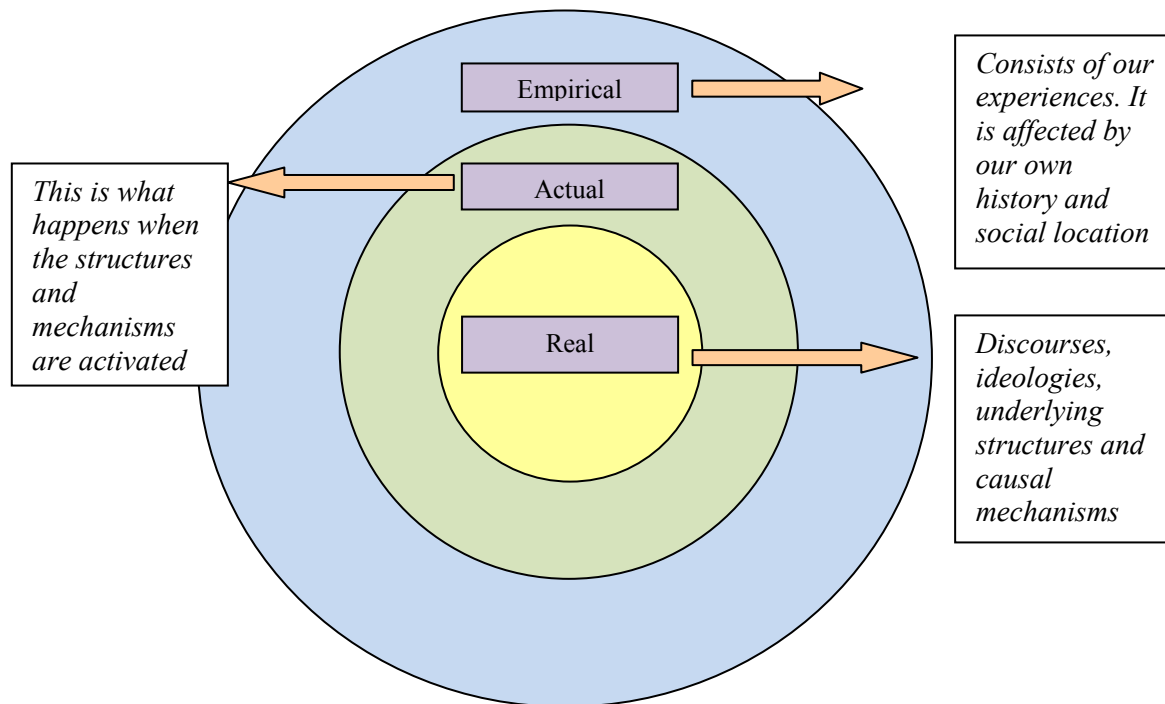


Figure 3.6: Three ontological layers of Critical Realism

From the figure above, the *empirical* is affected by our own history and social location. The empirical aspects that the study engaged with in the study are the following: the knowledge structures of each discipline the pedagogic practices of the lecturers and/or tutors. The empirical, which is also transitive, consists of our experiences or that which is observed by our senses. The *actual* layer, which is transitive and mutable, depending on the historical and social context occurs when the structures and mechanisms are activated. The actual component that the study focuses on is English disciplinary knowledge. The *real*, which is said to be intransitive, refers to that which exists in the natural and the social world, independent of our knowing (Bhaskar, 1979). The real consists of discourses, ideologies, underlying structures and causal mechanisms which give rise to events in the world, their impact which this study seeks to investigate. The real aspects dealt with in the study are the

two English disciplines at Wits University: English Literary Studies and English Education with its historical backgrounds.

“A central idea of Critical Realism is that natural (physical and biological) and social (sociological) reality should be understood as an open stratified [layered] system of objects with causal powers [making things happen]” (Morton, 2006). Bhaskar (2002, p.13) developed the following table (Table 3.1) to illustrate this differentiation:

	Empirical	Actual	Real
Experience	✓		
Event	✓	✓	
Mechanism	✓	✓	✓

Table 3.1: The three domains of reality

Table 3.1 clearly illustrates that Critical Realism involves all three domains of reality. Figure 3.6 and Table 3.1 show how reality is seen as being structured. For Danermark *et al.* (2002, p.47), structure is defined as “a set of internally related objects”. Some of these relations are essential, while other relations are contingent. Essential relations imply that X needs Y to exist, as in the relation between a lecturer and/or tutor and a student. In the context of this study, an example of an essential relation may be illustrated by the fact lecturers and tutors need students to exist. This is important to the study, as this relation could aid in understanding events that arise between this relation, for example: what pedagogic practices do lecturers employ? How do students respond to these practices? How is knowledge disseminated? What knowledge is being disseminated and why? Whether relations are critical or contingent is important in social analysis. Reality is also regarded as stratified. The subdivisions that make up the social world consist of social structures, cultural systems and agents (people) (Archer, 1995 a and b, 1996, 2000). Higher education can be said to be stratified as it comprises of these elements.

The concept of emergence is fundamental to Critical Realism (Archer, 1995b; Sayer, 2000). “Emergence is when something new comes into being as a result of the interaction [between] two or more things” (Vorster, 2010, p.15). For example, when students receive an assignment, they interact with it. What emerges, therefore, can be an understanding of the assignment topic or a lack thereof. Another interesting analogy is when a student is given admission into a HEI; this student can either thrive and graduate, or be unsuccessful and drop out. The emergent result is either success or failure, as depicted in Figure 3.7. Inefficiencies in HEIs within South Africa, in particular, have led to a high rate of student dropouts with low student graduation rates.



Figure 3.7: Success and failure as a concept of emergence⁶

Success can result from an understanding of tasks set by lecturers or failure can ensue if a lack of understanding occurs. Critical Realism can be applied to both the social sciences and the natural sciences. However, it must be noted that the applications of this theory in the social sciences is unlike the natural sciences. It may be argued that, unlike natural laws, rules

⁶ Adapted from: Mahmood, S. (2009). Impact of dropout crisis on local economy from, http://www.uwsepa.org/media_release.asp?releaseid=419, June 10, 2011.

of culture and society are not universal, but may vary from place to place and from time to time. Thus, Critical Realism necessitates a profound understanding of any social situation, proceeding beyond the observable and investigating the mechanisms (structures or causes) behind all events.

Some researchers (Magill, 1994; Kemp, 2005) assert that Social and Critical Realist researchers should discard conceptual frameworks based on Critical and Social Realism altogether since, they argue, these are ‘pointless’ as they do not adequately address the research findings and conclusions. Kivinen and Piironen (2006), in a similar vein, insist that social scientists should abandon Social and Critical Realist theory in conceptual frameworks since they are not consistent with each other and do not regulate each other. Hammersley (2009, p.7) shares a similar view that we should reject the ‘critical project’, claiming that even though Critical Realist theory attempts to bring about social change, it is susceptible to the dangers of bias. He believes that social scientists have no expertise to base value judgements upon the situations they seek to describe. Researchers such as Hammersley (2009, p.7) and Foster *et al.* (1996) claim that Critical Realism does not bring about social transformation of any kind as it is “liable considerably to increase the danger of bias”. Hammersley (2009, p.8) claims that social scientists pretend to have the capacity to make value judgments and as a result they do not arrive at value conclusions. Hammersley (2009, p.8) contends:

What is required to reach value conclusions is practical, situated argument: neither philosophy nor science can tell us, on its own, whether a situation is good or bad, who is to blame, or what we should do about it. And they [social scientists] should not pretend to have this capacity.

Other authors such as Habermas (2003), Elder-Vass (2008a,b) and Gray (1995) argue that it is possible to obtain negative evaluations of judgment from Critical Realist theory solely from the premise that judgments promote false ideas and that they frustrate the meaning of

the study. A contrary perspective is held by Danermark *et al.* (2002), who state that Critical Realist theory endeavours to expose the causal mechanisms at the social level and has emancipatory aims similar to those of critical theory. This study shares Sayer's (2000) and Vorster's (2010) positions when they state that Critical Realist theory attempts to explain things the way they are and that its explanations are regarded as truthful. Sayer (*ibid.*, p.43) asserts that "Critical Realism is not based on undeveloped empiricist ontology, but it attempts to go beyond the empirical and the actual in order to really expose that which lies beneath in order to build up an understanding of the mechanisms that make up an event possible. In the context of this study, the following questions need to be understood:

- What is the disciplinary knowledge that is being disseminated to students?
- Are students aware of the reasons they are studying this knowledge?
- Are lecturers and tutors aware of these reasons?
- Whose interests does this disciplinary knowledge serve and for what purpose is it being studied?

Maton (2014) argues that students and lecturers/tutors alike are not aware of 'hidden agendas' that are present when knowledge is being studied. This is because we do not question disciplinary knowledge; it is simply accepted by lecturers to teach and students to learn. Maton (2014) advocates that we should guard against knowledge-blindness and we should be critical of disciplinary knowledge taught in our disciplines. Figuratively, the next section attempts to shed more light on knowledge-blindness and expose any inadequacies and limitations regarding disciplinary knowledge in the two disciplines under study.

3.2 Explicating knowledge-blindness

Archer (1995b) and Sayer (2000) state that we can never claim to know the world fully as knowledge of the world can be said to be fallible or corrigible. One plausible explanation for

the fallibility of knowledge is that “knowledge of the world is concept dependent” (Vorster, 2010, p.17). The world can only, at all times, be known and explicated in terms of the knowledge that is accessible to us (Beck, 2013; Young, 2013; Sayer, 2000). Since the phenomena of knowledge structures and pedagogic practices are known to us, the study was able to use these to make sense of the social world under study in this dissertation. Furthermore, it is always possible to go beyond and uncover more basic causal mechanisms than are known at any point in time. This Chapter attempts to identify concepts and theories which will help the study to investigate: What is the knowledge to which students seek is? Why do students learn this knowledge in particular? How is this knowledge being disseminated to students? Have lecturers/tutors been made aware of these pertinent questions, which Maton (2014) terms knowledge-blindness? To understand the concept knowledge-blindness, it must be noted that knowledge is constructed socially and culturally and, according to Maton and Moore (2010); ‘Knowledge’ is often viewed as isolated, ‘generic’ skills or identical bags of information and the source of its selection and sequencing in a curriculum are seen as arbitrary.

Following Moore (2000, cited in Maton and Moore, 2010, p.5), it is agreed that, “[A] crucial distinction must be made between the production of knowledge and its emergent properties, i.e. knowledge is socially produced, but at the same time has the capacity to transcend the social conditions under which it is produced”. Knowledge, where agents learn how to think and act, cannot be developed independent of society. For Maton and Moore (2010), ontological realism involves the identification that knowledge is about something more than itself: there exists a reality outside our symbolic social realm. This ‘otherness’ of independently existing realities, both social and cultural, provides an autonomous, external limit, not only on what we can believe and value, but also on what we can know. Secondly,

epistemological relativism concedes that this knowledge is not necessarily a universal truth as we can ‘know’ the world only in terms of socially created knowledge which varies over time and across socio-cultural contexts. As a result, the nature of knowledge as an object is critical to understanding our ‘subjective knowledge’ in the two disciplines at Wits University, and what we can say we ‘know’ about the world (Maton and Moore, 2010, p.5). Epistemological relativism does not mean judgmental relativism, the analysis that we are unable to be judgmental regarding different kinds of knowledge. However, judgmental rationality maintains that there are logical, inter-subjective bases for determining the value of a variety of knowledge. This is crucial to Social Realism in this study as one of Social Realism’s central concerns is with how people, come to create knowledge in HEIs (Maton and Moore, 2010).

For Danermark *et al.* (2002, p.27), language is “one of the most important tools in the search for knowledge of reality”. It is in this context that it is argued that language is the chief means through which knowledge is conveyed, exchanged, discussed and it is through an understanding of language that students in HEIs can move from knowledge-blindness to knowledge building. Moreover, we can relate, compare and can critique our experiences through language. Sayer (2000) advocates that semiosis should be given attention since the “issue of the causal efficacy of reasons is one aspect of semiosis at work within a critical realist analysis” (Vorster, 2010, p.17). Arguably, language poses a huge barrier to academic success in higher education, and this is particularly a concern when it affects students who speak English as an additional or second language. However, Sayer (2000, p.64), concedes that there may be opposing interpretations of his theory. He argues that “semiosis has real effects on social practice, social institutions, and social order.” It is important to note that the

initial points for knowledge production are the concepts that already are part of the cultural world. Danermark *et al.* (2002) concludes that there is an:

...intrinsic and mutual relation between concept/knowledge, the practices that we as human beings are involved in, and the world that our practice deals with. It is because of this relationship that language is one of our most important instruments for exploring reality (Danermark *et al.*, 2002, p.30).

Due to the fact that the study's data collection methods constitute a succession of meaning making encounters such as interviews, classroom observation and an analysis of documentary evidence, it is imperative that language or semiosis as a causal mechanism within the critical realist framework is brought to the forefront. Concepts from semiosis are being adopted by a burgeoning number of studies into many institutions, disciplines, from schools to universities, science to music, and conceptual frameworks to classroom practice (Maton, 2014).

Sayer (2000, p.42) states that "Realists do *not* need to suppose that knowledge mirrors the world; rather it interprets it in such a way that the expectations and practices it informs are intelligible and reliable". Social Realist and Critical Realist theories offer an epistemological framework within which to explore the pedagogic practice of lecturers in higher education, in general, and disciplinary knowledge structures related to the two disciplines under study. This, however, is not just from the perspective of the individual lecturers involved, but also from the perspective of the social and cultural world in which the practices take place. This confirms the perception that knowledge structures and pedagogic practices in higher education are complex and socially situated phenomena that entail both cultural and social transformation and, on the whole, individual transformation.

In *Languages of Legitimation* (2000a, p.147), Maton discusses the 'significance of the structuring of educational knowledge' to understand the formation and development of intellectual fields of knowledge. Educational knowledge was previously taken for granted and

it was viewed as “no more than a relay for power relations external to itself; a relay whose form has no consequences for what is relayed” (Bernstein, 1990, p.166). Maton’s (2000a, p.148) argument is that the medium of language in education “is itself also a message”. This is important as in the context of this study, Bernstein’s (1990) and Bourdieu’s (1988) theories ask the questions: how do lecturers and students analyse disciplinary knowledge? What is the significance of the disciplinary knowledge? What is the relation of disciplinary knowledge to English Literary Studies and English Education and *within* educational knowledge? And, what are the messages, inherent in disciplinary knowledge, that this medium might tell them, and how they can register them? Arguably, if lecturers/tutors and students reflect on these questions, knowledge blindness will become less prevalent in tertiary education.

Bernstein (1990, p.164) argues that discourses of education function to reproduce external social relations of power such as social class, race and gender. For Bernstein, there are two forms of discourse: horizontal discourse and vertical discourse. The former discourse relates to everyday, ‘common-sense’ knowledge, which entails strategies which are “segmentally organised” in the context of our everyday lives (Bernstein, 1999, p.159-160). The latter discourse “takes the form of a coherent, explicit and systematically principled structure” (*ibid.*, p.159). This distinction is crucial in understanding a social structure; hence it is important not to conflate the two discourses as they are irreducible to each other. Bernstein (1990) correctly argues that sociological approaches construct knowledge structures and pedagogic practices as external power relations, where the main concern is the voices that are silenced by pedagogic practices, as:

It is often considered that the voice of the working class is the absent voice of pedagogic discourse, but...what is absent from pedagogic discourse is its own voice...It is as if the specialised discourse of education is only a voice through which others speak (Bernstein, 2001, pp.165-166).

Bernstein's theory of pedagogic discourse (Bernstein, 1990, 1996, 2000) is a pertinent theory used to create concepts required for comprehending how educators construe and practice learner-centred pedagogy. Bernstein (1996, p.46) argues that pedagogic discourse consists of two discourses: A discourse of skills of different kinds and their association to each other, and a discourse of social order. Bernstein labelled the discourse that creates particular skills instructional discourse, while the discourse that defines social conduct he labelled the regulative discourse. He, moreover, argues that the regulative discourse is the dominant discourse constantly embedding the instructional discourse (Bernstein, 1990, 1996).

Bernstein, furthermore, argues that there are internal rules that emphasise both the instructional and the regulative discourse of pedagogic discourse. Whilst the instructional discourse is supported by discursive rules (rules of selecting, sorting, pacing and evaluation), the regulative discourse, on the other hand, is supported by the rules of hierarchy. Bernstein categorized a third set of rules supporting the two discourses, specifically, rules of criteria, which delineate what is considered as legitimate or illegitimate knowledge in pedagogy. Bernstein (2004, p.197) argues that the internal reasoning of any pedagogic practice comprises the fundamental affiliation between these three elemental rules; and that all codes of pedagogic practice are created from the same set of elemental rules and change according to their "classification and framing values".

Classification, according to Bernstein (2000, p.6), exemplifies power relations and focuses on the strength of the boundaries between "the categories, agents, actors or discourses". Classification, defined by boundaries between categories, agents, actors and discourses, is a principle of the social division of labour that produces specialised agents, categories and discourses. The extent of boundaries between categories regulates the classification values,

which can either be strong or weak. While classification explains power relations, framing is buttressed by the principle of control which regulates relations and puts it within perspective.

Framing determines control over the selection, sequencing and pacing of the instructional discourse (Bernstein, 2000, p.13). Where framing is strong, the locus of control resides with the transmitter and when framing is weak the locus of control resides with the acquirer. In the context of this study, where framing is strong in the lecture halls or tutorial venues, there is observable pedagogic practice, the rules of instructional and regulative discourse are unambiguous and explicit, and the transmitter has unequivocal control over the selection, pacing and criteria. Where framing is weak in lecture halls and tutorial venues, pedagogic practice is expected to be indistinguishable and the acquirer has more obvious control, the rules of regulative and instructional discourse are embedded and principally unknown to the acquirer (See Figure 3.8) (Bernstein, 1996, p.27).

The classificatory principle, weak or strong, designates how one environment differs from another, thus providing the key to the distinguishing features of the context and familiarize the speaker with what is expected and what is legitimate in that environment (Bernstein, 1990, 1996, 2000). For Bernstein (1996), recognition rules are the means by which the acquirer is able to distinguish the field of the environment in which he or she is. Recognition rules familiarize one to the field of the environment; it helps one to determine what the environment covets. For example, in the context of this study, English Education should include disciplinary knowledge that would prepare students to become future educators. It would centre on disseminating core knowledge to students while inculcating in them pedagogic techniques that would filter into a classroom situation. In English Literary Studies, students focus solely on literary works by learning how to analyse literature and use

appropriate styles of writing conventions to filter their understandings of that work. Bernstein argues, if one does not follow recognition rules that covet their discipline, one will not be able to understand the environment and will remain unvoiced or ask unsuitable questions (Bernstein, 1996, p.31).

Strong classification calls for unambiguous environments and identities. The environment is clearly spelt out, and the acquirer can thus identify with the environment or read the text. Weak classification, on the contrary, gives rise to uncertainties in environmental identification. The acquirer is given room to make up what the environment could have been instead of having it clearly explained to him or her. Realization rules, on the other hand, establish how the acquirer puts connotations together and how he or she makes these connotations available. Following on Bernstein, see Figure 3.9. This study used the set of internal rules, together with their classification and framing relations, to understand how knowledge structures and pedagogic practices operate in English Literary Studies and English Education at Wits University. Recognition and realization rules were used to determine the extent to which lecturers and/or tutors possessed the appropriate contextual orientation necessary for them to distinguish the field and demands of the discipline, that is their ability to demonstrate what knowledge structures and pedagogic practices necessitates in the interviews, observations and analysis of documents in each discipline. Figure 3.8 illustrates Bernstein's model of pedagogic discourse:

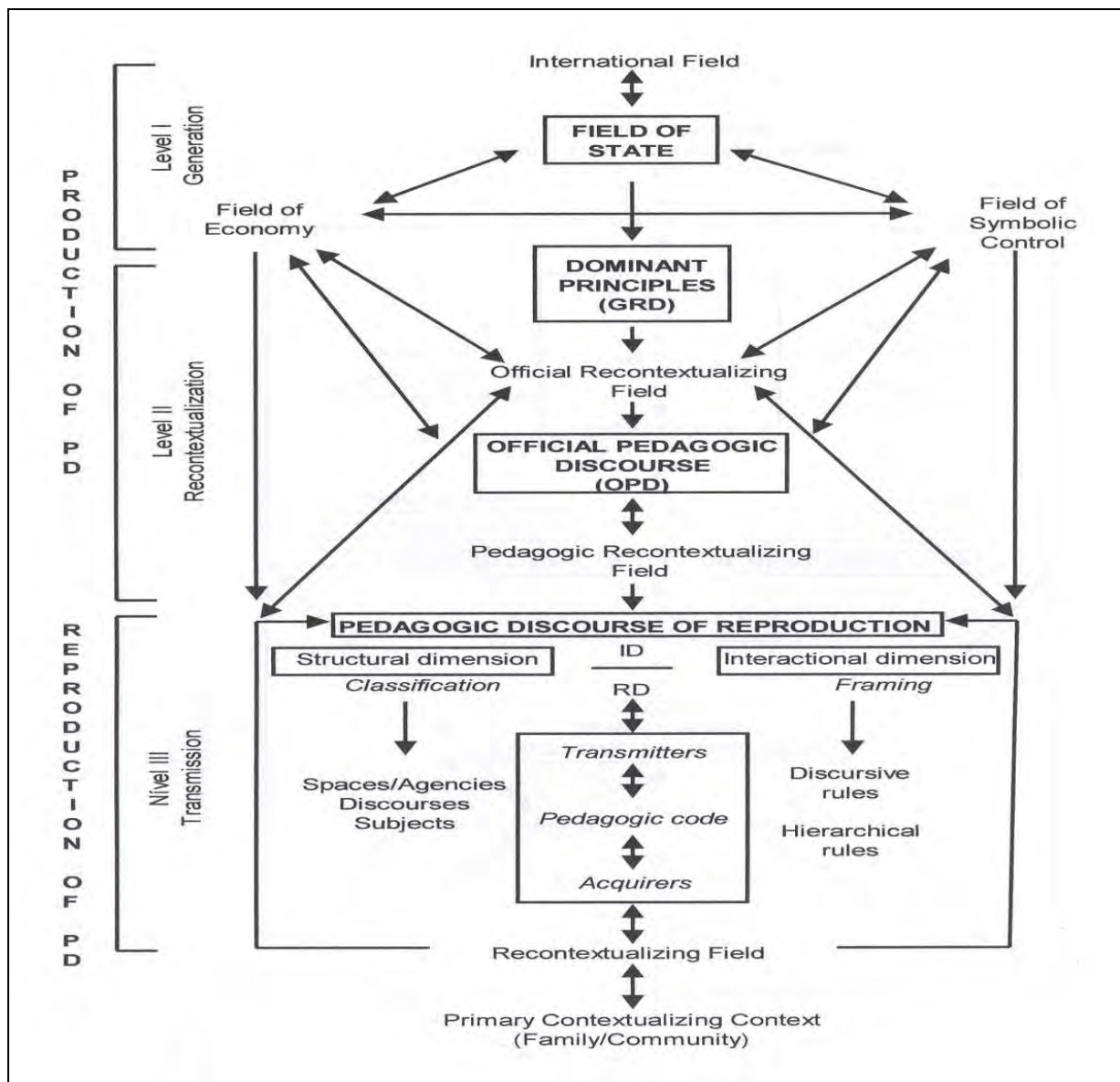


Figure 3.8: Bernstein's model of pedagogic discourse (Adaptation by Morais & Neves, 1986)

For Bernstein (2001), the system, or in the context of this study, Wits University, determines pacing and pedagogic discourse with its dominant rules and principles. However, for Bourdieu (1988), it is the idea of giving voice to the knowledge and experience of marginalized and previously excluded social groups and classes. For example, in this study, it may be argued that in lectures and tutorials, a few students may participate in the lecture/tutorial venue while the rest remain silent throughout. The students who do participate

are more comfortable than the rest as they are able to understand and communicate in English effortlessly. These students have the necessary cultural and linguistic capital necessary to participate in their respective disciplines. Bourdieu argues that lecturers need to encourage students, who were previously marginalized and excluded, and in this case, Black male and female students, to participate in lecture and/or tutorial discussions. Most of the Black students in lectures and tutorials speak English as a first or second additional language and as a result, they do not feel comfortable to contend with Home Language students in their disciplines. Bourdieu's (1977, 1988) theory discusses cultural capital which focuses on presenting solutions to marginalized social groups. Bourdieu maintains that society is a "battlefield" to possess, restore, and reach sources restricted to them. These sources, called "capital", by Bourdieu are conditional issues of social power. They are spread in the field in an unstable way and produce the necessary dynamics of dominance, obedience, and disputes in a single arena. Those with sufficient societal positions, which enable them to have access to resources, are able to dominate and compete in this "war" (Bahar & Kian, 2014, p.3).

It may be argued that students who are in the privileged position of being of a higher class composition and culture are able to communicate with their lecturers and, are fully capable of answering a diverse range of questions, and also have the ability to write about their experiences. Bourdieu's cultural capital theory is a useful theory to draw on in this study as it is widely known in research that has to do with power relations in social structures (Bourdieu & Passeron, 1998). Carter (2003) indicates that cultural capital concerns a student's background pertaining to his or her attitudes, skills, and knowledge about the world. Bourdieu (1977) created the concept of cultural capital with the focus being on educational research; therefore, Bourdieu's (1977) cultural capital is fitting for this research as it observes the relationship between language and cultural experiences. If a child is in possession of a

rich vocabulary, then that ability is dependent upon the capacity of the family to convey the information to its children. Bourdieu believes that the economic disparity between communities works in concurrence with the educational system to institutionalize the interactions between the rich and poor. Wessel (2005) argues that the members of a society that are financially able are more likely to produce significant experiences that construct cultural capital. The families on the lower economic scale have less prospects and experience dissimilar settings, which in turn limit the chances for achievement of experiences that contribute to cultural capital. The cultural capital theory does not centre on solving the disputes of society as a whole, but it does provide an avenue of identification for persons to co-exist within the structure of the dominant culture (Daniels, 2014).

Giroux (1983) claims that when culture is viewed primarily as ‘capital’, it becomes impracticable to accept the role it plays in enabling those in marginalized positions to resist domination. However, a contrary perspective is held in this study. The attainment of cultural capital necessarily assumes the investment of time devoted to learning and teaching for it is highly valued in schools and becomes a personified form of cultural capital (Maton, 2000b). Arguably, objects themselves may act as a type of cultural capital, insofar as their use presumes a certain amount of cultural capital. For example, an English Literary Studies text may be a form of cultural capital since it requires prior training in the discipline in order to gain understanding. Bernstein’s (1990) and Bourdieu’s (1977, 1988) theories offer significant insight into intellectual fields, *inter alia*, the sociology of knowledge fields and a theory of knowledge itself. This is important to this study as it investigates how knowledge is constructed in English Literary Studies and English Education. Although they are useful and insightful theories, it must be made clear that Bernstein’s and Bourdieu’s theories, although useful and insightful, fall short of clarity. For example, there is no indication or clarity on the

question of why Bourdieu's concept of cultural capital should lead to educational success. Bernstein, for instance, claims that working class people have access to only a 'restricted' language code whereas middle class people enjoy the access to an 'elaborated' code (Labov, 1972). Because of this, Bernstein has been accused of being a deficit theorist since he blames working class students for their own educational failure. An added pertinent criticism is that it is not evident that working class people actually do have a 'restricted code' as compared to just having a smaller vocabulary than middle class people. Furthermore, there is no evidence which suggests that the education system is based on an 'elaborated code' (*ibid.*). Maton's Legitimation Code Theory builds on the works on Bourdieu and Bernstein. In his theory, Maton builds on Bourdieu and Bernstein, respectively, by building on what is valuable in their theories. The former and latter theorists have provided extraordinary and rich analyses on the relations of power and language, works which universalize a host of social fields of cultural practice. Bourdieu and Bernstein both argue for the need for theoretical development and Maton responds by building on their works.

In the context of this study, it may be thus argued that social class and power relations influence the pedagogic practices that impact on epistemological access. To understand how knowledge is socially constructed in the two disciplines under study, it is worthwhile understanding Maton's framework of Legitimation Code Theory (LCT). In search of a suitable theory, the disciplines of English Education and English Literary Studies face challenges of using appropriate pedagogic practices and overcoming knowledge-blindness. This study suggests LCT as a potential approach for shaping disciplinary knowledge and learning, thus overcoming the challenge of knowledge-blindness. LCT is a useful theory to use in the study as it is a Social Realist approach that builds directly on the ideologies of Basil Bernstein and Pierre Bourdieu (discussed above). See Figure 3.9 below:

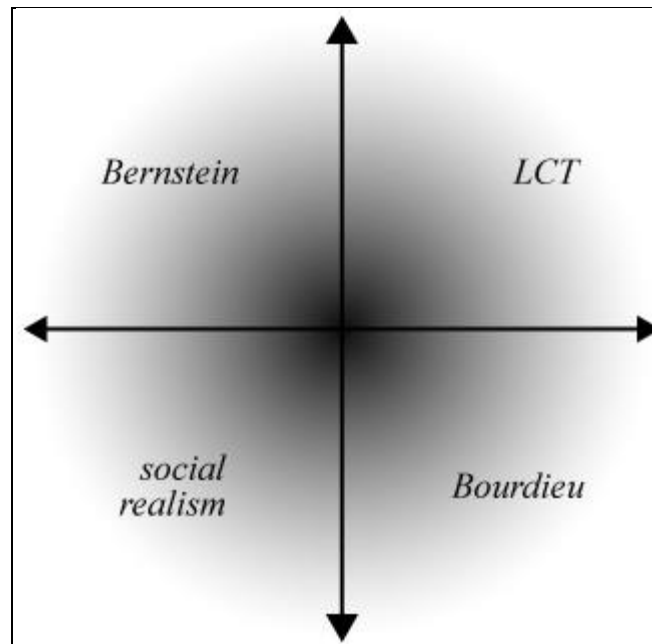


Figure 3.9: LCT in relation to Bernstein, Bourdieu and Social Realism⁷

The concept of languages of legitimation from Maton's LCT, creates the foundation for opposing claims to limited status and material resources within higher education, as "they are strategic stances aimed at maximizing individual positions within a relationally structured field of struggles" (Bourdieu, 1988 cited in Maton, 2000a, p.149). The knowledge inherent in these claims may be labelled legitimate. In order to understand what the knowledge is to which students gain access to is all about, according to Maton (2000b, p.150), it must be noted that educational knowledge is not only an indication of power relations and hegemony, but involves "more or less epistemologically powerful claims to truth". Social power and epistemology are relationally intertwined, but they are irreducible to one another, and the two cannot be conflated. Thus, knowledge involves both sociological and epistemological types of power (Maton, 2000a,b). Hence, Maton (2000a, p.244) states that, through conceptualizing educational knowledge as legitimation, a consciousness of:

...the structured and positioned nature of strategic position-takings within a field may be brought together with an emphasis upon the structuring and non-arbitrary nature of

⁷ Figure taken from website: www.legitimationcodetheory.com

potentially legitimate knowledge claims, i.e. embracing ‘relations to’ and ‘relations within’ analyses of knowledge, the knower and the known.

Taking both Bernstein’s and Bourdieu’s theories into account, it may be argued that discourses in educational knowledge in higher education is a “structured and structuring structure” (Maton, 2000a, p.154). However, what is omitted from this depiction is what this structure comprises of, and how it differs from other structures. It is the intention of this study to utilise both theories since its focus is on both relations within and relations to educational knowledge in English Literary Studies and English Education. This study attempts to investigate the questions regarding what can be legitimately depicted as English Literary Studies and English Education, and who can legitimately claim custodianship over the legitimisation of English Literary Studies or English Education knowledge. The language of legitimisation (the messages as to what should be the dominant basis of achievement) of English Literary Studies “places different strengths of boundaries around and control over the definitions of, on the one hand, what can be claimed as knowledge, and, on the other, who can claim knowledge ” (Maton, 2000a, p.155). Is what students are learning really considered to be knowledge that is meaningful to them? Who does this knowledge benefit?

The principles that create these messages are known as ‘legitimation codes’. These legitimisation codes can be analysed within a range of dimensions using a refined conceptual set of tools for addressing a variety of issues. ‘Specialisation’ is one of the dimensions that renders somebody or something different, unique and commendable of distinction. Specialisation shows that each practice, belief or knowledge claim is concerned with or geared towards something by means of somebody. One is hence able to systematically differentiate Epistemic Relations (ER) amid practices and their object or focus and Social Relations (SR) amid practices and their subject, creator or player. Simply, each relation may

well be strongly or weakly stressed in practices and beliefs, and these two relative strengths jointly confer the specialisation to the code of legitimation. This continuum of strengths (strong and weak) can be illustrated as the x and y axes of a Cartesian plane in which one can identify four principal modalities (Figure 3.10):

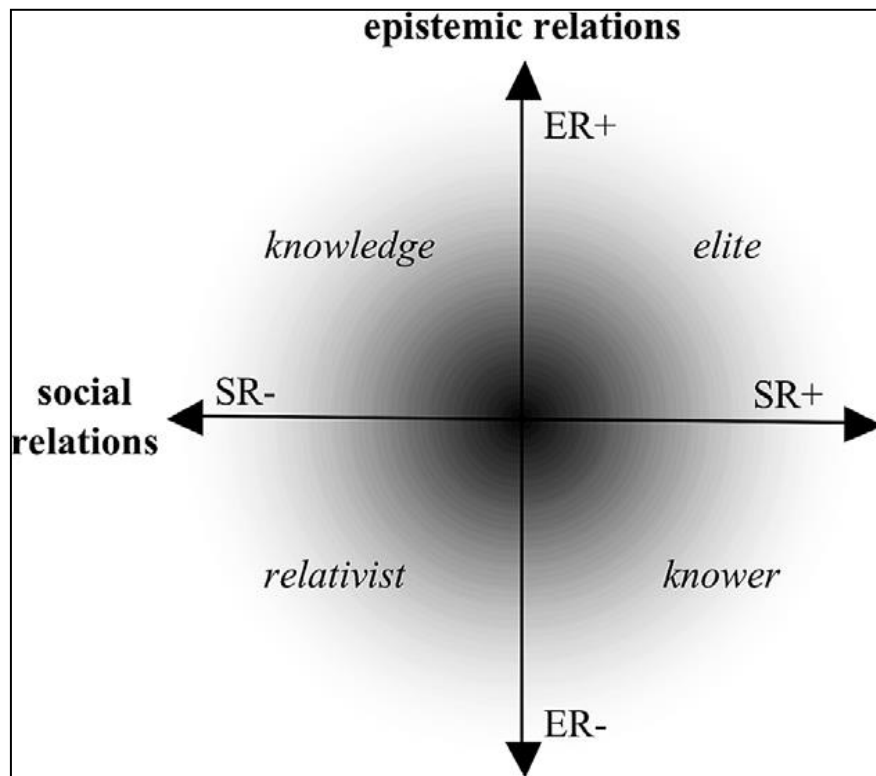


Figure 3.10: Continuum of specialised codes of legitimation⁸

As represented in the figure above, there is a knowledge code, which is the custodian of specialised knowledge, principles or events that is emphasised as the foundation of attainment, and the qualities of the actors are downplayed. A knower code, where specialised knowledge is not viewed as valuable and instead, the qualities of actors as knowers are emphasised as the measure of attainment, even if these qualities are viewed as genetic (e.g. ‘natural talent’) or learned (e.g. artistic gaze or ‘taste’) (Maton, 2007, p.98). An elite code is

⁸ Source: Maton (2007, p. 97).

where legitimacy is based on both owning specialised knowledge and being the right type of knower. The word ‘elite’ in no way indicates social exclusivity, but the importance of the ownership of legitimate knowledge. A relativist code is where legitimacy is determined by neither specialised knowledge nor knower qualities. The code describes the sort of rules and conventions of the game or dominant foundation of achievement of a social context. Of the four types of specialisation codes, what is significant is: ‘what you know’ (knowledge code), ‘the kind of knower you are’ (knower code), both (elite code) or neither (relativist code) (Maton, 2007, p.98). A particular code could dominate as the (usually tacit) rules or conventions of the game, but may in no way be obvious, widespread or unchallenged. A few people may be familiar with and/or be able to comprehend what is essential. There is on average more than one specialisation code present, and it is probable that there may be challenges among actors over which code is prevailing as dominant (*ibid.*).

Knowledge codes are restricted to specific procedures which claim to supply unique knowledge of an ontological field of study. Knowledge codes emphasise the distinction between the field’s “constructed object of study and other objects”, and between the knowledge it produces claimed to be provided by other intellectual fields (Maton, 2000a, p.156). It may be argued that students are equally positioned in relation to the educational knowledge and practices of the field, and the assumption is that everyone is capable of constructing knowledge if they conform to extra-personal practices. Knowledge codes, therefore, legitimate intellectual knowledge fields according to specialised procedures for producing knowledge of a distinctive object of study. Knower codes of legitimation, conversely, support claims for fields on a privileged object of study, the knower (or lecturers), as Maton (2000a, p.156) states:

This specialised knower may claim unique knowledge of more than an academically delimited object of study; the knower’s focus for truth claims may be hypothetically

boundless, difficult to define, or encompass a host of disparate and seemingly unconnected objects of study. Based on the unique insight of the knower, claims to knowledge by actors within the intellectual field are legitimated by reference to the knower's subjective or intersubjective attributes and personal experiences (which serve as the basis for professional identity within the field).

The purpose of knowler codes of legitimation is to allow experiential knowledge to be heard through a voice, with truth eventually being defined by the voice. If one has to analyse educational knowledge, one has to focus on its social and institutional arrangement. For the purposes of this study, English Literary Studies and English Education need to be studied on the basis of their social and institutional arrangement, and higher education is structured according to a hierarchy. For Bourdieu (1988), society is characterised as structured according to dominant and dominated classes as the researcher illustrates in Figure 3.11 below:

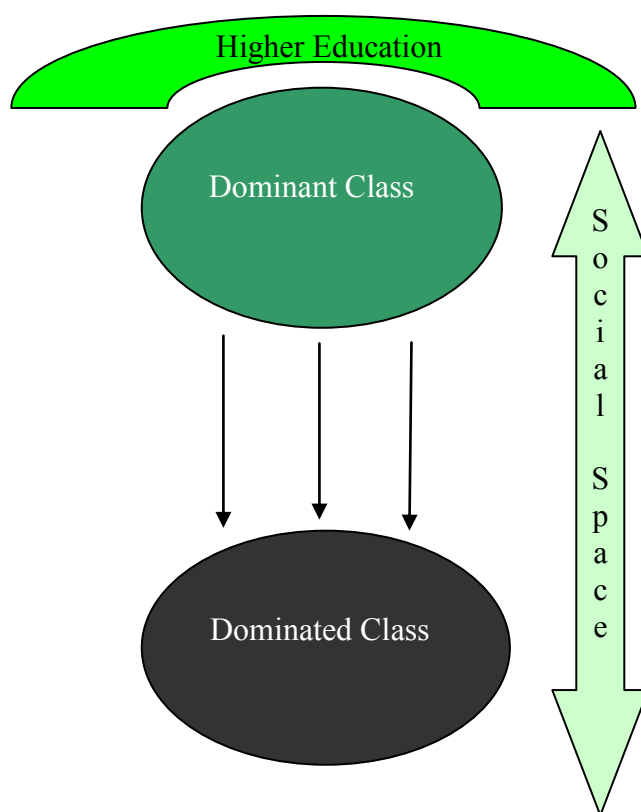


Figure 3.11: The social position of higher education

As the above figure (created by the researcher) illustrates, Bourdieu (1998) argues that higher education is positioned within the dominant class where its social position is built upon cultural capital, which is relative to economic capital (Bourdieu, 1988). Given the phenomena under study in this thesis, this is crucial, particularly because English emerged and industrialized within fairly high-status institutions associated with the teaching of socially and educationally elite social groups. It has consequently occupied dominant social positions within the dominated division of the dominant class in higher education.

English has occupied manifold positions of domination within higher education, making it an important research area. In the case of English, the history of its educational knowledge forms a processional sequence of the excluded: the working class, women, ethnic minorities, and so forth. In other words, the field of English Studies takes on the features of a queue or line: once one social group enters, then another group appears to take its place on the outside, demanding admission. Until all students and their experiences are included within higher education and/or educational knowledge structures, “there is always scope for a new excluded group to emerge” (Maton, 2000a, p.160).

On that note of inclusivity, given the apparent dominance of knowledge codes within higher education, knower codes provide the oppositional means, for individuals employed in dominated positions, to destabilize the hierarchy of the field. The code of legitimation with reference to English Literary Studies and English Education is the knower code (lecturer) which represents the interests of social groups outside academia. The legitimation of knower codes is founded upon the privileged perspective of a knower and strives to preserve strong boundaries around their definition of this knower, they celebrate difference where ‘truth’ is

defined by the 'knower' (Maton, 2000a, p.161). When a knower code has thrived in constructing an institutional or intellectual position within higher education, it is likely to turn out to be the most prone to the same legitimating strategy and it becomes difficult to refute new voices, "what one has claimed was denied to one's own" (Maton, 2000a, p.161). It becomes very difficult to challenge a well-established lecturer since he/she has earned his/her intellectual position. Then, as each knower code becomes autonomous, they each become strongly distinguished from one another for each knower codes 'voice' asserts its own privileged and specialised knowledge that are not accessible to other knower's. The LCT allows knowledge structures and pedagogic practices to be brought in relation with other dimensions of teaching and learning in HEIs, and it enables comparisons in similar educational contexts like Basic Education, and an analysis of change over time.

Conclusion

The concepts and theories that concern themselves with knowledge structures and pedagogic practices, and the extent to which these influence English Literary Studies and English Education in South African higher education have been critiqued on in this Chapter. As this study is framed through a critical paradigm, the Chapter extends to a discussion of arguments for a Social and Critical Realist theory to be used. The Chapter also includes an exploration of the Social and Critical Realist theory. As is evident from the discussion, this theory attempts to persuade the reader that it becomes impracticable to investigate the role of knowledge structures in shaping pedagogic practices in higher education without mentioning the people (lecturers and students) and the relevant socio-cultural structures involved (English Literary Studies and English Education knowledge structures). According to Archer (2000):

Since structures are part and parcel of the world which human beings confront, with which they interact, which they have the power to transform, yet which, transform them

themselves as they do so, only one story can be told. Two separate versions are actually untellable, for each would contain large gaps, either about the conditioning circumstances under which agents live, act and develop or about the transformatory consequences for structures, which otherwise must be matters of structural parthenogenesis (Archer, 2000, pp.311-312).

This Chapter further includes analysed theories by Bernstein and Bourdieu to overcome the challenge on knowledge-blindness in English Education and English Literary Studies at Wits University. Maton's theory, Legitimation Code Theory, was analysed as the most useful substantive theory (Maton, 2000a). The Chapter concludes with a discussion of the social position of higher education and English disciplines. This discussion draws on the literature review in Chapter 2 that indicates "the negative implications brought about as a consequence of the mystification of disciplinary discourses in various disciplines in universities, and English Literary Studies" and English Education in particular (Mgqwashu, 2007, p.60). Chapter 3 provided the necessary socio-critical framework to understand the research methodology which is examined in Chapter 4. Chapter 4 now turns to a discussion of the research design, paradigms, research methods and sampling techniques.

Chapter 4

Methods on understanding the phenomena of knowledge structures and pedagogic practices

4.0 Introduction

The aim of this Chapter is to present a discussion on the research methodology selected to augment the understanding of the phenomena of knowledge structures and pedagogic practices in English Education and English Literary Studies. The methodology selected was implemented to investigate the role English Education and English Literary Studies disciplinary knowledge and knower structures play in pedagogic choices and practices of lecturers and/or tutors in their respective disciplines. By means of Figure 4.1, an overview of the research methodology to be discussed in the Chapter is represented as follows:

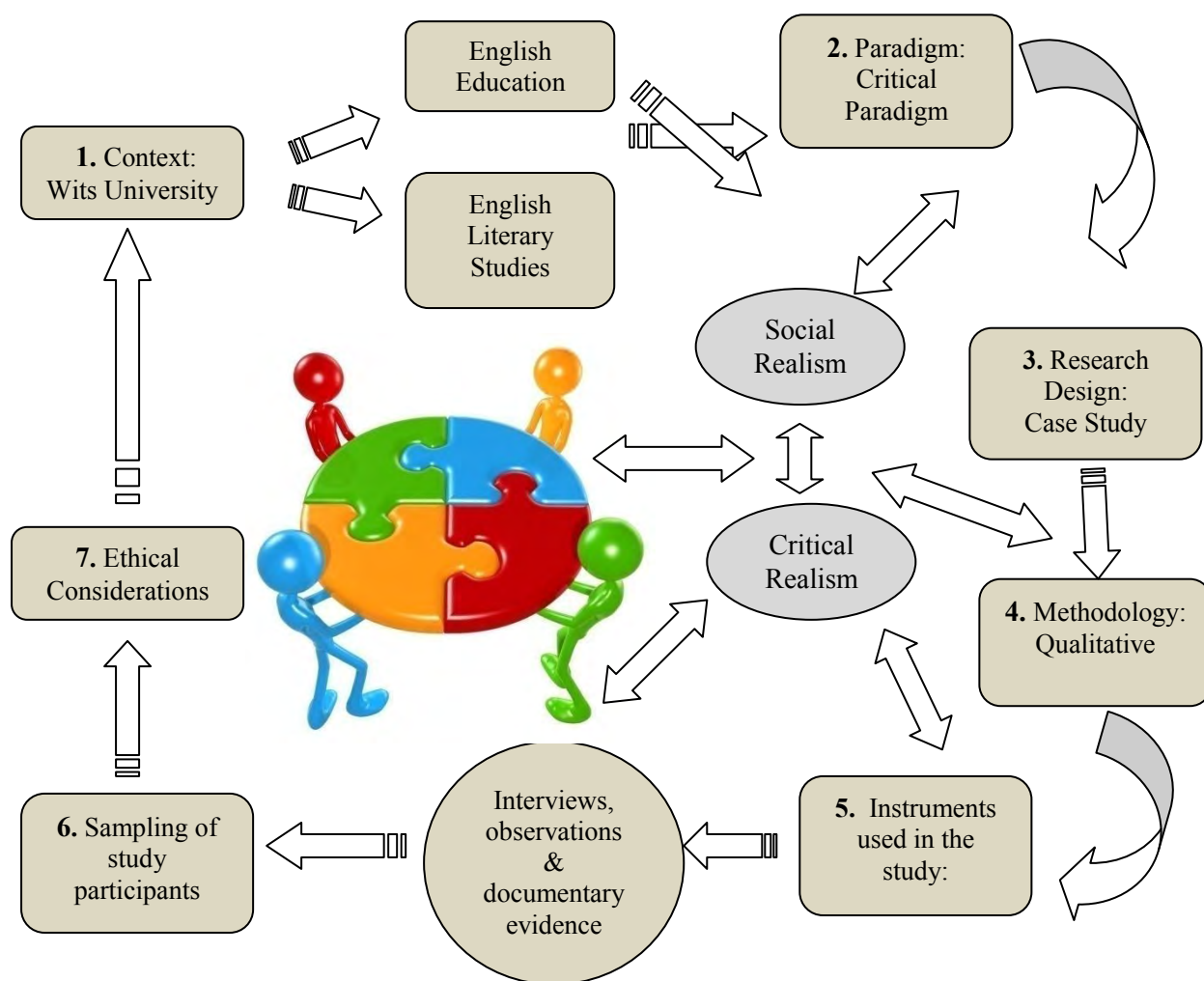


Figure 4.1: The Research Design

As illustrated in Figure 4.1, the first section of this Chapter contains a discussion on the context of the study detailing the reasons for the choice of the University of the Witwatersrand (Wits) as a sample for the research site, and why English Education and English Literary Studies disciplines became the focus of the study. Selecting a higher education context as a research site (as opposed to a school context) enabled an exploration of the interplay between discipline-specific knowledge structures and lecturers'/tutors' disciplinary identities, and their role in shaping pedagogic practices. It is in this context that the first section of the Chapter contains the key research questions which form the core of this investigation into the phenomena under study. This section also provides a brief history of

English Education at Wits and is concerned with the knowledge structures and pedagogic practices of lecturers/tutors in the two disciplines, and the reasons for their selection.

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The second section explores the research paradigm adopted in this study. The critical paradigm is presented as relevant to this study because it aims to address social and political inequalities in the higher education system (Cohen, Manion & Morrison, 2007). Since this study draws on Archer's (1995a, b, 1996) and Bhaskar's (1979) theories discussed in detail in Chapter 3, it makes sense for this research to be underpinned by the critical paradigm as an orientation to understanding the nature of knowledge construction in the process of understanding the phenomena of knowledge structures and pedagogic practices in two disciplines (English Education and English Literary Studies) within the broad field of English Studies.

Qualitative case study research design is discussed in the third section and reasons for the choice of this research design are provided. It is argued in this section that the case study research design enables a researcher to explore phenomena that interests them, knowledge structures and pedagogic practices, and supports the deconstruction and reconstruction of these phenomena to develop interventions. The researcher is able to reflect on and describe the phenomena, not just through one gaze but through multiple gazes or dispositions which allow multiple facets of the phenomena to be disclosed and understood (Baxter and Jack, 2008). However, rather than theorising on the knowledge structures and pedagogic practices in the two disciplines it is argued in this section that a case study research design allows for "theorisation that draws on participants' experiences and perceptions in relation to their institutional practices" (Mgqwashu, 2007, p.91).

The fourth section of this Chapter concerns the type of data the study seeks to generate. Since this study includes focus group and semi-structured interviews, which generated rich descriptions and classroom observations as research instruments, it uses a qualitative research methodology to collect and evaluate data. For Neuman (2006) and Oishi (2003), qualitative research allows for the integration of varied strategies of generating data with a reasonably high degree of reliability and accuracy. It is for this reason documentary evidence is also used as a research instrument.

The fifth section of the Chapter is an exploration of the research instruments used in the study drawn from Archer's (1995b, 1996) Social Realism and Bhaskar's (1979) Critical Realism theories. The rationale for selecting the research methods and how data was analysed are also included here. Triangulation as a research technique to ensure the validity and reliability of the research findings is also discussed (Denzin and Lincoln, 2011; Cohen, Manion and Morrison, 2007; Neuman, 2006).

Section six deals with the methods used to sample the study participants. Purposive sampling was used as the researcher was targeting a specific group of participants, namely lecturers and/or tutors and students. The sample is small to ensure that the study yields rich and valid data. Since this study engages with individuals from Wits University, the final section discusses issues of trustworthiness and ethics. Terre-Blanche and Durrheim (2002, p.65) rightly note that "the essential purpose of ethical research planning is to protect the welfare and the rights of research participants". The researcher has ensured that ethics and the confidentiality of research participants have not been compromised in any way.

4.1 Key research questions and their origins

The research questions for this study are underpinned by Maton's (2014) work, *Knowledge and Knowers: Towards Realist Sociology in Education*. Maton (2014) draws on all his work across the decades to propose an accessible trajectory into the sociology of knowledge. By developing the ideas of Bernstein and Bourdieu, Maton (2014) locates his work within a corpus of writing that has called for the 'reclaiming of knowledge'. As Maton (2014) and others (Moore, 2009; Muller, 2000; Young, 2008) have cogently argued, it is possible, while focusing on valid concerns regarding, for example, knowledge structures and pedagogic practices in English Education and English Literary Studies, and the broader purpose of the field of English Studies, to lose perspective of what lies at the heart of the teaching of English. Maton (2014) terms this loss of perspective 'knowledge-blindness' and discusses the 'blind-spot' within education in relation to knowledge. He argues that knowledge is a defining feature in education, but what that knowledge is, its forms and effects, is not brought to the attention of lecturers, tutors and students in tertiary education.

For Maton (2014, p.147), "Sociology is both a craft and a science – it needs a gaze but one whose vision is made as explicit as possible...By making visible the workings of the gaze, we have a chance to make that gaze more widely available". Since the early 1970s, there has been this notion in social constructivism that 'knowledge is socially constructed' to mean that knowledge is nothing but a social construction that reflects the hidden, masked interests of dominant societies (Freebody, Maton and Martin, 2008). The key focus of educational research then becomes, unmasking the social power underlying knowledge, with the key question: 'Whose knowledge?' – with the focus on knowers. Maton (2014) argues that social inclusion and success for all students can be improved as our current knowledge about knowledge and knowledge building is enhanced. As Moore and Maton (2001, p.154) argue,

“describing what is obscured by a blind spot is extremely difficult, for what you are trying to point to simply cannot be seen through the current lens”. This study investigated the extent to which such ‘blind spots’ exist in the two disciplines under study. As part of this process, the study poses the following research questions:

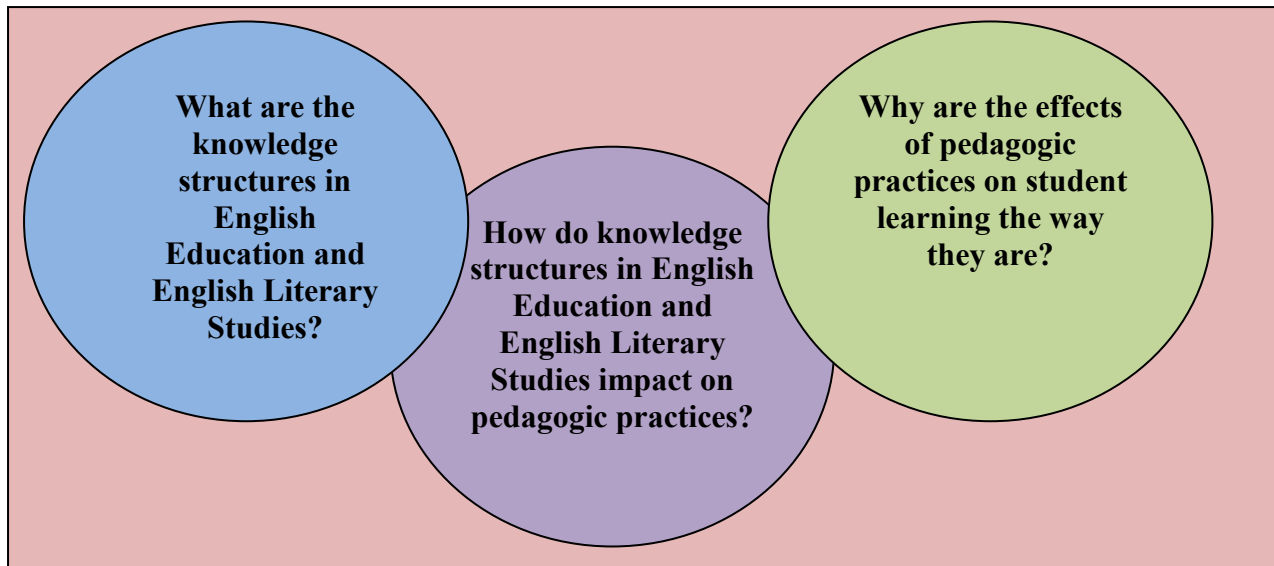


Figure 4.2: The research questions used to organise data for analysis and evaluation

The first question is designed to generate data with regard to the nature of knowledge taught to students in each of the two disciplines. The second question is designed to generate data on the role of knowledge structures on pedagogic practices in each discipline. The third question aims to generate data regarding the reasons for the ways in which pedagogic practices impact on students’ learning in the two disciplines. Data generation was made possible through the use of interviews, lecture and/or tutorial observations and documentary evidence as research instruments. Data that was generated enabled critical engagement with the relationship between knowledge structures and pedagogic practices in ways that answered the research questions. These research questions contributed to research within the field of English Studies in higher education in South Africa, since a concern has been expressed that research

in higher education tends to overlook issues regarding the relationship between knowledge structures and pedagogic practices. According to Clarence-Fincham (2012, p.37),

...both the academic staff and the students need to become explicitly aware of their discipline's 'epistemological core', of the kind of knowledge valued by the discipline, of what kinds of knowledge [is] excluded from it and of which linguistic constructions are best used to represent those values.

This study attempts to make readers explicitly aware of the 'epistemological core' of English Education and English Literary Studies. It investigates what is valued as knowledge in both disciplines, what knowledge is included and excluded from the curriculum and, how this knowledge is delivered to the students through lecturer-tutor pedagogy. To understand knowledge structures and lecturer and/or tutor pedagogic practices, an understanding of the social world, in the context of this study, needs to be examined.

The social world in the context of this study is the University of the Witwatersrand, located in Johannesburg, the economic hub of South Africa. According to the University of the Witwatersrand (2013), full university status was granted in 1922, incorporating the College as the University of the Witwatersrand. In 1923, the University had six faculties (Arts, Science, Medicine, Engineering, Law and Commerce), 37 departments, 73 members of academic staff and little more than 1 000 students. The period between 1947 and the 1980s was marked by considerable growth as student numbers increased rapidly to 6 275 in 1963, 10 600 in 1975 and 16 400 by 1985. The Graduate School of Business was established in Parktown in 1968. Expansion into Braamfontein also took place. Today, with five faculties (Commerce, Law and Management; Engineering and the Built Environment; Health Science; Humanities; Science) and 33 Schools, the University offers almost 18 000 students approximately 3 000 courses. The University is divided into five academic campuses. The main administrative campus is the East Campus. The West Campus is across the De Villiers Graaff Motorway.

Wits has three additional academic campuses, all located in Parktown. Wits Education Campus (WEC) houses the School of Education within the Faculty of Humanities. East of WEC (across York Road), is the Wits Medical Campus. West of WEC (across Victoria Avenue) is the Wits Management Campus (University of the Witwatersrand, 2013).

Wits University was selected as a research site as it was a Historically White University (HWU) “which faced immense challenges when it began re-opening its doors to black students in 1980 - after several decades of Apartheid exclusion” (Zengele, 2006). Even though Black students had gained access to these predominantly White institutions, such as Rhodes University and the University of the Witwatersrand, access meant much more than just admission. The real question was: Did these students possess the required literacy tools to cope with academic demands? In Boughey’s (2005) view, the fact that academic support was, essentially, contained within a few historically White institutions at the time posed a danger of creating an elite group of Black students.

Students choose to study at Wits because it is an internationally respected research- intensive university. It has highly qualified and internationally commended staff and offers a range of internationally recognised degree programmes. Since Wits offers students’ social enjoyment as well as cultural diversity, the Braamfontein East Campus and the Wits University Education Campus in Parktown, Gauteng, have selectively been chosen. More specifically, the School of Literature and Language Studies (SLLS) at the Braamfontein East Campus, which teaches English as an Art; and English Education in the School of Language, Literacies and Literatures which teaches language education to prospective educators, have been selected. English Education and English Literary Studies are disciplines that fall under

the field of English Studies, which is an academic discipline that includes the study of literatures written in the English language, English linguistics and English sociolinguistics (Pope, 1998, p.43). Broadly, English Literary Studies explore the production and analysis of texts created in English. In this discipline, students reflect on, analyse, and interpret literature and film, presenting their analyses in clear, cohesive, cogent writing (Pope, 1998, p.46). English Education as a discipline includes three dimensions (National Council of Teachers of English, 2014):

- the teaching and learning of English, generally and inclusively defined;
- the preparation and systematic professional support of teachers of English at all levels of education; and
- methodical inquiry into the teaching and learning of English.

To achieve this significant work, future English educators (students in training) conduct interdisciplinary inquiry by drawing on English Studies, education, the scientific study of human behaviour, and related fields. Students convert theory and research in these fields into pedagogical practice as a foundation for enhancing the understanding of the teaching and learning of English in the classroom in a school context (*ibid.*). Pope (1998, p.11) notes that English in English Education and English Literary Studies within the field of English Studies embody ‘special’ purposes. The English Education discipline has a vocational purpose where students are trained to be English educators, whereas English Literary Studies has a communicative purpose where the focus is on students learning how to analyse and interpret literary texts and in so doing, forming critical debates and arguments in a structured and logical manner.

4.2 On interpreting the research paradigm

Since this study is concerned with understanding the phenomena of knowledge structures and pedagogic practices in English Education and English Literary Studies, it is located within the critical paradigm. Critical Realism recognizes that there are constant and stable features of reality that exist autonomously of human conceptualisation. The diverse meanings individuals attach to experiences are regarded as 'possible' because these experiences are what make individuals experience different parts of reality (Bhaskar, 1979). Critical Realism combines realist ontology with a critical epistemology (Bhaskar, 1998; Archer, 1995a, b); even though a real world exists, our understanding of it is socially constructed and fallible. The critical paradigm is an appropriate, reasonable paradigm for this study since it articulates well with Archer's (1995a, b, 1996) Social Realism, which focuses on understanding the structural and causal mechanisms in society and Bhaskar's (1979) Critical Realism, which focuses on the social and critical transformation of society. The critical paradigm in this study is concerned chiefly with real world phenomena and societal ideologies involving lecturers and/or tutors and students in English Education and English Literary Studies disciplines and sets out to understand human behaviour to explain social inequalities through which individuals can take action to changes injustices (Cohen, Manion and Morrison, 2007). The critical paradigm is a part of educational research which confronts the inequalities and oppression in a society and attempts to emancipate individuals to gain power and freedom from the various social, political and economical barriers that exist. The aim of the critical paradigm, it is argued in the study, is to allow lecturers, tutors and students to challenge the taken for granted, false beliefs that exist in society and direct them to new terrains. The critical paradigm, as it is used in this study, tries to give voice to the unheard voices within an educational setting, the University of the Witwatersrand. In addition to this, the paradigm

attempts to question previous ideologies held by lecturers, tutors and students and tries to construct new ones.

On the analogy of trees, Crotty (1998, p.43) maintains: “We need to remind ourselves here that it is human beings who have constructed it as a tree, given it the name, and attributed to it the associations we make with trees.” A tree cannot be labelled as a ‘tree’ without someone labelling it a tree. Meaning is socially constructed through the interaction between awareness and the social world. As a result, critical researchers are guided by a set of views, beliefs and opinions on the world and how it should be interpreted and studied (Denzin & Lincoln, 2011). The critical paradigm is concerned with power and it promotes the idea of social justice in order to create a society that is fair and harmonious. As our realities are controlled by our senses, the critical paradigm seeks to understand issues of social forces and structures to interpret real world phenomena: knowledge structures and pedagogic practices in higher education (Crotty, 1998). Critical researchers deem that research is not value free, as the goal of research is to dynamically challenge interpretations and values in order to bring about change. The critical paradigm can be argued to be parallel with challenging knowledge-blindness (Maton, 2014) as it asks the axiological question: what knowledge is intrinsically worthwhile? In the context of this study, Wits University plays an explicit role in the construction of knowledge based on power in society. In other words, this study seeks to explore whose interest’s education serves. Does Wits University function to reproduce inequalities and maintain the status quo? The critical paradigm seeks to challenge these reproductions of inequalities and challenges dominant discourses. The critical paradigm is normative; it considers how things ought to be; it interprets reality. Crotty (1998, p.157) argues that, critical “methodology is directed at comprehending values and assumptions, exposing hegemony and injustice, challenging conventional social structures and engaging in

social action”. For critical researchers, there is no ‘correct’ or ‘incorrect’ theory. Instead, they should be evaluated according to how ‘interesting’ they are to the researcher, as well as those concerned in the same areas. Critical researchers attempt to develop their constructs from the field by a comprehensive examination of the phenomenon of interest. Participants and researchers are equal subjects in the dialectical duty of presenting reality, analysing it and recreating that knowledge (Denzin & Lincoln, 2011). The critical paradigm is governed by observation and interpretation, thus, to observe is to gather data about events, whereas to interpret is to create meaning of that data by making inferences or by judging the equivalent between the data and some abstract pattern (*ibid.*). Epistemologically, critical researchers are guided by the following broad questions:

- What is the relationship between the knower and the novice?
- What are the assumptions and beliefs we have about the nature of knowledge?

Socially, on the other hand, critical researchers are concerned with answering questions such as:

- Who is advantaged and disadvantaged in society?
- To what extent are individuals dominant/inferior?
- Why is the situation the way it is?
- How can this situation be altered/changed?

The researcher, as a critical researcher, asks the following questions by combining the social and epistemological elements together:

- What is the relationship between knowledge structures and pedagogic practices in the classroom?

- What assumptions and beliefs do lecturers/tutors have about English Education and English Literary Studies?
- Who dominates lecture and tutorial discussions? Why?
- How are lecturers'/tutors' beliefs, attitudes and ideologies integrated in their work?
- How can the pedagogical practices of lecturers/ tutors be altered/changed to socially include all students?

To this end, data generated about knowledge structures and pedagogic practices in English Education and English Literary Studies disciplines are critically interpreted in terms of the extent to which they enable learning. Denzin and Lincoln's (2011) observation is similar to Cohen, Manion & Morrison's (2007, p.8) in that a critical researcher makes an "effort to get inside the person and understand from within". Given the fact that this study is concerned with the experiences of its participants, it uses a qualitative methodology to collect, analyse and interpret data.

4.3 A case study research design

Case study was chosen as a research design because it is concerned with the study of exploration from the viewpoint of the individual by focusing on particular issues (Cohen, Manion and Morrison, 2007). Furthermore, since it is concerned with the critical reflection of participants' experiences, the case study research design is appropriately linked to Bhaskar's (1979) Critical Realism, which focuses on the social transformation of its participants and insists that researchers move beyond the lived experiences of the empirical level to identify the mechanisms from which they emerged. A characteristic of case study research, which also enhances data credibility, is the use of multiple data sources which this study makes use of: interviews, observations and an analysis of documentary evidence. Each data source is one piece of the "puzzle" with each piece contributing to the researcher's understanding of

the phenomena of knowledge structures and pedagogic practices. The key features of the case study research design provide a qualitative framework that is important within the context of this study:

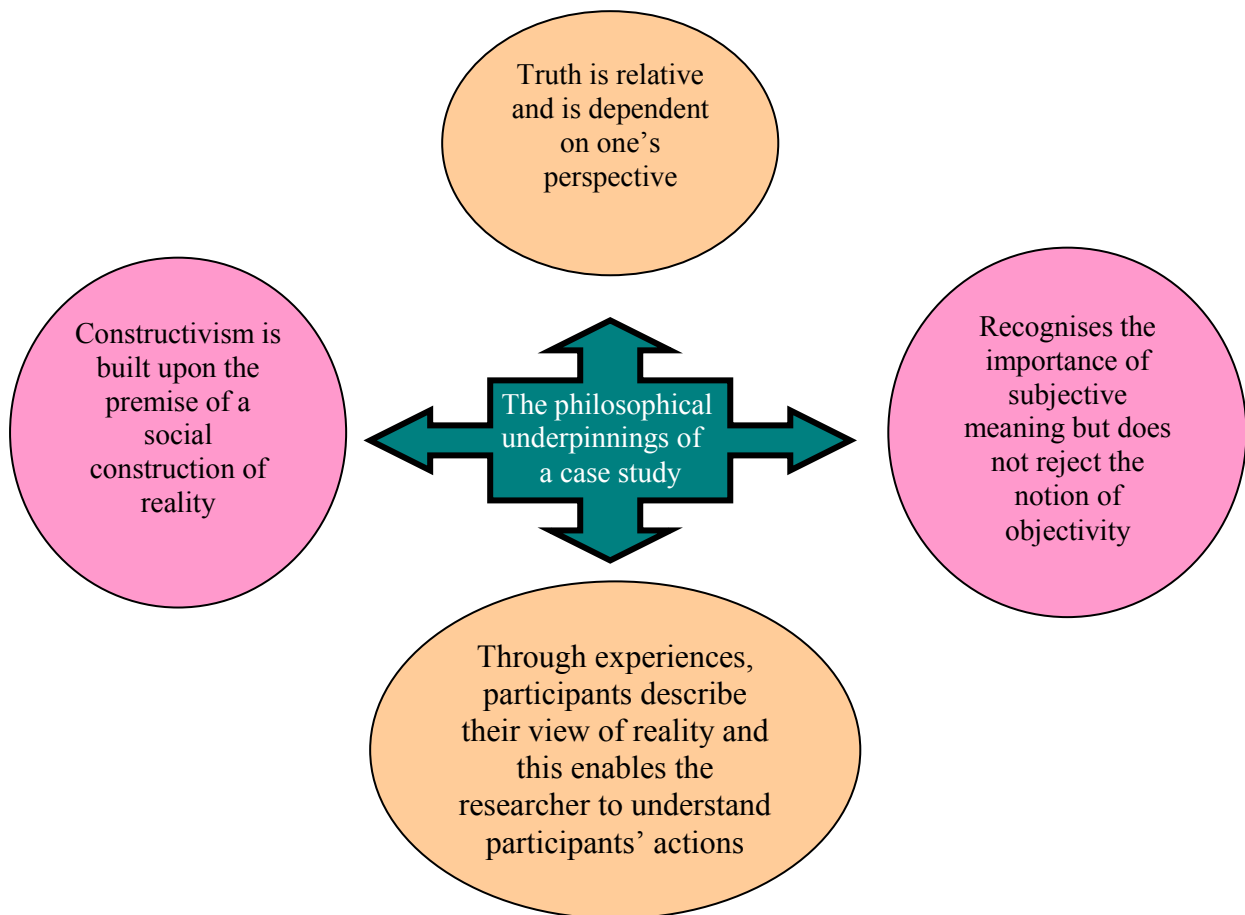


Figure 4.3: The philosophical underpinnings of a case study according to Stake (2005) and Yin (2003)

The critical realist ontology is becoming an interesting epistemology to use in conjunction with case study research. Case Study research links well with Bhaskar's (1975) critical realist ontology as according to Easton (2010, p.123), critical realists construe rather than construct the world. In accordance with case study research, the main tenets of critical realism which will be used to investigate the phenomena of this study are the following:

- Reality can be known or constructed;

- Meaning is not only externally descriptive but can emerge through multiple mechanisms; and
- Causal relationships (explanations) can be combined with contextualization (understanding).

Thus, this research design is further implicitly underpinned by Archer's (1995b, 1996) Social Realism, which gives voice to agents, the participants in the study, while providing data on the cultural and disciplinary identities of English Education and English Literary Studies disciplines. This strategy is adopted in this study as a way of perceiving phenomena in society: knowledge structures and pedagogic practices (Cohen, Manion and Morrison, 2007). The category of case study research that this study uses is exploratory (Yin, 1994) as it sets out to explore any phenomenon that serves as a point of interest for the researcher. In this case study, prior fieldwork and data collection was conducted, such as interviews with lecturers and students, observations of lectures and tutorial and an analysis of documentary information, before the research questions to the study were proposed.

4.4 A qualitative methodology

There are many definitions of qualitative research. Some authors highlight the research purpose and focus:

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. (Merriam, 2009, p.13)

Some emphasise an epistemological stance:

[Qualitative research is] research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology. (Parkinson & Drislane, 2011, p.56)

Other definitions centre on the process and context of data collection:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of interpretations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p.3)

More simply put, qualitative research methodology allows for the integration of varied strategies of construing data. This ensures that research generates a reasonably reliable and accurate account of the situation. In addition to being subjective, in-depth, exploratory, critical and open-ended in nature, qualitative studies are conducted on entities in their natural settings, as opposed to quantitative studies, which are conducted in controlled settings (Falconer & Mackay, 1999). In the context of this study, these qualities aimed to ensure that this research yielded rich, detailed and in-depth data from participants through qualitative interviews and observations. As this study deals with the phenomena of knowledge structures and pedagogic practices in the two disciplines under study, it seemed appropriate to use a qualitative framework. Qualitative research has been selected over a quantitative one because in quantitative studies, participants are restricted with regards to their voice being heard. They are simply reduced to numerical data in a study, and this type of research does not yield the information-rich data that qualitative data promises (Cohen, Manion and Morrison, 2007).

4.5 Research instruments to investigate the phenomena

Given the fact that access to higher education is now open to all regardless of race or class, the ideals of epistemological access (access to academic practices and knowledge of academic disciplines) have to be realised (Bozalek, Garraway & McKenna, 2012; Morrow, 2009; Boughey, 2005). It is argued that it will be worthwhile for the disciplines of English Education and English Literary Studies to re-examine their positions within the broader aims of university education. For Turner (1996, cited in Mgqwashu, 2007, p.21), the purpose of

university education is to “transform the immature into the mature, the unformed into the formed, the unreflective into the reflective, and the youth into adult”. It is for this reason that this study explored issues concerning the relationship between knowledge structures and pedagogic practices within a higher education context, as opposed to a school context. The reason for purposively having chosen to investigate this issue within the disciplines of English Education and English Literary Studies, and not in other disciplines, is that English is the language of learning and teaching (LoLT) in most higher education institutions in South Africa, and, most importantly, it is a field concerned with an examination of traditions in which language in literary, oral, and visual texts, as well as in media and popular culture, is used to create meanings about individual, cultural and institutional identities.

The issues highlighted above, may be argued to be characterised by ‘knowledge-blindness’ (Maton, 2013). Since educational research has typically blindsided knowledge as an object, the key purpose of this study is to reveal in the subsequent Chapters: whose knowledge is being learned? What knowledge is being learned? How is the knowledge being learned? How does this knowledge mould the development of learning and power relations amid knowers? The answers to these questions have remained largely hidden in tertiary education. This knowledge-blindness proceeds as if the nature of what knowledge is taught and how it is taught and learned has little or no value. As a result, it is within the context of the issue of knowledge-blindness, that the main objective of this study is to engage critically with:

- What are the knowledge structures in English Education and English Literary Studies?
- How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices?

- Why are the effects of pedagogic practices on student learning the way they are?

Generating data concerning the pedagogic practices of lecturers and/or tutors required the use of specific research instruments. The manner in which these instruments were used was largely influenced by the theoretical and conceptual frameworks used in this study.

In Chapter 3, Social Realist ontology, according to Archer (1995a, b, 1996), was discussed. It is underpinned by structured relationships between structure, culture and agential emergent layers. This theoretical position influences the manner in which interviews, documentary evidence and classroom observations are used as research instruments in this study. Because of this theorisation of social reality, the role of Social Realism on these instruments enabled the researcher to collect data that effectively exposed the underlying structures and causal mechanisms at play in lecture and tutorial venues in English Education and English Literary Studies disciplines. The aim of this study is to understand, expose and rectify knowledge-blindness in the former and latter disciplines at Wits. To move away from knowledge blindness and towards knowledge building, it is not just enough to see knowledge, as one needs to theorise and interpret knowledge adequately. To investigate knowledge-blindness, this study aimed to understand the phenomena of knowledge structures and pedagogic practices at the two English disciplines by investigation of the relationship between these structures and pedagogic practices.

Using focus groups in social research was initially understood as a utility method in the introductory phase of quantitative studies, or to foster the interpretation of qualitative data (Hoppe *et al.*, 1995, p.102). In the 1990s, focus groups were still under-represented in the social sciences, even though they can look back on an extensive tradition in marketing and

medical research. The fields of application have now been expanded (Gibson, 2012), and today, focus groups are a significant facet of the methodological canon and well used to take advantage of group dynamics, tensions between the participants, and to generate more data as compared to one-on-one interviews. A focus group interview was conducted with students (See Appendix A) because it entails a group session of participants who share common characteristics or activities, and the content is also focused; hence the term ‘focus group’ (Cohen, Manion & Morrison, 2007). The rationale for having utilised a focus group interview of four student participants from each discipline was to gauge multiple, as well as common and/or collective viewpoints regarding their understanding of knowledge/disciplinary structures and how these influence their understanding of knowledge of and in the discipline. Employing focus group interviews, furthermore, ensured that all participants engaged in a meaningful discussion on knowledge structures and pedagogic practices regarding their English Education and English Literary Studies disciplines. This type of interview allowed participants the flexibility to feel comfortable in a group setting, as opposed to a one-on-one interview, as it generated much more reliable and trustworthy data. Questions were not directed at individuals but were asked in a free and open manner, where any student participant was allowed to speak about their experiences freely and openly. To avoid responses the participants believed the researcher would have wanted, certain questions were repeated to ensure validity and to elicit unrestrained responses. The role of the interviewer was to create a discussion on lecture and tutorial pedagogy by posing questions to the group and not the individual. Qualitative data was generated through the focus group interviews with the participants and this method contributed to the study by answering all three research questions.

Semi-structured, one-on-one interviews with the lecturers and/or tutors enabled the researcher to gain an in-depth sense of the participants' views on a particular topic (Denzin & Lincoln, 2011). It enabled flexibility for both researcher and participants, especially because the topic deals with disciplinary identities as they are revealed in and through knowledge structures and their pedagogic choices (See Appendix B). The main feature of this type of interview is to enable the participants to share their perspectives, stories and experiences regarding the phenomena. It was interesting to note comparisons and similarities in the focus group interviews with the students and the one-on-one interviews with the lecturers and/or tutors. The participants, according to Boeije (2010), are the practitioners in the discipline, and will pass on their knowledge on to the researcher through the conversations held during the interview process. Given the fact that semi-structured interviews are performed with an open framework, the researcher was able to explore, and ask clarity-seeking questions before analysing the data and communicating the findings. These interviews integrated effectively with the structural component of Social Realism and the empirical component of Critical Realism as these two components work to elicit empirical data concerning knowledge structures in English Education and English Literary Studies disciplines. Again, the semi-structured interviews with the lecturers and/or tutors sought rich, qualitative data which enabled the generation of solid descriptions on all three research questions. Furthermore, the interview schedules from the participants' yielded data concerning abstract phenomena discussed in detail in Chapter 5. Documentary evidence, by means of a document analysis schedule, was utilised at the two disciplines.

The participants' first semester tutorial and/or lecture worksheets, test questions and mid-year examination papers were analysed. Written work from tutorials were not analysed as the focus of the study deals primarily with knowledge structures and pedagogic practices and not

the acquisition of disciplinary discourses. However, a brief insight into this acquisition was gained through the focus group interview with the participants who revealed the extent of their sense on what they thought they learnt. The analyses of worksheets, test and examination papers have been carried out through a document analysis schedule (See Appendix D). A document analysis schedule, in addition to the methods discussed above, enhanced the accuracy, dependability and reliability of the study. The documentary evidence linked effectively with the ‘cultural’ aspect from Social Realism and the ‘real’ aspect of Critical Realism. Evidence from tutorial worksheets, test questions and course outlines and policy documents have elicited data such as discourses, ideologies and underlying structures and mechanisms which are at play in English Education and English Literary Studies disciplines. Documentary evidence, moreover, generated evidence on lecturers’ and/or tutors’ ideas, beliefs, ideologies and attitudes in relation to what constitutes knowledge in a discipline, how it can be known, how such knowledge can be assessed and how such knowledge gets disseminated. The disciplinary identity of English Education and English Literary Studies disciplines (what constitutes the disciplines and what the discipline expects from students) have emerged from the documentary evidence to show how a lecturer’s and/or tutor’s role impacts on knowledge structures and pedagogic practices in lectures and tutorials. Unstructured classroom observation was conducted within the two disciplines and the data was recorded in an observation schedule (See Appendix C).

The researcher has observed lectures⁹ and tutorials and recorded the findings by means of field notes, descriptions of interactions between lecturers and/or tutors¹⁰ and students. In addition to the focus group interview, classroom observations enabled the researcher to

⁹ In the South African higher education context, lectures consist of large numbers of students. This can range between ±50-150 students in a venue. A tutorial consists of a small group with ± 15-25 students to allow for group interaction and individual attention.

¹⁰ Lecturers are regarded as being more qualified than tutors. It must be noted that a lecturer can also play the role of a tutor.

ascertain students learning, which will help the researcher to answer the third research question. For the purposes of this research, the researcher observed, *inter alia*, the relationship between:

- How assignments are explained and discussed in tutorials
- Who dominates tutorial discussions
- How the individual lecturer's/tutor's understanding of English Literary Studies/English Education is reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy

The above concerns were crucial in understanding the phenomena of the study: knowledge structures and pedagogic practices, and the ways in which learning was impacted. The questions in the observation schedule further elicited qualitative data which aided in answering the second research question: How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices? For Cohen, Manion and Morrison (2007, p.28), classroom observation is an important tool in research that does “not depend on the perceptions of others”. However, it must be focused on the issue being investigated. In this study, the researcher observed how academic staff interacts with students in lectures and/or tutorials in English Education and English Literary Studies disciplines, and has understood ways in which lectures and/or tutorials are delivered, the construction of resources (tutorial questions, visual material) and how they have engaged with epistemological access in ways that facilitated inclusivity. Six classroom observations (two from English Education and four from English Literary Studies) served as a second check to the semi-structured interviews to distinguish whether or not lecturers and/or tutors and their understanding of what constitutes the identity of the discipline are in line with their philosophy/theory of teaching and learning. The research instrument that was used to record

data gathered through classroom observation was an observation schedule (See Appendix C) as shown in Figure 4.4:

<p style="text-align: center;">First Year English Literary Studies Lecture</p> <p>Seating arrangement:</p> <p>Lecture hall discourse:</p> <p>How are individual lecturers’ understandings of English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?</p> <p>Communication between lecturers and students:</p> <p>Who dominates tutorial discussions?</p>
--

Figure 4.4: Example of an unstructured observation schedule for English Literary Studies

The unstructured classroom observation articulates well with the ‘agentic’ aspect of Social Realism and the ‘actual’ component of Critical Realism. The researcher, on the *agentic* element of Social Realism, was able to use the classroom observations with the level of opportunity to be actively involved in the process of collecting data and thus using the data to come to conclusions regarding participants who are actively involved in their disciplines. The classroom observation yielded data on whether or not lecturers/tutors as agents exercised agency to include or exclude students. Archer’s (1996) morphogenetic approach, a theory on social transformation, was useful here. From the observation schedule, the researcher adequately interpreted lecturers’ and/or tutors’ pedagogic practices. The ‘actual’ component refers to what actually happens when structures and mechanisms are activated in the classroom.

The observation schedule aimed at generating rich, qualitative data to answer all three key research questions. The observation schedule assisted in interpreting the lecturer’s and/or

tutor's ideologies about their discipline, knowledge structures and pedagogic practices they employ with students. After data collection, units and themes of meaning were selected (De Vos *et al.*, 2002). Concepts were grouped, linked, related and categorised (Denzin and Lincoln, 2011). Themes that emerged were identified and re-contextualized by referring to the literature and the study's theoretical and conceptual frameworks as discussed in Chapter 3 (De Vos *et al.* 2002).

In this study, focus group interviews with four student participants from each discipline and semi-structured one-on-one interviews with four lecturers/tutors from each discipline were used. Both types of interviews yielded varying accounts from different participants. The observation of lectures and/or tutorials and an analysis of students' first semester tutorial and/or lecture material, test questions and examination question papers, moreover, have been used to ensure the validity and reliability of data in as far as their learning was concerned. Since these participants may at first want to impress the researcher by saying what they think the researcher wants to hear, three different methods (interviews, observations, document analysis) to generate meaningful data proved to be useful. Triangulation was a research technique used to ensure the validity and reliability of data. Using triangulation, furthermore, enabled the researcher to prevent his/her own personal bias from creeping into the study (Denzin & Lincoln, 2011; Cohen, Manion & Morrison, 2007).

4.6 Sampling techniques to engage with the phenomena

The research participants were purposefully sampled in this study. Purposive sampling is a method used to select study participants when the researcher selects individuals in a particular location based on the purposes of the study (Cohen, Manion & Morrison, 2007). Since this study uses a qualitative research methodology, it requires a small sample to elicit

rich, detailed data. In this instance, the criteria were experienced or permanent lecturers/tutors with a minimum of a Masters degree in the discipline and who were teaching at the research sites selected for this study. Four lecturers/tutors and four students were selected from each discipline. The rationale for purposefully sampling four lecturers/tutors from each of these disciplines was to represent the wider population and not a select few (ibid.). Table 4.1 shows the lecturer/tutor sample, in each discipline, comprising of male and female lecturers/tutors: Black¹¹ males, Black females, White males and White females.

Institution	Level	Code name	Race	Gender
Wits (English Literary Studies Discipline)	First year	A	Black	Male
		B	Black	Female
		C	White	Male
		D	White	Female
Wits (English Education Discipline)	First year	E	Black	Male
		F	Black	Female
		G	White	Male
		H	White	Female

Table 4.1: List and criteria used in the selection of lecturer/tutor research participants

It is in this context that this study seeks to explore the interplay between the construction of knowledge and lecturers'/tutors' disciplinary identities, on the one hand, and, on the other hand, pedagogic practices in English Education and English Literary Studies disciplines in order to better understand and critique knowledge structures and pedagogic practices in English Education and English Literary Studies. As the table above indicates, the selected lecturers/tutors were, moreover, representative of the level and specialisation they taught. Ethical considerations were observed and code names were given to lecturers/tutors during the interview process to protect their identities. To establish the interrelations between the

⁵ Black South Africans, in this study, refer to citizens of the Republic of South Africa who are the majority and were historically the most discriminated against. This may often, in most cases, refer to people living in semi-rural, rural or in underdeveloped areas and who are often affected by unemployment and are rooted in strong oral traditions and cultures (Biko, 1972).

topic, rationale and key questions of this study, the researcher similarly selected a purposive student sample which met the needs of this study. The rationale for utilising Black and White students is that it is still predominantly Black students who find it difficult to cope with the demands of higher education (Boughey, 2010). It needs to be noted that it is not the researcher's intention to generalise that Black students from working class backgrounds necessarily are excluded from higher education (see Mgqwashu, 2009).

The students were purposively sampled in terms of the following characteristics: level and/or phase³ of study, gender and race. First year English Education and English Literary Studies students representative of gender and race were selected for this study. The reasons for selecting this group of students is that, most of them are young and recently out of high school, and research (Boughey, 2005, 2010) indicates that the highest dropout rates are most significant in the first and second year levels of study. Thus, in addition to the nature of this study, given the racial composition of graduation rates, it is imperative that race be used as a variable in sampling study participants. Table 4.2 demonstrates the sample comprising one Black male, one Black female, one White male and one White female from each discipline.

Institution	Level and phase of study	Code name¹³	Race	Gender
Wits (English Literary Studies Discipline)	First year level English literary studies	Thabo	Black	Male
		Tina	Black	Female
		Jimminy	White	Male
		Lizzie	White	Female
Wits (English Education Discipline)	First year level Further Education and Training Phase	Sipho	Black	Male
		Lerato	Black	Female
		Gabby	Black	Female
		Lufuno	Black	Male

Table 4.2: List and criteria used in the selection of student research participants

³ Phase refers to the area of teaching levels in a school context. Early Childhood and Development phase is the phase of teachers trained to teach Grade R. Foundation- Intermediate focuses on Grades 1-7, Intermediate-Senior phase focuses on Grades 7-9, Senior and Further Education and Training (FET) phase focuses on Grades 7-10 and the FET phase focuses on Grades 10-12. The FET phase was selected since the study is concerned with teachers whose majors are English and are training to teach English as a subject. Phases do not apply to the English Literary Studies discipline since it is not concerned with teacher education.

¹³ Code names were supplied for participants to protect their identity and integrity.

An assortment of participants was selected since the researcher did not wish to compromise the data yielded in the study. As mentioned earlier, since race and class are closely linked in the South African context and is a significant aspect under study, the students were also representative of the level and phase at which they are studying. The sampled participants and lecturers/tutors were, furthermore, representative of the wider population in terms of gender and race groups. Lecturers/Tutors and students were approached by the researcher and were asked if they were available to be interviewed and/or observed. This choice of both lecturers/tutors and students was made to “ensure racial representativeness that would reflect [the] multiracial (and multicultural) nature of the population being studied and, more importantly, the cultural diversity of South Africa as a country” (Mabunda, 2008, p.44).

4.7 Ethical considerations in the study

Section 9 (3) of the Bill of Rights states that no person may be discriminated against (Bill of Rights, Act 108 of 1996). Prior to the data collection process, ethical clearance was obtained from the Humanities and Social Sciences Research Ethics Committee (See Appendix I). Consequently, the rights of the participants being studied were not compromised in any way. Permission and consent to conduct the study on the lecturers/tutors, students and Heads of Department and School were obtained. Prospective participants were given a letter of informed consent to sign (See Appendices E-H). This letter contained details of the study with the option of participating and/or withdrawing at any given time in the research. Anonymity and confidentiality were also guaranteed.

4.8 Conclusion

The research methodology used to collect data in this study in order to understand the phenomena regarding knowledge structures and pedagogic practices in the two disciplines

under study were discussed in this Chapter. The research site and context were discussed with reference to how and why the English Education and English Literary Studies disciplines were purposively selected. The researcher then moved to an exploration of how the study's research instruments are influenced by Archer's (1995a, 1996) Social Realism which deals with social transformation and Bhaskar's (1979) Critical Realism which explores underlying structures and causal mechanisms. Utilising Critical Realist and Social Realist theories required this study to be investigated through a critical paradigm as the intention of this study is to understand knowledge structures and pedagogic practices in higher education, as well as to understand the teaching and learning in English from an informed perspective. Following this, the researcher has explicated the fact that since this study uses case study research interviews and observations, it employs a qualitative methodology to generate the reliability and accuracy of its findings. It was further argued that a need for a case study research design exists as this was useful in organising data for the study, as it draws on participant-rich descriptions, experiences and perceptions in relation to their institutional practices. Since this study entailed the targeting of a particular group of participants the reasons for purposively selecting the research participants were discussed, including the ethical issues that have been dealt with in the study. This Chapter forms the foundation of the entire study and is crucial to the understanding of Chapters 5, 6 and 7 where data analyses will be discussed in depth.

Chapter 5

Practitioners' understanding of their disciplinary knowledge structures

5.0 Introduction

The research methodology used to generate, present and analyse data in this study was discussed in the previous Chapter. Chapter 5 along with the following two Chapters provides an analysis of data generated by means of this research methodology. As noted in previous Chapters, the purpose of this study is to examine the role of knowledge structures on pedagogic practices in the English Education and English Literary Studies departments at the University of the Witwatersrand. Figure 5.1 presents the key research questions of the study. It is by means of these research questions, that the study generated data to be analysed and discussed in this Chapter and the subsequent two Chapters. Each research question provides the focus for each of the three Chapters. As pointed out earlier, the three research questions used to organise the three Chapters are:

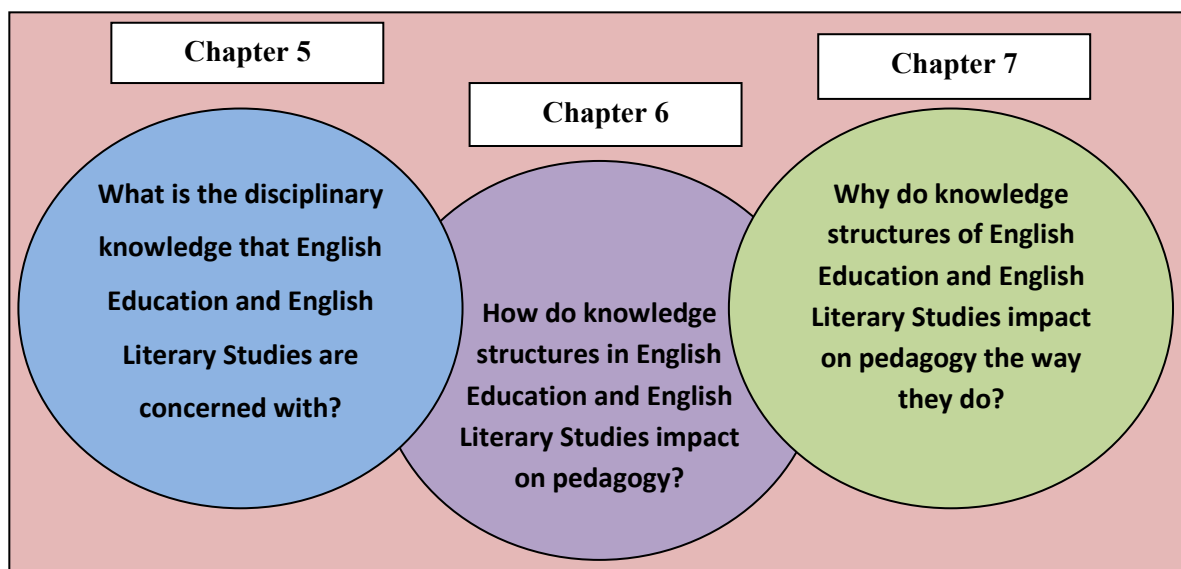


Figure 5.1: The research questions used to generate data

As is evident from Figure 5.1, the above research questions are focused on the role of disciplinary knowledge structures on pedagogic practices, which in turn impact on the process of facilitating the learning of the knowledge of the discipline. Research instruments such as one-on-one interviews, focus group interviews, documentary evidence and classroom observation generated rich, detailed data, and this strengthened the reliability and validity of the study's findings. This Chapter begins with a discussion of the experiences that characterised the data collection process. Secondly, the Chapter presents and discusses research findings generated through the first research question. This section offers an analysis of the findings according to a theme that emerged from the first research question: Understandings of disciplinary knowledge structures in English Education and English Literary Studies.

5.1 Engagement with the phenomena

The data collection process concerning English Literary Studies occurred during the course of the first semester of 2014. Data was generated through four one-on-one semi-structured interviews with lecturers and tutors, one focus group interview with four students, four unstructured classroom observations of the lecturers and tutors and documentary evidence which consisted of course outlines, tutorial and/or lecture material, tests and examination question papers within each discipline. Table 5.1 below illustrates the data gathering process:

Discipline	Participants	Interviews	Observation	Documentary Evidence
English Literary Studies	Two lecturers and two tutors	Four one-on-one semi-structured interviews	Four classroom observations of lecturers and tutors.	Tutorial and lecture material, test and examination question paper.
	Four students	One focus group interview		
English Education	Two lecturers and no tutors	Two one-on-one semi-structured interviews	Two classroom observations of lecturers.	Lecture material and examination question paper.
	Four students	One focus group interview		

Table 5.1: Methods used to collect data in the English Education and English Literary Studies disciplines

To encourage an unrestricted and open response to interview questions, lecturer and tutor participants were interviewed separately (Cohen, Manion & Morrison, 2007). While it was the researcher's wish to ensure demographic parity in terms of race and gender, only one participant was Black¹⁴, and three were White. However, there were two males and two females. With regards to race, there were mostly White lecturers and tutors in the English Literary Studies, hence three White lecturers and tutors, and only one Black male lecturer accepted the invitation to be part of the study.

During the classroom observation, the researcher randomly selected four first-year students who were representative of race and gender in the classroom. All four students who were available to participate in the focus group interview were given consent letters to sign. Pseudonyms were used for each student: Thabo, Tina, Jimminy and Lizzie. The focus group interview, which was audio-recorded, occurred in an empty tutorial venue which consisted of

¹⁴ Lecturers and tutors in the English Literary Studies discipline were given code names as follows:

Ben – White male tutor

Sandile – Black male tutor

Anne – White female lecturer

Kathy – White female lecturer

a small group of students and the researcher. With regard to classroom observation, two tutorials and two lectures were observed. These classes were taught by the same lecturer and tutor participants who were interviewed. Given that this study is located within a critical paradigm, written comments on each classroom observation were recorded on the observation schedule shown in Figure 5.2 below (See Appendix C) to understand the phenomena of knowledge structures and pedagogic practices.

OBSERVATION SCHEDULE	
English Literary Studies/ English Education lecture/ tutorial	
➤	Seating arrangement:
➤	Lecture hall discourse:
➤	How are individual lecturers' understandings of English Literary Studies/ English Education reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
➤	Communication between lecturers/tutors and students:

Figure 5.2: Observation Schedule

This classroom observation schedule was used to corroborate data generated through the audio-recorded interviews. For the purposes of this study, an observation schedule was used as one of the research instruments to generate data concerning the following questions:

- What are the lecturers'/tutors' understanding of what is to be studied in English Education and English Literary Studies?
- How does this understanding manifest in the manner in which they teach?
- How do tutorial worksheets reflect the understanding of what is purported to be studied?
- How does the explanation of set test and examination questions reflect the purpose of the disciplines?

To further corroborate the findings yielded through audio-recorded interviews, documentary evidence, which included the English Literary Studies course packs (with outlines, outcomes

and purposes), tutorial and lecture material, a test and the mid-year examination question paper were collected. This research instrument set the context for data collection in that it made available the declared purposes, outcomes and objectives of each discipline and modules selected for the investigation. The document analysis schedule shown in Figure 5.3 below was used to record and analyse data yielded through documentary evidence (See Appendix D).

1	Type of Document:
2	Date(s):
3	Name and Status of the Author of Document:
4	Position Held:
5	For which Audience is the Document Written?
6	<p><i>Document Information (there are many possible ways to answer A-E)</i></p> <p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners.</p> <p>b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy?</p> <p>c. What evidence in the document helps you to understand the impact of disciplinary knowledge structures on the pedagogic practice?</p> <p>d. List aspects of the document that inform you about the assessment of the students' work and the role the practitioners' understandings of disciplinary structures have on assessments.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered.</p>

Figure 5.3: Document analysis schedule (Adapted from Mgqwashu, 2007, p.117)

In this context, the documentary evidence, interviews and classroom observation enabled the researcher to triangulate the data to ensure the validity and reliability of the findings. Furthermore, these instruments, as already pointed out in Chapter 4, were used to collect data both in English Education and English Literary Studies. In the English Education discipline, only two lecturers were interviewed, one Black male¹⁵ and one White female¹⁶. The researcher had the opportunity to also observe these same lecturers delivering lectures. As in

¹⁵ The Black male lecturer in English Education will be referred to as 'Bongani' (pseudonym).

¹⁶ The White female lecturer in English Education will be referred to as 'Nicole' (pseudonym).

the English Literary Studies discipline, notes were taken regarding their pedagogic practices and the pedagogic approaches employed. While one sixty minute lecture was in progress, possible first-year students for the focus group interview were identified. It became difficult because, unlike the students in English Literary Studies, this particular lecture had five White students out of a total of sixty-five students. The following participants: two Black males and two Black females were selected because of the unavailability of other students. The students were given the following code names: Sipho, Lufuno, Lerato and Gabby respectively. Unfortunately, the criteria for the lecturers: two Black and two White male and females, as originally intended in this study, were not realised. There was only one White female and one Black male lecturer who lectured first-year English Education. Two lecturers were thus observed in their lectures and critical comments were noted in an observation schedule and were analysed. This data provided valuable insight into the knowledge structures and lecturer pedagogic practices. As with the English Literary Studies, documentary evidence such as the course packs (which included course outlines, purpose and outcomes of the course), lecture material and the mid-year examination questions were collected and analysed to investigate the phenomena under study: The role of knowledge structures on pedagogic practices.

Similar to Boughey's (2005, 2010) studies ,which analysed audit reports at five historically White universities in South Africa, and found that Black students were still excluded from Higher Education Institutions (HEIs), it is the researcher's intention to compare Black students with other race groups. Table 5.2 below represents the total composition of students who participated in the study:

	<i>English Literary Studies participants</i>		<i>English Education participants</i>	
Gender	Lecturers/ Tutors	Students	Lecturers/ Tutors	Students
Female	One White	One White	One White	One Black
Male	One White	One White	One Black	One Black
Female	One White	One Black	0	One Black
Male	One Black	One Black	0	One Black

Table 5.2: Study participants used in English Education and English Literary Studies

5.2 The understanding of disciplinary knowledge structures in English Education and English Literary Studies

This section attempts to answer the first key research question:

1. What are the knowledge structures in English Education and English Literary Studies?

Lecturers and/or tutors were asked to reflect on their understanding of what constitutes their disciplines. The first question posed was: According to your understanding, what constitutes English Education/English Literary Studies? Their knowledge of what constitutes their disciplinary knowledge structures and which pedagogic practices arise from, or are influenced by, such structures, were some of the ideas expected to be generated through the interview process. This question, furthermore, was crucial to the study's findings. It enabled the study to ascertain the extent to which lecturers' and/or tutors' understanding of their disciplines affected ways in which they constructed pedagogic practices (teaching, assessment and feedback). It is for this reason that lecturers' and/or tutors' understanding of their disciplines' knowledge structures are one of the key themes in this study.

As discussed in Chapter 3, Bernstein (1999) distinguishes between 'hierarchical knowledge structures' of the natural sciences from the 'horizontal knowledge structures' of the Arts,

Humanities and Social Sciences. In hierarchical knowledge structures, knowledge is explicit, coherent and systemically principled. They exhibit a high capacity for knowledge building or verticality (Maton, 2010). In the Humanities and Arts, horizontal knowledge structures are segmented and struggle to achieve verticality. Because of this, they develop merely by adding another segment horizontally. The horizontal knowledge structures in English Education (a Humanities discipline) and English Literary Studies (an Arts discipline), are constituted of weaker grammars, and knowledge based markers are less visible and the construction and legitimation of texts more problematic. If knowledge is explicit, as is evident in hierarchical knowledge structures, Bernstein's analysis also becomes explicit. However, if knowledge is less explicit, like in the two disciplines which constitute horizontal knowledge structures, Bernstein's analysis becomes less explicit. For this reason, in the context of this study, the basis of insight into pedagogic practices becomes vague and difficult to interpret. If English Education and English Literary Studies have obscured knowledge structures, it becomes difficult to isolate the basis for specific knowledge practices requiring answers to important questions such as:

- What is the knowledge based on?
- Whose voices are speaking through the knowledge?
- From whose perspective is the knowledge?
- How is this knowledge generated and legitimated?

The basis of knowledge fields resides in much more than the formation of knowledge. Fields, according to Maton (2010), comprise more than just knowledge structures. They also comprise a formation of *knowers*. Since knowledge is less explicit in English Education and English Literary Studies, the basis of the field becomes difficult to discern. As a result, in the context of this Chapter, for such knowledge fields, this basis lies in a formation of knowers, which is regarded as *knower structures*.

For each knowledge structure, there is a *knower structure*: Thus fields are *knowledge-knower structures*. In the context of this study, and, as exemplified in Figure 5.4, lecturers and tutors in the two disciplines under study make up the *horizontal knower structures*: a series of strongly segmented *knowers*, each with specialised codes of being and acting.

Kr1	Kr2	Kr3	Kr4	Kr5
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Figure 5.4: Horizontal knower structures in English Education and English Literary Studies (Maton, 2010)

The kind of person you have to be for legitimisation of knowledge to take place in the two disciplines under study are represented above as *knowers*, where each segment represents a different primary habitus (Kr1 [Knower 1], Kr2 [Knower 2], etc.). Horizontal knower structures can vary independently by consisting of four modalities of fields as knowledge-knower structures. The principles underlying these forms, and which were used to analyse data in this Chapter, are legitimisation codes of specialisation (Maton, 2007), where each form is produced by a different code modality, as illustrated in Figure 5.5 below:

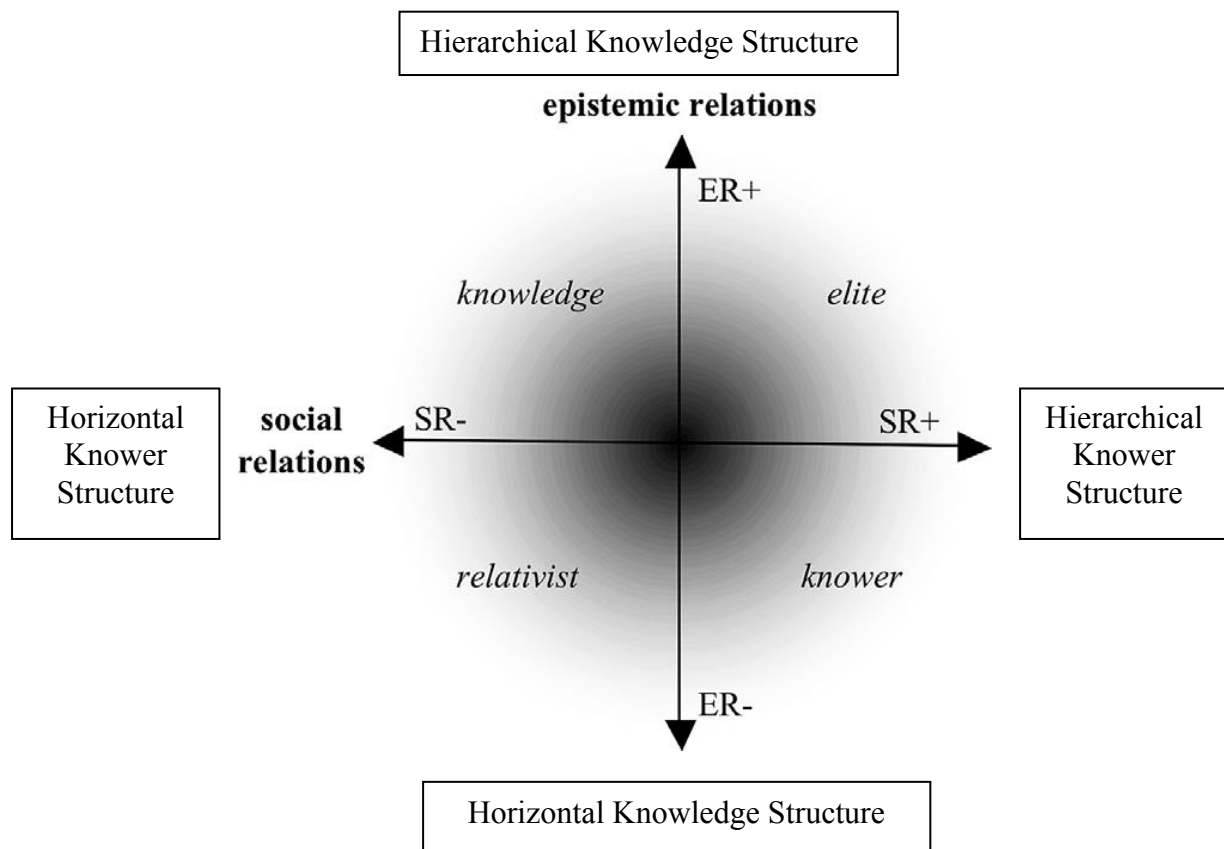


Figure 5.5: Continuum of legitimization codes of specialisation (Maton, 2010)

Figure 5.5 is crucial to this Chapter as it describes four principle code modalities which were used to analyse data. The code is given by the epistemic relation (ER) to the knowledge structure and the social relation (SR) to the knower structure. Each code may be more strongly or weakly framed or emphasised (+ / -) as the basis of claims to legitimate introspection, identity and status of lecturer/tutors in the study. The four principle modalities are: ER+/- and SR+/- . A stronger relation ('+') indicates hierarchical structure and a stronger epistemic relation (ER+) is associated with a hierarchical knowledge structure. Since the study concerns itself with the Humanities and Arts disciplines, which embody horizontal knowledge structures and hierarchical knower structures, these are emphasised by placing less emphasis on knowledge structures and procedures and more on lecturer and tutor aptitude, attitudes and dispositions – a *knower* code field (ER-, SR+). In addition to this, an *elite* code is where both possessing specialist knowledge and being the right kind of knower

are emphasised: the knowledge and knower structures are hierarchical (ER+, SR+). The *relativist* code is where neither is important: The knowledge and knower structures are horizontal (ER-, SR-). In this Chapter, Legitimation Code Theory (LCT) brought together knowledge and knower structures.

In conjunction with lecturers'/tutors' understanding of their disciplines, a group of students in their respective disciplines were asked to also reflect on their own understandings of what knowledge, skills, attitudes and values (KSAV) they hoped to gain from each discipline. The question posed was: What knowledge, skills, attitudes and values do you hope to get from English Education/English Literary Studies? To answer this question and to ascertain congruence between students' understandings of their disciplines and that of their lecturers and/or tutors, LCT provided the researcher with conceptual tools to generate data in relation to English Education and English Literary Studies.

Since the desired case of case study research should be on real life phenomena, like in this study, to represent an abstraction like LCT, to understand how disciplinary knowledge structures in English Education and English Literary Studies inform knowledge structures and lecturers' and tutors' pedagogic practices, the following questions were asked:

1. What, in your understanding, constitutes the object of study in your discipline?
2. According to your understanding of English Education/English Literary Studies, do you believe you are fulfilling the outcomes and the requirements of the module?

As the nature of this case study research is exploratory, where the researcher is able to get a feel for potentially important variables and to describe important phenomena such as knowledge structures and pedagogic practices; the case study research design proved to be a very flexible research design. In relation to the first question, which sought to investigate the

lecturers' and tutors' understandings of their discipline, the response by lecturer Kathy in English Literary Studies was:

...English Literary Studies is the study of literary texts...it's the study of interpreting literary texts....and also....being able to construct arguments and enhancing writing and reading skills. (Interview, Kathy, May, 2014).

Kathy's response reflects some of the aspects of what the discipline hopes to achieve in the first year of study. According to Mgqwashu's (2007) understanding of the broad aims of English Studies, Kathy's conception of her discipline reflects ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence. This is reflected in the discipline's description in the course outline of English 1 below (See Appendix I):

WHAT YOU CAN EXPECT FROM ENGLISH I
<ul style="list-style-type: none"> ➤ basic skills for analysing various kinds of texts – poems, plays, short stories, films and novels; ➤ an ability to engage with texts which make contextual demands (linguistic, geographical and historical); ➤ an understanding of some of the major literary conventions and genres; ➤ the ability to engage with critical debates and use secondary material for the elucidation of texts; ➤ the ability to construct an argument in essay form, and to substantiate arguments with analysis and textual evidence; ➤ the ability to understand and to meet the requirements of different kinds of questions; ➤ guidance towards understanding literary scholarship; ➤ overall, an ability to read different kinds of texts and to write with fluency and clarity that will be of use in the study of other subjects, and that will enable you to proceed to English II.

Figure 5.6: Outcomes of English Literary Studies

The above documentary evidence presents an illustration of what English Literary Studies encompasses: To develop the students' critical, conceptual and analytical skills by focusing on a wide range of texts in English (Course Outline English Literary Studies, May, 2014, p.84). It is corroborated by tutor Sandile's response to the interview question above when he states that:

...Basically, English Studies, ... involves the study of the English language itself as well as a variety of literature in the English language..., in my case really, English Studies [has] been by and large a study of English literature and a literature of different regions,...written and published in the English language...that includes...English literature, let's say from

the....middle ages, Chaucer, as well as...the Elizabethan period, William Shakespeare, well as moving on to the Victorian period,...of the Charlotte Bronte's, and the Dickens and then of course other literatures from Africa and other regions...Russian literature in English...Zimbabwean literature in English....South African literature in the English language and for me, studies in English have been basically about studying a variety of and skills to....analyse literature written in the English language (Interview, Sandile, May, 2014).

In the one-on-one interview above, Sandile's response, "skills to ... analyse literature", is similarly echoed in the course outline. This tutor, in conjunction with one other tutor and two lecturers interviewed, echoed a similar understanding which is in line with the outcomes in the course outline above. The thrust of the discipline is that it hopes to develop students' abilities to read and understand a variety of texts...think, write and speak critically, fluently and with clarity...to the world of work and leisure (Course Outline English Literary Studies, May, 2014, p.84). This is in line with the aims of English Studies which is to get students involved in typical reading, writing, speaking and thinking practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).

On being asked to reflect on the second question, which was: "According to your understanding of English Literary Studies, do you think your module design and pedagogy are shaped by this understanding? Please explain", two tutors in English Literary Studies responded in the affirmative. However, for lecturer Anne, her response was:

I have a limited position here, so I arrived in the university last year...my understanding of course convenorship is that course convenors have a certain amount of pedagogical....a role that involves some kind of leadership...and especially creating intellectual coherence....for a unit. Unfortunately, my role here is slightly limited and I've been told repeatedly that it's just administrative and it's actually quite hard to extract information about...what the goals are supposed to be or even to get people in department to agree about what those goals are. We do have outcomes but they're quite generic and, I think, problematically generic. They're not really driving curriculum development as much as satisfying the need for there to be written down outcomes. So, in my own teaching, I try to come up with outcomes. I try to think about what students need...but...I can't speak for the course as a whole because my convenorship role is limited there. It's not actually one of designing, it's one of I suppose, tweaking things a little when I'm allowed to (Interview, Anne, May, 2014).

It was evident that lecturer Anne did not link the outcomes of the English Literary Studies module with her own pedagogy, as she feels that the outcomes are “too generic”, and hence, she states that she creates her own outcomes while teaching, at the same time, thinking about what students need. To confirm if this was the case, an observation was carried out on her lecture and was recorded by means of an observation schedule:

<u>English Literary Studies/English Education Lecture</u>
<p>Lecture hall discourse:</p> <p><i>Instead of transcending the particular and abstract concepts from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and understandable (Mgqwashu, 2007), the lecturer put up a phrase on the board, “an apprenticeship to life” and “a search for meaningful existence within society” and she said to students, “This is easy right? You understand this now right?” Nobody answers and she moves to the next slide. A few students do participate, mostly White male and female students....a Black girl and an Indian boy did answer a question but answers were kept short in comparison to the White students. We get to see who is in possession of cultural capital and who is not afraid to expose theirs (Bourdieu, 1988).</i></p> <p>Communication between lecturers and students and who dominates discourse? <i>The lecturer dominated discourse. She tried to explain the concept of a bildungsroman in a novel and she said to a whole lecture group of 150 students, “Do you get what I’m saying, do you agree with me on this?”... “Do you see how that works?” Sort of rhetorical questions...where students really don’t answer. She spoke about how novels are about building you up and gives a brief example of Robinson Crusoe building himself up... Not everybody knows the story of Robinson Crusoe... The lecturer dominated the discussion. She remained at the lower end of the podium signifying a power role. Arguably, according to Pope (1998), the lecturer does not ideally allow space for students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of in the discipline. Instead of knowledge building taking place, knowledge-blindness was being perpetuated.</i></p> <p>How are individual lecturers’ understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy? <i>The lecturer used audio-visual aids effectively and had some interesting pictures in her presentation. She allowed students to answer questions and she made them feel like their comments were worthwhile and important. She did not focus on students that were quiet and who were sitting at the back of the hall. Because of this, it may be argued; according to Pope (1998) that this lecturer did not expose esoteric ideas implicit in English Literary Studies knowledge structures in so far as it would merely produce a new orthodoxy and underwrite a new professional elite and as a result, knowledge-blindness will form part of the next morphogenetic cycle (Archer, 1996; Maton, 2014).</i></p> <p>Final analysis of accommodation of students:</p> <p><i>This lecturer according to Pope’s (1998) versions of the polarity of English (See Figure 2.1), may arguably embody the traditional approach to teaching English Literary Studies where she focused on a canon of great works which embodied a single dominant cultural identity where she did not seem to rejoice in multicultural differences in the lecture theatre.</i> (OBSES3, May, 2014)</p>

Figure 5.7: Pedagogic practice lecturer Anne as reflected in an observation schedule

As outlined in the observation schedule above, lecturer Anne assumed that all students come into the lecture with the same intrinsic cultural capital (Bourdieu, 2002). At random intervals during lectures, after explaining a concept, she assumed that the students understood concepts and found them easy, as she kept saying: “This is easy right?”, “You understand this now right?”, and “Do you get what I’m saying? Do you agree with me on this?” and, “Do you see how that works?” In response to these questions, it is argued that all students do not enter the university with the same inherent cultural capital to gain access equally. The students do not seem to be given an opportunity to answer these ‘loaded questions’ which take for granted that they are aware of what has been explained. Arguably, some students in the discipline are blinded by the type of knowledge they are receiving and they do not challenge or question it. Maton (2014) and this study would both concur that some students in English Literary Studies are powerless to question the knowledge being directed at them. The specific policies, discourse communities of lecturers and tutors and the knowledge structures the English Literary Studies discipline have in place, are set in place to favour Social Relations (SR+) and downplay Epistemic Relations (ER-) in LCT (Maton, 2007). Maton’s (2007) LCT helped the study position its phenomena of knowledge structures and pedagogic practices according to a continuum of strengths (strong and weak). The figure below aptly identifies knowledge structures in relation to Maton’s (2007) LCT:

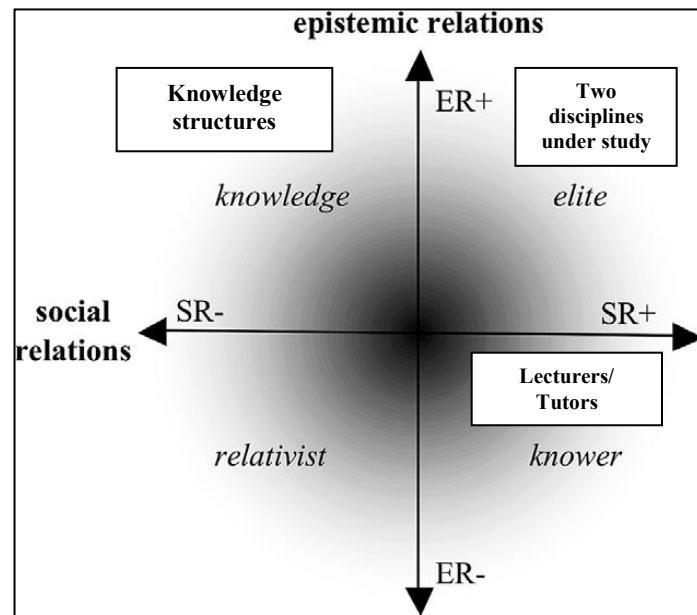


Figure 5.8: Knowledge structures in relation to Maton’s Legitimation Code Theory (Maton, 2007)

In Figure 5.8, the *knower code* represents a horizontal knowledge structure and hierarchical knower structure. Arguably, the English Literary Studies discipline is governed by hierarchical knower structures, as knowledge, skills and procedures are downplayed and are not explicit from the study’s observations. However, the disposition, attitudes and aptitudes of knowers were emphasised. As a result, this discipline emphasised weaker epistemic relations and stronger social relations (ER-, SR+).

In her interview, lecturer Anne stated that she created her own outcomes whilst thinking about “what students need” (Interview, Anne, May, 2014). However, what students need from English Literary Studies is to be guided by the outcomes which are listed in the course outline:

WHAT YOU CAN EXPECT FROM ENGLISH I

<ul style="list-style-type: none">➤ basic skills for analysing various kinds of texts – poems, plays, short stories, films and novels;➤ an ability to engage with texts which make contextual demands (linguistic, geographical and historical);➤ an understanding of some of the major literary conventions and genres;➤ the ability to engage with critical debates and use secondary material for the elucidation of texts;➤ the ability to construct an argument in essay form, and to substantiate arguments with analysis and textual evidence;➤ the ability to understand and to meet the requirements of different kinds of questions;➤ guidance towards understanding literary scholarship;➤ overall, an ability to read different kinds of texts and to write with fluency and clarity that will be of use in the study of other subjects, and that will enable you to proceed to English II.
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Figure 5.9: Outcomes of English Literary Studies (Course Outline English Education, May, 2014, p.110)

The course outline illustrated above, claims to favour SR+ and gives less attention to ER-. The course outline of English Literary Studies seems to fall within the *knower code* quadrant of LCT (Figure 5.8) as it focuses on, for example, students acquiring basic skills for analysing texts, engaging with texts and debates and construction and writing of arguments. It is argued that SR and hierarchical knowledge structures develop through integration, for example, in the context of this study, students are capable of learning how to engage with texts and write critical essays by integrating previous abstract and universal knowledge. However, as can be noted with lecturer Anne above, this is clearly not the case in the discipline. Since, from a lecture-based observation of Anne, the English Literary Studies discipline is governed by hierarchical knower structures as knowledge, skills and procedures are downplayed and are not explicit. The *knower code* is what was represented in an observation of Anne's lecture where the driving force, according to Maton's (2007) LCT, was on horizontal knowledge structures (ER-) and hierarchical knower structures (SR+).

Lecturer Kathy, on being asked to reflect on the second question, which was: "According to your understanding of English Literary Studies, do you think your module design and pedagogy are shaped by this understanding? Please explain." Kathy states that:

...I think we are....the difficulty we face....is that we... [are] dealing with a group of students who have very....come in to university with very different skills....different skill levels....so we are constantly trying to adapt in order to help students with less skills address that skills gap...I feel like it's a very dynamic process....I'm not sure you can ever say confidently, we've absolutely achieved that for students across the board and I know, most of my colleagues, we're always trying to find new ways in order to help students develop their skills (Interview, Kathy, May, 2014).

Lecturer Kathy stated that there is difficulty amongst lecturers and tutors who teach students as they come into the classroom with different types of cultural capital. They arrive with “very different skills....different skill levels”. She mentions in the interview that she and other lecturers and tutors in the module “are constantly trying to adapt [their pedagogic practices] in order to help students with lesser skills [to overcome] that skills gap” (Interview, Kathy, May, 2014). This sounds convincing and Pope (1998) would argue that this lecturer allows students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of. However, to verify her assertion; observation was used as a second check to corroborate her claims in the interview. The observation schedule below is a record of what transpired in Kathy's classroom:

English Studies/ English Education Lecture

Seating arrangement:

Students were seated in rows in a lecture theatre....The lecturer affirmed her position at the front of the lecture hall. The lecturer did not move around to make use of the space around her.

Lecture hall discourse:

The lecturer started the lecture with the play “Sizwe Bansi is Dead” and she said, “I’m sure most of you have a familiarity with it?” The Black girls that I am seated with at the back of the lecture hall shout out, “NO!”...and then later again she once again repeated, “I’m sure most of you have been to the apartheid museum?” Not many students, it seems, have had the privilege to have visited the apartheid museum judging by the nod of heads around me. In the context of the study, this lecturer, with regard to the broader aims of English Studies (Mgqwashu, 2007), did not seem to transcend the particular and abstract from the physical and social context of the students in order that the knowledge from literary texts, media, visual and written texts, be transformed into something more generalisable, understandable and clear.

Communication between lecturers and students and who dominates discourse?

The lecturer did pose questions to all the students yet it is the White students that are very articulate that do respond. Two Black students who have a good command of the English language also participate when challenged with questions. The lecturer dominated discussion. Half an hour in to the lecture, most of the students heads were on the desk and they were sleeping...some students around me are listening to music...Pope (1998) would argue that instead of giving a history lesson on Athol Fugard, lecturers should be exposing esoteric ideas implicit in disciplinary knowledge in so far as they merely constitute a new orthodoxy and underwrite a new professional elite. Pope (1998, p.10) puts it aptly: Disciplinary knowledge structures should be engaged with in both “critical and creative, theoretical and practical, historical and contemporary [ways]. For only in this way can texts be fully grasped as on-going processes as well as achieved products, and words are used for experiment and exploration as well as analysis and argument”.

How individual lecturers’ understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: Although she did examine ideological presences and pressures, typical writing practices in the lecture, and common or expected methods of inquiry (Mgqwashu, 2007) by posing questions to students, she, unfortunately, assumed that all students are subjected to equal opportunities...like going to a museum or having watched a play live... There was a clear lack of energy when lecturing.

(OBSES4, May, 2014)

Figure 5.10: Pedagogic practice of lecturer Kathy as reflected in an observation schedule

Contrary to what was stated in her interview, where lecturer Kathy admitted that all students come to lectures and tutorials with different skills and learning abilities during an observation of her lecture, it was noted that she did not seem to address “that skills gap” (Interview, Kathy, May, 2014), instead, she simply fulfilled her role as, in Maton’s terms, a *knower*. Kathy emphasised her own qualities as a lecturer as she recognises herself as being in the ownership position of what can be regarded as legitimate knowledge in English Literary

Studies. By doing this, and by going against the broader aims of English Studies, Pope (1998) would admit that lecturer Kathy is implicitly forming a new orthodoxy and underwriting a new professional elite.

Like lecturer Anne, Kathy assumes that most students share the same KSAV (Knowledge, Skills, Attitudes and Values). According to Maton's (2007) LCT, arguably, ER in relation to knowledge structures as opposed to SR in relation to knower structures, in the context of the study, are downplayed (ER-, SR+). According to Figure 5.8, it can be deduced from the one-to-one interview and from a lecture-based observation that Kathy represents the *knower* code in LCT as she emphasises specialist knowledge and being the right type of knower. In her interview, interestingly, Kathy asserted that: "we're always trying to find new ways in order to help students develop their skills" (Interview, Kathy, May, 2014). This is in line with what Boughey (2010, 2012) proclaims in her studies, where lecturers should consider how they can support the learning process as knowledge making, rather than knowledge reproducing. However, in the context of the study, the *knower* code comes through once again during an observation of her lecture when she dominated discussion. She did not vary the tone of her voice and lost the attention of most students who did not seem to grasp her rich language. (OBSES4, May, 2014). Unfortunately, it seems as if the lecturer has not found "new, innovative ways" to "develop" her students' skills (Interview, Kathy, May, 2014) and Boughey (2010, 2012) would agree that her pedagogic practices reflect knowledge reproducing more than knowledge making. Knowledge structures are horizontal and knower structures are hierarchical and are emphasised here (ER-, SR+).

On being asked if he believes he is fulfilling the outcomes of English Literary Studies during tutorials, tutor Sandile declares:

Yes....I...think so.....I am fulfilling the requirements of the module... and given the fact that I have been exposed to a variety of literature from different regions, in the case of Wits actually, I am particularly focussing on my portfolio as a teacher assistant, for what I'm responsible for, feedback and evaluation for the first year course...uh we expose our students to Indian literature, South African literature, American literature, Renaissance literature. In that order, to the extent that, there's a variety of literature to which students are exposed, which basically, I think...is a fulfilment of the requirements of the module of English Studies, literature and English Studies (Interview, Sandile, May, 2014).

As a *knower*, Sandile was confident, as seen in his response when being asked if he believed he was fulfilling the requirements of the module: "I am fulfilling the requirements of the module". While this seems to be commendable as it reflects the strong dispositions and attitudes of a knower, the researcher documented notes on an observation schedule to corroborate Sandile's confidence:

English Education/ <u>English Studies Tutorial</u>
<p>Tutorial discourse: <i>The tutor had a good knowledge of how essays should be written.... He allowed for students to give their understanding of the purpose of an introduction, body and conclusion of an essay.</i></p> <p>Communication between lecturers and students and who dominates discourse. <i>This was merely a feedback session....students got their essay assignments back.... The tutor posed questions to students....students felt free to answer questions posed by the tutor. They answered questions in a calm, friendly environment....He spent a long time reading out an example of one of the best essays from his group...in doing this, he actually lost the attention of most of his students (e.g. students were on their cell phones and some of their heads were on the desk). The tutor predominantly dominated discussion. From an English Studies perspective, this tutor imparted to students ways of thinking, writing, and speaking about argumentative essays as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007).</i></p> <p>How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: <i>There were no tutorial worksheets. The tutor tried to get students involved....students lacked interest, they were yawning and heads were on the desk. He used most of the 45 minutes to dwell on that one essay....although...he did allow space for discussion. His own understanding of English Studies was reflected through his pedagogy when he examined ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).</i></p>

Figure 5.11: Observation schedule of tutor Sandile in English Literary Studies (OBSES2, May, 2014)

The interview with Sandile and an observation of his tutorial depicted that what he had stated in his interview does to some extent align with what was observed in his classroom. The English Literary Studies discipline falls within the *knower* quadrant of the LCT. In this

quadrant, since the English Literary Studies discipline embodies horizontal knowledge structures and hierarchical knower structures, there is less emphasis on knowledge here and stronger relations to pedagogy (ER-, SR+) (Maton, 2007). Taking into consideration that this observation reflects but one session, his tutorial pedagogy reflected the character and nature of English Literary Studies as documented in the course outline which states that students should have:

- the ability to construct an argument in essay form, and to substantiate arguments with analysis and textual evidence;
- the ability to understand and to meet the requirements of different kinds of questions; and
- guidance towards understanding literary scholarship (Course Outline English Literary Studies, May, 2014, p.84).

In Maton's (2007) terms, English Literary Studies, through its course outline, which highlights the discipline's rules and policies, operates as an *elite* code modality (ER+, SR+). Taking the *elite* code of LCT into account, achieving these outcomes seem quite realistic at this point since, according to the observation schedule, the "tutor (*knower*) had a good knowledge of how essays should be written...[He] allowed for students to give their understanding of the purpose of an introduction, body and conclusion of an essay" (OBSES2, May, 2014). It is plausible that the tutor made use of "feedback sessions" to guide students to "construct an argument in essay form" (Course Outline English Literary Studies, May, 2014, p.84). As the tutor's disposition, attitudes and aptitude was emphasised in the tutorial (SR+), what caused a loss of attention in his students was that:

He spent a long time reading out an example of one of the best essays from his group... and, in doing this for most of the tutorial time; he actually lost the attention of most of his students (e.g. students were on their cell phones or some of their heads were on the desk). The tutor predominantly dominated discussion. This was not a tutorial atmosphere, [it was] more like a lecture [based] on how to write essays...hence...there was no link from

There was no discussion amongst students in smaller groups. This was most likely because it was a feedback session. Bernstein (1990) and Bourdieu (1988) ask the questions:

- The disciplinary knowledge being studied in the tutorial shows us the social location of this knowledge to that of the course outline and what lecturers and tutors claimed during their interviews

TUTORIAL WORK – POETRY – ENGLISH LITERARY STUDIES

His naked skin clothed in the torrid mist
That puffs in smoke around the patient hooves,
The ploughman drives, a slow somnambulist,
And through the green his crimson furrow grooves.
His heart, more deeply than he wounds the plain,
Long by the rasping share of insult torn,
Red clod, to which the war-cry once was rain
And tribal spears the fatal sheaves of corn,
Lies fallow now. But as the turf divides
I see in the slow progress of his strides
Over the toppled clods and falling flowers,
The timeless, surly patience of the serf
That moves the nearest to the naked earth
And ploughs down palaces, and thrones, and towers

5

10

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Type of Document: <i>Tutorial Worksheet</i>	
6	<p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners.</p> <p>In line with the course description and what lecturers say about the discipline, the poem equips students with:</p> <ol style="list-style-type: none"> 1. basic skills for analysing various kinds of texts – poems, plays, short stories, films and novels, 2. guidance towards understanding literary scholarship, and 3. overall, an ability to read different kinds of texts and to write with fluency and clarity that will be of use in the study of other subjects, and that will enable them to proceed to English II <p>b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy?</p> <p>The poem includes issues focusing on master-servant relationships, white domination, and, amongst other issues, rebellion. <i>The Serf</i> is a South African poem and tutors attitudes about the poem are reflected in their attitude towards English Studies when they choose disciplinary knowledge that is relevant to students' social contexts and makes allowance for students to have perspectives and visions, including re-visions, they would otherwise be denied and are unaware of in large lecture groups (Pope, 1998).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice?</p> <p>Words and phrases in the poems such as: "His heart, more deeply than he wounds the plain/Long by the rasping share of insult torn/Red clod, to which the war-cry once was rain.... The timeless, surly patience of the serf/That moves the nearest to the naked earth/And ploughs down palaces, and thrones, and towers", will appeal to students since it is a South African poem and the words inherent in the poem are a painful part of our history and still applies today. The disciplinary knowledge of the poem allows students to transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment.</p> <p>Tutors were explaining this poem to the students as preparation for the poetry test. Tutors shared the broad perspective of English Studies which allowed students to prepare themselves for examining ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).</p> <p style="text-align: right;">(DASES2, p.326)</p>

Figure 5.13: Document analysis schedule critiquing tutorial work in English Literary Studies with regard to disciplinary knowledge

In English Literary Studies, from the tutorial worksheet above, knowledge structures are horizontal and knower structures are emphasised by placing more emphasis on lecturer and tutor aptitude, attitudes and dispositions (ER-, SR+). Like the course outline in English Literary Studies stipulates, the tutorial worksheet in Figure 5.12 focuses on reading and analysing literary texts (*The Serf*) and writing coherent genre-specific answers based on the

texts. Students analyse the text according to the way in which lecturers and tutors teach them to analyse the text. The significance of English Literary Studies knowledge structures is that the discipline hopes to cultivate in all students critical thinking skills that would enable them to become productive in the workplace. Pope (1998) suggests that lecturers and tutors challenge themselves to encourage students to see through and to expose esoteric ideas implicit in disciplinary knowledge structures. An analysis of further documentary evidence in the form of the test questions given is illustrated in Figure 5.14. It must be noted that students had an option between two different poems in the test.

Poem: How Not to Stop, by Gabea Baderoon

In this poem, Gabea Baderoon combines subtle political protest, everyday experience, and the pathos of memory. Write a critical analysis of the poem, focusing on these three aspects, and paying attention to the following guidelines:

- i. The significance of the title
- ii. The voice of the speaker
- iii. Subject matter and central thematic concerns of the poem
- iv. Style, tone and language
- v. The different layers of “memory” in the poem
- vi. Any other features of the poem you think are relevant.

Poem: City Johannesburg, by Wally Mongane Serote

In this poem about the struggle for everyday survival in apartheid Johannesburg, the speaker’s feelings towards the city are complex and ambivalent. Focusing on this „love-hate relationship” to the city, write a critical analysis of the poem, paying particular attention to the following guidelines:

- i. The representation of the setting
- ii. The relationship between speaker and setting
- iii. Subject matter and central thematic concerns of the poem
- iv. Style, tone, structure and language
- v. The use of imagery, particularly personification
- vi. Any other features of the poem you consider relevant.

Figure 5.14: Test questions for poetry in English Literary Studies (See Appendix L)

Type of Document: <i>Poetry test questions</i>
<p>b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy? Both poems in the test are African in nature; they deal with South African issues like politics and apartheid. The poems in the test examine ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007). The poetry tests allows students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of in lectures and tutorials (Pope, 1998).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? Guidelines are given to the students in the test and students are asked to write about, among other things, the significance of the title, the voice of the speaker, subject matter and thematic concerns, style, tone, imagery and language. This is in line with what the course outline stipulates, where students gain basic skills for analysing poetry. In so doing lecturers, through the poetry test, share their perspective of English Studies when they distinguish between knowledge <i>of</i> and <i>about</i> language, and knowledge <i>of</i> and <i>about</i> discourse communities (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment. As stated in the course outline, the test does require students to make use of basic skills to analyse a poem and to respond to poetry in a fluent and coherent manner. The test is a form of formative assessment and according to Mgqwashu (2007), the test will allow students to transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable.</p> <p style="text-align: right;">(DASES1, p.325)</p>

Figure 5.15: Document analysis of test questions in English Literary Studies

Similar to the tutorial worksheet in English Literary Studies, in the test, as illustrated in Figure 5.14, knowledge structures are horizontal, as students do not need prior knowledge of the poems itself to answer the questions. Students have to use their knowledge of poetry analysis to answer the test. Since the lecturer and tutors were able to choose the poems to be tested, knower structures are emphasised by placing more emphasis on lecturer/tutor aptitude, attitudes and dispositions (ER-, SR+). According to lecturer Kathy, “we are constantly trying to adapt in order to help students with less skill address that skills gap” (Interview, Kathy, May, 2014). The test, however, like the examination question paper analysis below, does not seem to address the skill gap that she is referring to, since all students, regardless of the language abilities or barriers, have to write the same test, in the same time and they are judged according to the same criteria. Consequently, if students do not have the necessary cultural capital (1988) to pass the test, lecturers and tutors blame this on student

unpreparedness. A lack of career guidance is another reason for the student drop-out rate, as it can be argued that some Black students, because of South Africa's history, do not have exposure to role models who are literate (Lesteka, 2008). Appendix M illustrates the English Literary Studies examination paper. Figure 5.16 below analyses the examination paper more closely:

Type of Document: <i>Examination question paper</i>
<p>b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy?</p> <p>The examination question paper makes contextual demands on students to know and interpret three major literary works in the space of three hours. The students should be able to demonstrate an awareness of the plot, structure, themes, and characters inherent within the novels/plays. Lecturers/Tutors understandings of English Studies come through when they transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, that may be transformed into something more generalisable (Mgqwashu, 2007).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice?</p> <p>The examination question paper asks students, with reference to various topics, to critically analyse the structure, plot, dilemmas, and themes of the novels/plays. Lecturers' notions of English Studies and their pedagogic practices are reflected through the disciplinary knowledge structures in the examination when students examine ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment.</p> <p>The examination question paper is in line with the course outline, which states that "students have to understand and meet the requirements of different kinds of questions" (See Appendix M).</p> <p style="text-align: right;">(DASES3, p.327)</p>

Figure 5.16: Document analysis of English Literary Studies examination paper

The examination question paper like the other documentary evidence in the discipline favours SR+ while giving less attention to ER-, by emphasising hierarchical knower structures and downplaying horizontal knowledge structures (Maton, 2014). The messages inherent within English Literary Studies knowledge structures is that there is an assumption amongst most lecturers and tutors, that all students carry with them the same cultural and linguistic capital to read, understand, analyse all literary texts and communicatively write structured, logical essays even during tests and examinations., Through interviews, classroom observations and documentary evidence, English Education and English Literary Studies disciplines falls

within the *elitist* quadrant of the LCT. In this quadrant, legitimacy is based on both owning specialised knowledge and being the right type of knower in the process (ER+, SR+). The two disciplines under study indicate the importance of the ownership of legitimate knowledge, as they have access to hierarchical knowledge structures. Lecturers/Tutors, in the context of the study, represent the *knower code* in LCT as specialised knowledge is not as valuable and explicit. The discipline embodies horizontal knowledge structures (ER-). Instead, the qualities of lecturers and tutors are emphasised as the measure of attainment (SR+). The relativist code does not apply in the context of this study since, according to Maton (2007); this code can only operate if it is determined by neither specialised knowledge, nor knower qualities. However, these codes do operate in the study. The English Education discipline presented somewhat different sets of data. In relation to question one which asked lecturers what their understanding of their discipline was, lecturer Bongani responded:

...It means...from my context, it's about....giving or training students...teachers...and giving them requisite skills... to go out and teach English in the classrooms...it means...how do we get out students to become good teachers of English for students in both first language and second language or additional language contexts (Interview, Bongani, May, 2014).

Bongani states that English Education focuses on training students to become teachers of English...it equips students with “requisite skills” to teach in varying contexts. Similar to English Literary Studies, where the focus is on understanding literature and how language operates in a text. It also teaches students to apply that knowledge to critique society. In English Education, two lecturers share a similar notion that the focus is not only on an understanding of English, but also on the application of English in a classroom situation and “getting our students to be versed in the subject knowledge. It also promotes an understanding of the skills....what we mean by reading critically, writing well, speaking fluently and so forth” (Interview, Nicole, May, 2014). In line with English Studies, Mgqwashu (2007) would agree that the participant lecturers in English Education, allow

students to transcend the particular and abstract knowledge structures from the physical and social context of the classroom in order that the knowledge of literary texts, media, visual and written texts, may be transformed into something more generalisable and practical for the workplace. This arguably falls within the *knower* code quadrant in the LCT, which favours and emphasises SR+ and downplays ER+. According to the specific learning outcomes in the course outline (Course Outline English Education, May, 2014, p.110), in the first year of the English Education major, students will (See Appendix J):

- be introduced to key sociolinguistics themes such as language and identity, language attitudes, language varieties, language and race, and linguistic prejudice;
- explore the relationship between language and context as well as the position of English in the world;
illustrate some core sociolinguistic concepts such as dialect, register, idiolect, accent and Standard English;
- be encouraged to challenge the taken for granted assumption about the role of language in society;
- apply awareness of language variation to explore available options for complex multilingual classrooms; and,
- read outside the course pack both to deepen the students' knowledge of the content and to challenge some of the claims made.

In English Education, the course outline falls under the *knower* code of LCT as students are expected to negotiate meaning from drawing on existing language structures and conventions and socially and culturally applying these in a classroom context. There is a strong intimation of horizontal knowledge structures and hierarchical knower structures (ER-, SR+). Similarly, in English Literary Studies, lectures and tutorials are based on an interesting mix of material that ranges from poems, plays, short stories, films to novels (Course Outline English Literary Studies, May, 2014, p.84), and students have to apply their knowledge to critique society. In English Education, students will show a critical awareness of language and use language for learning and teaching. They will “apply awareness of language variation to explore available options for complex multilingual classrooms” (Course Outline English Education, May, 2014, p.110).

However, from a classroom observation of lecturer Nicole, who was interviewed in English Education, various issues emerged that conflicted with the above course outline, as Figure 5.17 illustrates:

Seating arrangement:

The lecture is arranged according to a traditional lecture theatre style. Students were seated according to their racial groups. Surprisingly in this lecture compared to the previous lecture, there were 25 White students, 60 Black students (including Indian and coloured students). The lecturer is White female. What was interesting, although classes are pre-determined, was the racial dynamic in this lecture. It was parallel to the previous class which only had 5 White students where the lecturer was Black male.

Lecture hall discourse:

The lecturer stood at the middle point at the bottom of the lecture theatre. The lecturer dominated discussion. Students were given the opportunity to talk to each other in pairs... There was a visible student-student interaction but evidently no student-lecturer interaction. She did, however, probe students to speak. By doing this, she prompted ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007). A White student said, "It is good that she speaks good English" and the lecturer responds, "What is good English?" By asking critical questions, the lecturer exposed esoteric ideas implicit in disciplinary knowledge structures in English Education (Pope, 1998).

Communication between lecturers and students and who dominates discourse?

It was the White students who answered the questions posed by the lecturer and they were seated at the front of the lecture theatre. No Black student answered a single question in the first half of the lecture. In the second half of the lecture, the lecturer asked, "who would like to give their own story?" A Black girl also seated at the front of the lecture theatre shares her story. She was articulate in English. She did not have a Black accent. She said that her eloquent accent has afforded her many privileges because of her eloquent accent. She admitted that she is treated differently from her Black peers because of her command of the English language. It may be concluded that English Education examines ideological pressures and presences in the discipline and is common or expected in methods of inquiry (Mgqwashu, 2007).

Figure 5.17: Observation of lecturer Nicole in English Education (OBSEE2, May, 2014)

What was clear was the fact that the lecture dynamic with Nicole (White female) was entirely different to that of Bongani (Black male). This lecture "was parallel to the previous class which only had five White students and where the lecturer was a Black male" and "surprisingly, in this lecture,[as] compared to the previous lecture [with Bongani], there are twenty-five White students and sixty Black students (including Indian and coloured students)" (OBSEE2, May, 2014).

Nicole emphasised the *knower* modality code when she mentioned in her interview that English Education includes "...getting our students to be versed in the subject knowledge but

also understand the skills...what we mean by reading critically, writing well, speaking fluently and so forth” (Interview, Nicole, May, 2014). In line with the broader aims of English Studies, this lecturer distinguishes between knowledge *of* and *about* language, and knowledge *of* and *about* discourse communities. She reinforces the *knower* code (ER-, SR+) in LCT, when she admitted that, the English Education module,

...although it’s six weeks long...it’s been lecture-based...the students really haven’t had an opportunity to write anything...so and that will only come up in the exam... but I think that’s the nature of...of the way these modules are placed in the curriculum...the [limited] time available for them. It just can’t be helped the...the huge, huge classes. So it’s very hard on students and [I would like to] have them write a lot [based on] what we’re discussing in the lectures and that sort of thing [but]...the time isn’t there (Interview, Nicole, May, 2014)

Nicole conceded that since there are no tutorials in English Education and classes are purely lecture-based, the lecturers are pushed for time and will have to complete a syllabus within a given time period of “six weeks” and hence, “students really haven’t had an opportunity to write anything” which results in them being disadvantaged because they were not being assessed continually, but, would be assessed “in the exam” (Interview, Nicole, May, 2014) (Boughey, 2010). In the context of LCT in this study, it may be argued that the students are regarded as ‘weak’ while lecturers as knowers are a ‘strong’ positive factor with added emphasis. A slight emphasis is placed on the knowledge structures (horizontal) and a strong emphasis is placed on knower structures (hierarchical) (ER-, SR+). It is argued that students will not be able to “understand the skills...what we mean by reading critically, writing well, speaking fluently and so forth” if students are not being assessed continually (Interview, Nicole, May, 2014). How will students, ‘our future teachers’ be able to apply their “awareness of language variations to explore available options for complex multilingual classrooms?” (Course Outline English Education, May, 2014, p.110) What will the result of the learners be that they teach when they qualify as educators? The ripple effect that lecturer pedagogy implicates may negatively affect the standards of education in South Africa.

On being asked how lecturers could enhance the quality of education in English Education, for one Black male student:

...you know when you're alone in your own room...there's nobody there...you know...creativity just comes out of you, but if the school....many people don't like...they are not really passionate about...you know....coming to school and you know...like just listening to the teacher...and stuff like that...so they should make it more interesting coz, you know it's like their job for them...you know, you just go there and just pile you up with the work, they would do whatever with the curriculum or whatever is certain, what they told and do. Whoever is in charge up there....you know...and we just have to follow as students and forget about you know....being whatever....creative....whatever....so it's...very...- English....you know....let us blossom man...yeah.... (Interview 2, Siphso, May, 2014).

For Siphso, the reasons students like him are not motivated to study and attend lectures are that some lecturers are not passionate about lecturing. These lecturers are 'boring' and "pile you up with the work" just to complete the syllabus (*ibid.*). Siphso appeals to the person or people who are responsible for English Education to allow all students to be more creative in lectures and for students to be involved in their own learning. With regards to LCT, Siphso argues that because lecturers control the curriculum, knower structures are emphasised and because students have to be creative and use previous knowledge to pass, knowledge structures are downplayed. Knowledge structures are horizontal and knower structures are hierarchical (ER-, SR+). Clearly, this student was not satisfied with studying English Education as he felt the module did not appeal to him. The 'work' or knowledge that Siphso alluded to might be labelled as legitimate. In order to understand what the knowledge that students attain is all about, according to Maton (2000a, p.150), it must be highlighted that educational knowledge is not only an indication of power relations and hegemony, but involves "more or less, epistemologically powerful claims to the truth" (*ibid.*). Educational outcomes, it is argued, is about power relations and, in the case of the disciplines under study, it seems as if lecturers and tutors have the power to dictate to students the disciplinary knowledge to be studied. Siphso employs *recognition rules* as, in the context of the study, the acquirer or students should be able to identify the field of the environment in which he/she is

(Bernstein, 1996). Siphso was familiar with the rules of his English Education discipline as it helped him determine what his discipline requires. As a result, he was able to discuss the discipline and ask suitable questions. Because Siphso recognised what English Education is supposed to be doing with students, he had applied Bernstein's (1996) *realization rules* which states that the acquirer or student puts connotations, about their discipline, in place and makes them available.

On being asked to reflect on the second question, which was in line with their understanding of English Education, lecturers were asked if they believed they were fulfilling the outcomes and requirements of English Education. There was a discrepancy between the two participating lecturers in English Education. Bongani was confident when answering this question:

K-S- ...Okay, so according to your understanding of English Education, do you believe you are fulfilling the requirements and outcomes of the module?

Bongani- Ya...for this module...we are doing a wonderful job....we wanted students to access social linguistic concepts....to understand English in context in relation to other languages and of variation in English due to the diversity of the student – learner population...that our students have to encounter so....what.....we are doing is just that....to make them aware so that they are conscious of the different spaces in which English is used (Interview, Bongani, May, 2014).

A discrepancy surfaced when Bongani claimed that they are doing a wonderful job in the module, but as mentioned earlier, Nicole noted with concern that there is not sufficient time to cover all the socio-linguistic concepts because of time constraints and large class sizes. After interviewing Bongani, the following salient notes were recorded:

Lecture discourse:

The lecture did not take place in a traditional lecture hall. The lecturer treated the lecture like a tutorial. He continually posed questions to students. Students were free to participate and answer questions. The lecturer moved around classroom. Black and White girls at the front of the class participated. Most of the boys were at the back of the class. There were 65 students, but there were only five White students in the whole group. The lecturer made space for all students to have alternative perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of (Pope, 1998, p.7).

Communication between lecturers and students and who dominates discourse?

The lecturer dominated and led discussion. Students were noisy at the back of the class, they were quite disruptive. There were a few students, mostly girls, who participated in questions asked by the lecturer. The lecturer's perspective of English Studies came through in his communication with students when he spoke about individual existence in the form of the effect of language on society as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007).

How individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

The lecturer allowed space for ALL students to participate and kept the topic in motion even when it seemed like students wanted to deviate from the topic. The lecturer reflected the broader perspectives of English Studies in his pedagogy when he used dialogue for experiment and exploration and analysis and argument (Pope, 1998). The lecture was handled like a tutorial but a large one. The students were asked to read a passage from their course pack and he asked students' reaction to the passage. He transcends the particular and abstract disciplinary knowledge from the physical and social context of students in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and clear to follow (Mgqwashu, 2007).

Final analysis of accommodation of students: *It was not made clear whether all the students were on the same level of understanding as those students who were speaking. Students were given equal access to participate. The topic for the day was linguistic profiling and how people are judged and categorised according to the way they speak. One incident that occurred in the lecture was that one White girl judged the president, Jacob Zuma and how he speaks. She said that she speaks way better than the president because her English is 'better' and she said that she laughs at him when he speaks. The Black students in the class started to attack what she said. The White boys in the class started to defend her. She defends herself from attack and said what she said had nothing to do with race but she is putting out her opinion from a socio-linguistics point of view. Students were exposed to English Studies perspectives when they encounter ideological presences and pressures, typical verbal practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).*

Figure 5.18: Pedagogic practice of Bongani as reflected in an observation schedule (OBSEE1, May, 2014)

Bongani claimed that the lecturers are doing a “wonderful job” lecturing in English Education (Interview, Bongani, May, 2014). However, from the observation, the lecture seemed very informal with the lecturer standing at the front of the class trying to spark a debate regarding linguistic profiling. It was not a conventional lecture, more like a huge tutorial. On emphasising SR+, and as can be noted from the observation schedule above, the

lecturer allocated time for all students to participate. Bongani stated in his interview that “we wanted students to access social linguistic concepts”. Thus, apart from lecturing, Bongani went further by instructing students to read a passage in their course packs and thereafter, requested students to respond to the passage. The lecturer further facilitated a lecture-based discussion, which culminated in antagonism between a few White students (five out of a total of sixty-five students) and a group of Black students:

One incident that occurred in the lecture was that one White girl judged the president, Jacob Zuma, based on how he speaks. She said that she speaks way better than the president because her English is ‘better’ and she said that she laughs at him when he speaks. The Black students in the class started to attack what she said. The White male students started to defend her. She defended herself from their attack and said that what she said has nothing to do with race but she was expressing her opinion from a socio-linguistic point of view. (OBSEE1, May, 2014).

From the observation schedule, since he tried to involve students in examining ideological pressures and presences in disciplinary knowledge structures (Mgqwashu, 2007), it is evident that Bongani tried to make the lecture interesting by incorporating different methods of pedagogy into his teaching. Bongani emphasises strong SR+ when he lectured, however, as mentioned earlier, directly after this lecture, a student from his class, Sipho, noted that “they should make it more interesting”, rendering knowledge structures weak (ER-) (Interview, Sipho, May, 2014). Furthermore, as illustrated above in the observation schedule, race still remains an issue in HEIs.

Nicole held a contrary perspective to that of Bongani. On being asked if she believed she was fulfilling the outcomes and requirements of the module, she stated:

...no...because the module, although its six weeks long...it’s been lecture based...the students really haven’t had an opportunity to write anything...so and that will only come up in the exam... but I think that’s the nature of...of the way these modules are placed in the curriculum...the [limited] time available for them. It just can’t be helped the...the huge, huge classes. So it’s very hard on students to have them write a lot [based on] what we’re discussing in the lectures and that sort of thing because...the time isn’t there (Interview, Nicole, May, 2014).

As quoted from Bongani's interview earlier, he claimed: "Ya...for this module...we are doing a wonderful job" (Interview, Bongani, May, 2014). However, as evident from the above, Nicole does not share the same sentiments. For Nicole, there remain quite a few predicaments within English Education, namely, it being lecture-based with no tutorials (emphasising ER- and SR+), hence, students are not given the opportunity to write and share their understanding on paper. Furthermore, she states that time is an issue as there are just 'six weeks' to complete the syllabus of the course. Finally, she reiterates that there still remains the issue of large class sizes and, for her, it is virtually impossible to get students to write something down and assess it. It is argued that lecturers should seek ways to empower their students to voice their concerns openly in order to bridge the gap between those with power and those that are powerless (Bladergroen *et al.*, 2012, p.116). Because of the limited availability of time and the large class sizes, students neither wrote an assignment nor a test to assess their understanding of the module disciplinary knowledge. As a result, added to the fact that there are no tutorials in English Education, students were simply given lecture material and were subjected to a final examination. Appendix N highlights the English Education lecture material, a poem entitled *Telephone Conversation* by Wole Soyinka and which is analysed in Figure 5.19.

Type of Document: <i>Lecture material</i>
<p>Document Information (there are many possible ways to answer A-E)</p> <p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners.</p> <p>In line with the course description and what lecturers say about the discipline, the poem:</p> <ol style="list-style-type: none"> 1. Introduces students to key sociolinguistic themes such as language and identity, language attitudes, language varieties, language and race and linguistic prejudice. 2. Will challenge students taken for granted assumptions about the role of language in society. 3. Will critically enable students to examine the relationship between language and society. <p>b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy?</p> <p>The poem <i>Telephone Conversation</i> is a poem about racial discrimination on the grounds of skin colour. The poem is riddled with racial slurs and prejudice. In line with what the field of English Studies states (Mgqwashu, 2007) and lecturer pedagogy, the poem reveals ideological presences and pressures of racism and ways of thinking and speaking about individual existence with regard to language prejudices in society.</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice?</p> <p>The poem is not accompanied by questions, but, from the poem itself, sentences like, “ARE YOU DARK? OR VERY LIGHT....You mean-like plain or milk chocolate?...THAT’S DARK, ISN’T IT?...” These words, along with the rest of the poem, constitute what English Studies is all about, which in turn impact on the pedagogical choices made by lecturers/tutors. The poem is associated with the goal of English Studies, to analyse ways in which language in literary and visual texts are used to create meanings about individual and group identities (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students’ work and the role practitioners’ understandings of disciplinary structures have on assessment.</p> <p>English education in its course outline states that, “you will be encouraged to challenge your taken for granted assumptions about the role of language in society” and this worksheet does exactly that. It is plausible that students are learning South African literature as they would be able to identify with themes such as language and identity in their sociolinguistics module. This furthermore links to the assessment at the end of the module, the final examination (See Appendix O) where students are once again given a South African case study to draw on.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered.</p> <p>Since there are no questions available to test students’ understandings of the poem, issues such as transcending the particular and abstract from the physical and social context of the poem in order that the knowledge from this text be transformed into something more generalisable is missing (<i>ibid.</i>). (DASEE2, p.330).</p>

Figure 5.19: Document analysis schedule of lecture material employed in English Education

The document analyses of the poem *Telephone Conversation* above, which was discussed during a lecture, links effectively with the course outline of the discipline which seeks to introduce students to “key sociolinguistics themes such as; language and identity, language attitudes , language varieties, language and race, and linguistic prejudice” (English Education course outline, May, 2014, p.110). The document in Appendix N highlights horizontal knowledge structures and hierarchical knower structures (ER-, SR+). SR are emphasised

when lecturers/tutors allow students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of in lectures (Pope, 1998). Similarly, the English Education examination question paper produces the same modality codes which favour SR+ and downplay ER-:

English 1 Mid-year Examination

QUESTIONS:

You have a choice of questions. Choose to answer EITHER 1 or 2. Your essay should be 3-4 A4 pages in length.

EITHER:

1. Write an essay in which you **analyse** Candace's language biography showing how the concepts of language variation, language and identity and linguistic prejudice are revealed in her account. Then using your own personal language experiences, reflect on how ONE of these three concepts is relevant in your own life.

OR:

2. Write an essay in which you **analyse** Candace's language biography showing how the concepts of language variation, language and identity and linguistic prejudice are revealed in her account. State how your understanding of the relationship between language and society has been shaped and changed by this Sociolinguistics module, **focusing on your prejudices and attitudes to your own and others' use of languages.**

Figure 5.20: Mid-year examination in English Education (See Appendix: O)

Type of Document: *English Education Examination*

b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy? In line with the course outline, this document was written to examine students understanding of the relationship between language and society. Students will have to choose one essay from two question where they will have to “Write an essay in which [they] analyze Candace’s language biography” by focusing on the sociolinguistics terminology they would have learnt during lectures. For Mgqwashu (2007), lecturers display their perspective of English Studies through the setting of the examination question paper when they transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable.

c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? Students have a choice in that they could answer between one of two questions. Instead of exposing esoteric knowledge (Pope, 1998) in the examination paper, both questions, however, are very similar and not all students will understand how “concepts of language variation, language and identity and linguistic prejudice are revealed” in the case study and in their own lives if they do not understand the use of complex terminology.

d. List aspects of the document that tell you about assessment of students’ work and the role practitioners’ understandings of disciplinary structures have on assessment.

The examination helps show how the concepts of language variation, language and identity and linguistic prejudice are revealed in society. For Pope (1998), this would allow students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of in lectures.

e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered. Since this is English Education and there are no method modules, there is no mention of the application of this knowledge in a classroom situation. The examination could have included ways of thinking and writing that would transcend the lecture disciplinary knowledge and associate that knowledge in a practical classroom context (Mgqwashu, 2007). (DASEE3, p.331)

Figure 5.21: Document analysis schedule of English Education mid-year examination

To investigate if students in English Education are prepared to write the examination analysed above, according to one Black male student:

...they’re [lecturers] remorseless man!!!! They...we are first years man!!! Boom! And we got in...we just walked one way....since from day one....there was no time...we were getting one assignment after the other [in other modules]....you know...since day one.... And T.E just made it worse for me... I hated T.E [Teacher Education]...I won’t even lie... (Interview 2, Sipho, May, 2014).

Clearly, from the above response this student, Sipho, is not confident to write his English Education examination. During the one-on-one interview his lecturer claimed: “Ya...for this module...we are doing a wonderful job....we wanted students to access social linguistic concepts....to understand English in context in relation to other languages and of variation in English due to the diversity of the student[s]” (Interview, Bongani, May, 2014). Evidently,

through differing accounts from lecturers, students, and documentary analysis, Bernstein (1999) was correct when he argued that pedagogy becomes blurred and difficult to interpret when disciplines have obscured knowledge structures. Furthermore, it may be argued that that lecturers and tutors, in the context of this study, need to encourage previously marginalized and excluded students, namely Black students, to participate in lecture and/or tutorial discussion. It may be argued that even though all students are given access to participate in lectures and/or tutorials, most Black students are still reluctant to participate in discussions for fear that they might expose their lack of cultural and/or linguistic capital. Pedagogic practices, it may be argued, are constructed as an external power relation, where the main concern is, that voices are being silenced by pedagogic discourse. For Bernstein (2001, pp.165-166), “It is often considered that the voice of the working class is the absent voice of pedagogic discourse...but what is absent from pedagogic discourse is its own voice...It is as if the specialised discourse of education is only a voice through which others speak”: the ‘others’ (knowers), in the context of this study, speak to the marginalized voices (students) in the form of knowledge structures.

The disciplinary knowledge structures that students are confronted with in English Education and English Literary Studies are coded in Bernstein’s terms, ‘vertical discourse’. This type of discourse embedded within the knowledge structures students have to be accustomed to “take the form of a coherent, explicit and systemically principled structure” (Bernstein, 1999, p.159). It may be argued that most students who do not possess the cultural and linguistic capital to participate effectively in English Education and English Literary Studies, embody a ‘horizontal discourse’, which entails every day, common-sense knowledge (*ibid.*, p.159).

5.3 Conclusion

This Chapter set out to interpret data concerning the studies first key research question: What are the knowledge structures in English Education and English Literary Studies? To answer this question, data collected from lecturers/tutors and students through interviews and observation, and an analysis of documentary evidence from each discipline, proved to be worthwhile in researching conclusions. By following the recognition rules that guide the discipline, the researcher was able to interpret the environment under scrutiny. Maton's LCT to answer the first key research question was utilised in this Chapter. Bernstein and Bourdieu's concepts and theories added to the value and quality of this Chapter. Chapter 6 turns to the interpretation and analysis of question two of the research questions: How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices?

Chapter 6

Knowledge structures and pedagogic practices: A symbiotic relationship

6.0 Introduction

Chapter 5 contained a presentation and discussion of data generated through research question one, which is: What is the disciplinary knowledge that English Education and English Literary Studies are concerned with? Since the purpose of this study is to examine the role of knowledge structures on pedagogic practices in the English Education and English Literary Studies departments at the University of the Witwatersrand, Chapter 6 turns to the presentation and analysis of the data concerning the second key research question: How do knowledge structures in English Education and English Literary Studies impact on pedagogy? This Chapter contains a discussion of data generated by this question and, in the process, draws on LCT, Bhaskar's (1979) Critical Realism and Bourdieu's, Maton's and Bernstein's ideas discussed in Chapter 3. By means of this integration, data is critically evaluated to expose underlying causal structures and mechanisms at play in the two disciplines under study. This is designed to understand the role of knowledge structures on pedagogic practices. Thus, the data collected from both disciplines, English Education and English Literary Studies, were interpreted with reference to both the theoretical framework and literature discussed and reviewed in this study.

The research design in this study is case study research, which focuses on understanding the dynamics present within a single setting, lecturers' and tutors' voices on disciplinary knowledge provided critical insight into the understanding of knowledge structures and pedagogic practices in the two disciplines. As discussed in the previous section, classroom observations and an analysis of documentary evidence were conducted concurrently to confirm that what lecturers had stated in their interviews were in line with what was

happening in the classroom. The data (interviews, observations and documentary evidence) elicited in the study links effectively with the ‘empirical’, ‘actual’ and ‘real’ aspect of Critical Realism, as illustrated in Table 6.1 below:

	Empirical	Actual	Real
Experience	✓		
Event	✓	✓	
Mechanism	✓	✓	✓

Table 6.1: Bhaskar’s (1979) domains of realism

Since Critical Realism is integral to the study, Table 6.1 above was useful in analysing data to answer the second research question: How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices? Table 6.2 below illustrates how data was categorised according to the LCT analysed in this Chapter.

Theory	Unpacking domains in the context of this study	Data used to channel domain
LEGITIMATION CODE THEORY	What students are involved in and experiencing day to day.	One-on-one interviews with students, tutors/lecturers. Classroom observations of tutorials/lectures.
	Policies, decisions, people involved (race, gender, class), course outlines and tutorial and lecture material.	One-on-one interviews with tutors/lecturers. Documentary evidence (tutorial and lecture material, course outlines, test and examination question paper).
	How students experience this emotionally, psychologically and educationally.	Focus group interview with students.

Table 6.2: Categorisation of data in the study according to Legitimation Code Theory

By using LCT, this case study research was able to unpack domains as illustrated in Table 6.2 which was analysed using different data sources and these have elicited data such as

experiences, discourses, ideologies and underlying structures, events and mechanisms which are at play in English Education and English Literary Studies disciplines. Since this study was analysed through the critical paradigm, by means of interviews, documentary evidence and classroom observation, the researcher focused on critically understanding the following in both disciplines:

- What is being studied?
- How is it being studied?
- What strategies are used to make explicit and to validate what counts as knowledge in each discipline?

To understand how disciplinary knowledge structures in English Education and English Literary Studies inform lecturers'/tutors' pedagogic practices, the following questions were asked:

1. How do you construct pedagogy to facilitate epistemological access into English Education/English Literary Studies in ways that accommodate all students?
2. Describe how you tailor your English Education/English Literary Studies assessment strategies to accommodate all students?
3. How can you improve your pedagogical practices in English Education/English Literary Studies that would benefit all students?

Students were asked the following questions:

1. Are you currently acquiring these knowledge, skills, attitudes and values that you believe English Education/English Literary Studies should encompass? Explain.
2. What steps could you or your lecturer and tutor take to enhance the quality of your knowledge, skills, attitudes and values to enable you to gain the epistemological access necessary in English Education/English Literary Studies?
3. What qualities do you feel Higher Education should equip you with? Please explain.
4. How are your lectures and/or tutorials conducted to facilitate and accommodate all students?

Tutorials in English Literary Studies were focused on poetry. During a one-on-one interview, and after an observation of his class on analysing *The Serf* by Roy Campbell, one tutor, Ben, stated:

I am trying to show them that I am not like...this text...you have to read it this way...I'm trying to...like a general...this is the way that you can read texts and this is how it works so and you can read a text more fruitfully if you read a text this way... Right.... There are a few students, just a few, and I try to ask students questions, and some of them don't take it very well (Interview, Ben, May, 2014).

The tutor does not provide too much information or elaborate much on what exactly is the disciplinary knowledge which is being disseminated because, according to him, “This is my first year as a tutor, so I haven't... I haven't really thought about that” (Interview, Ben, May, 2014). However, from his interview it was determined that the tutor tries to provide students with alternative ways of reading a text. Pope (1998) states that this is a challenge for lecturers and tutors of English, since he proposes that practitioners of English Studies need to allow their students to have alternative perspectives and visions, including re-visions, they would otherwise be denied and be unaware of, if being taught to read a text from a single perspective. Lecturers and tutors need to develop alternative means for inculcating the skills that are inherent in disciplinary knowledge structures and by doing this, lecturers and tutors build and share pedagogical capital and HEIs are promoting knowledge (Maton, 2014) and a culture of learning within students. Since Archer's (1996) *actual* layer focuses on decisions made by role players, what develops from a tutorial of this nature are new ways of understanding and interpreting a text (Bhaskar, 1979). In Bhaskar's (1979) terms, this is regarded as emergence. Since the tutor was able to provide alternative ways of reading and exploring a text, knower structures are emphasised by placing more emphasis on lecturer/tutor aptitude, attitudes and dispositions (ER-, SR+). The tutor allowed students to value particularly different gazes on the world. During an observation of Ben's tutorial, the following critical comments were noted in relation to his pedagogic practices on disciplinary knowledge structures in English Literary Studies:

Tutorial discourse:

There was interaction between tutor and students. The class had a mixed variety of students in terms of race with more females than males. The tutor is a Chinese male. Tutor used a basic question and answer method to probe students. The students felt free to answer. The classroom seemed to be quite disciplined. The tutor, according to Mgwashu's (2007) premise of English Studies, included ways about thinking and speaking about literary discourse which is presented in the literary text, 'The Serf', and other forms of communicating experiences, which is, as always, regarded as a social existence.

Communication between lecturers and students and who dominates discourse?

Four students (two Black females and two White females) dominated discussion from a class of 22 students. The tutor stood fixed at the front of the classroom. The tutor made use of the chalkboard to name and explain literary concepts, for example, 'metonymy'. They were studying 'The Serf' by Roy Campbell. Students at the back of the class were quiet and did not participate. The four girls at the front participated habitually. In examining the poem, the tutor, in accordance with English Studies, examined ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgwashu, 2007).

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

The tutor had a good understanding of the poem and questioned/challenged the students understanding of it. He created a friendly environment for students to answer in. The tutor, according to a broad perspective of English Studies, allowed students to have perspectives and visions, including re-visions, on the poem, that they would otherwise be denied and be unaware of (Pope, 1998).

Figure 6.1: Pedagogic practice of tutorial pedagogy of Ben as reflected in an observation schedule (OBSES1, May, 2014)

Students were taught disciplinary knowledge through a poem, *The Serf*, by Roy Campbell.

The question and answer method was used: "Tutor uses a basic question and answer method to probe students" (OBSES1, May, 2014). Instead of building new knowledge in the tutorial, Ben uses pedagogic techniques that assume that all students possess the literate cultural background privileged in HEIs, thereby reproducing society's class differences (Maton, 2014). Students are expected to be equipped with a particular gaze prior to beginning this course. In Bourdieu's terms (1988), this pedagogic approach does not challenge the *status quo*, but reproduces the gap between students who have access to linguistic and cultural capital, and those who do not. Even though *events*, which were revealed through a classroom observation of Ben's class, display a good understanding of the poem and he challenged the students' understandings by asking questions, his beliefs, values, attitudes and ideologies (causal mechanisms) came through in his pedagogy when it was clearly noted that Ben

predominantly used a teacher-centred approach during the tutorial (Bhaskar, 1979). In LCT terms, it may be argued that Ben's pedagogy favours social relations as knower structures are activated and de-emphasises epistemic relations by downplaying knowledge structures (ER-, SR+). Ben's pedagogy is not designed to develop this gaze and so those who by virtue of their cultural capital do not already have access to the requisite gaze will be disadvantaged. Bernstein (1990) notes that, in the name of progressivist approaches, pedagogic practices have changed to produce the same outcomes traditional approaches produced. However, Ben has used a variety of questioning techniques to include all students in the tutorial. It became uncertain to ascertain Ben's claim in his interview when he stated that "this is the way that you can read texts and this is how it works so you can read a text more fruitfully if you read a text this way", as the students read the Roy Campbell text in the traditional way. The tutor then asked the students questions based on the text, which in turn sparked a conversation between the tutor and four out of twenty-two students. At the risk of committing epistemic fallacy, failure to recognise the difference between ontology (existence) and epistemology (what can be known), to interpret Ben's pedagogic practices, a depiction of Bhaskar's (1979) three ontological layers proved a useful correlation in this study:

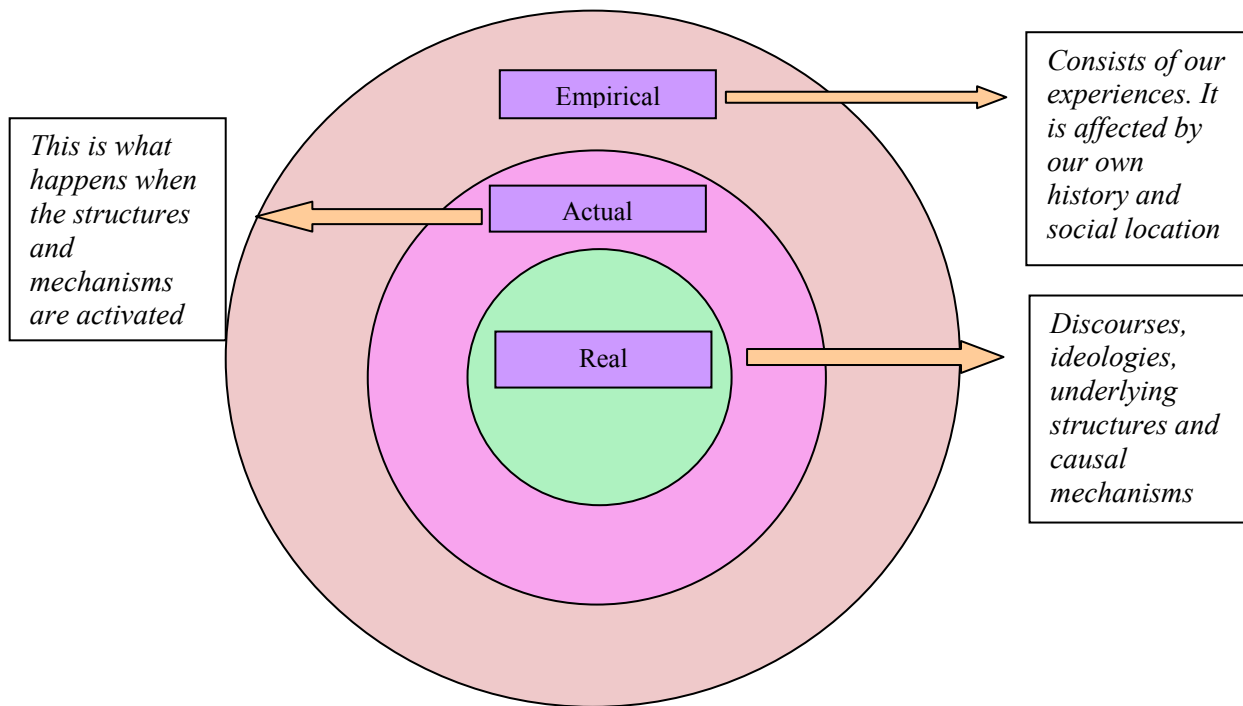


Figure 6.2: Three ontological layers of Critical Realism

Since Bhaskar's (1979) layers of Critical Realism operate relationally, Ben's pedagogic practices link effectively with all three layers. The empirical layer is affected by Ben's social history. The basis on which he tutors the way he does stems from his historical background and the experiences he has encountered in his tertiary education. The actual layer is always changing and determines the knowledge structures which students seek. Students in English Literary Studies were focusing on South African poetry because of South Africa's historical position of apartheid and its social context. The real layer, according to Critical Realism, is invisible or independent of our knowing. In the context of this study and Ben's pedagogic practices in particular, the real layer involved discourses, ideologies, underlying structures and causal mechanisms, which gave rise to Ben's pedagogic practices (or events in the social world). The chief premise behind Critical Realism is that the natural and social world should

be understood as open, stratified or layered systems of causal powers which are making events happen.

In line with Bhaskar's (1979) real layer of Critical Realism which illustrates how students experience their discipline in a poetry tutorial, a White female student stated in a focus group interview: "Well, I think the tutors could spend more time...actually, when we do poetry...at looking at the poems instead of brushing over them and moving on..." (Interview 1, Lizzie, May, 2014). Psychologically, at the level of the real, on being asked if they are identifying with the content they are currently learning, a White male student argues:

Yeah...I mean...at the moment, we're doing South African literature...so uhm...there's a lot applicable in that because I'm guessing, we're all South African...uh...I think...even...even before we were doing Indian literature, like...like you could...not get to that and see certain aspects of characters that apply to you because that's obviously what literature is. It's like no character exists...in fact, you're going to have some similarities with some of the characters in the book and you're going to deal with themes that you've struggled with or you've seen people struggle with (Interview 1, Jimminy, May, 2014).

From the above data it was noted that students like Jimminy argue that because they are currently studying South African literature in English Literary Studies, and because most of them are South African, they will be able to relate to and identify with the content they are currently studying. Since ER is about the relative strengths of relations to knowledge, skills and practices and SR is about the relative strength of relations to dispositions, gazes and ways of being (Maton, 2014), LCT allowed the researcher to ascertain that students favoured the ER gaze. All the students in the focus group interview agreed with Jimminy on being able to identify with the disciplinary knowledge under study:

Lizzie- Yeah...I know...I'd say definitely, I don't find with the majority of the things we do...obviously...uhm...things are going to be touchy...dodgy...and feel about quite strongly because...it's all personality dependent really.

K-S- Yeah it is...Uh...what about you uh...Tina? Do you identify with the things that you are learning? In your lectures? Tutorials?

Tina- I think I can strongly identify with some of the characters....because we all have like different perspectives...

K-S- Okay...Uh...Thabo? Are you identifying with anything, like the poetry or any of the literature?

Thabo- You sometimes get to put yourself in their shoes or I feel like this is the character I am portraying...yeah (Interview 1, May, 2014).

While all students claimed they were able to relate to the disciplinary knowledge, one may argue, from this data, that what emerges in the way in which pedagogy is relayed, determines whether students are included or excluded based on the content they are learning. This evidence shows that students have to draw on established sets of knowledge “of the characters”, indicating ER+, however, it then moves to asking students to bring in their “own perspectives” of their own lives which amply indicates the demand for a specific gaze on the world (SR+). It is only through an understanding of language that students in HEIs can move from knowledge-blindness to knowledge building. The language of legitimation of English Literary Studies “places different strengths of boundaries around and control over the definitions of, on the one hand, what can be claimed knowledge, and, on the other, who can claim knowledge” (Maton, 2000a, p.155). Pope (1998) notes that a challenge for lecturers and tutors in HEIs is to allow students to see through, and expose, esoteric ideas and notions inherent in disciplinary knowledge structures. The document analysis schedule in Figure 6.4 illustrates the critical element of the ‘empirical’ in the English Literary Studies classroom, as the disciplinary knowledge being studied in the tutorial illustrates the social location of this knowledge and the visible nature of what students are involved with day to day (Bhaskar, 1979):

TUTORIAL WORK – POETRY – ENGLISH LITERARY STUDIES

His naked skin clothed in the torrid mist
That puffs in smoke around the patient hooves,
The ploughman drives, a slow somnambulist,
And through the green his crimson furrow grooves.
His heart, more deeply than he wounds the plain,
Long by the rasping share of insult torn,
Red clod, to which the war-cry once was rain
And tribal spears the fatal sheaves of corn,
Lies fallow now. But as the turf divides
I see in the slow progress of his strides
Over the toppled clods and falling flowers,
The timeless, surly patience of the serf
That moves the nearest to the naked earth
And ploughs down palaces, and thrones, and towers.

5

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Figure 6.3: Tutorial work in English Literary Studies (See Appendix K)

Type of Document: <i>Tutorial Worksheet</i>
<p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners.</p> <p>In line with the course description and what lecturers say about the discipline, the poem equips students with:</p> <ol style="list-style-type: none"> 4. basic skills for analysing various kinds of texts – poems, plays, short stories, films and novels, 5. guidance towards understanding literary scholarship, and 6. overall, an ability to read different kinds of texts and to write with fluency and clarity which will be of use in the study of other subjects, and that will enable them to proceed to English II. <p>b. Which aspects of the document do you consider to have assisted you to understand the relationship between disciplinary knowledge structures and pedagogy?</p> <p>The poem includes issues focusing on master-servant relationships, white domination, and, amongst other issues, rebellion. <i>The Serf</i> is a South African poem and tutors attitudes about the poem are reflected in their attitude of English Studies when tutors choose disciplinary knowledge that is relevant to students’ social contexts and encourages students to have perspectives and visions, including re-visions, they would otherwise be denied and are unaware of in large lecture groups (Pope, 1998).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice?</p> <p>Words and phrases in the poems such as: “His heart, more deeply than he wounds the plain/Long by the rasping share of insult torn/Red clod, to which the war-cry once was rain.... The timeless, surly patience of the serf/That moves the nearest to the naked earth/And ploughs down palaces, and thrones, and towers”, will appeal to students since it is a South African poem and the words inherent in the poem are a painful part of our history and even still applies today. The disciplinary knowledge of the poem allows students to transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students’ work and the role practitioners’ understandings of disciplinary structures have on assessment.</p> <p>Tutors are explaining this poem to the students as preparation for the poetry test. Tutors share the broad perspective of English Studies which allows students to prepare for examining ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007). (DASES2, p.326)</p>

Figure 6.4: Document analysis schedule critiquing tutorial work in English Literary Studies with regard to disciplinary knowledge.

From the tutorial worksheet, all students are expected to interpret the poem and to avoid epistemic fallacy, the researcher has noted that the tutorial worksheet provides information about lecturers’ and/or tutors’ social location and provides an account of events through the students’ daily experiences. LCT allowed the researcher to see that *The Serf* may pose difficulties for some students; as these causal mechanisms operate invisibly in the discipline and lecturers and/or tutors may not be aware of this. Reid (2011) suggests that tutors use

close-group Facebook pages as a social networking tool in their tutorial groups. This will create an alternative pedagogical space that would shift the interpersonal and power dynamics in the tutorial and foster critical practices amongst students and their voices being heard. This tool, furthermore, may create new relationships, new forms of communication, writing and text. It must be noted that since English is not everyone's Home Language, many students are quiet and do not participate. It must be noted, furthermore, that students come with their own individual histories and social locations, and are expected to come with the required and expected linguistic and cultural capital to understand and discuss this poem. This study attempts to investigate questions regarding what can be legitimately depicted as English Education and English Literary Studies, and who can legitimately claim custodianship over the legitimization of these disciplines' knowledge structures. Is what students are learning really considered to be knowledge that is meaningful to them? Are lecturers and tutors giving students the opportunity to expose esoteric and orthodox knowledge (Pope, 1998)? Who does this knowledge benefit?

In the English Education classroom, students were studying sociolinguistics. Interesting responses from the group of students who participated in the focus group which link to Bhaskar's (1979) real layer of Critical Realism were:

K-S- Okay....good...Do you identify with the disciplinary content you are currently learning? [Repeat question]

Sipho- The content....

Lerato- Personally, I think....

Sipho- Especially for this course?

Gabby- For this SO-SEEO-LOGY...or whatever....I can't identify...

Lerato- And this new literature....was just a disaster!

Sipho- It's just....it's all over the place man!

K-S- Lufuno? Are you identifying with it?

Lufuno- No....I'm not okay....sometimes I don't even see the point why we are even taught these things....

[Gabby Laughing]

K-S- What would you want to learn?

Lufuno- English as in a language... Not the history of it....I don't care about the history of it...but English itself as a language...yeah....that's all...

(Interview 2, May, 2014)

What is interesting is that, according to the focus group interview above, all the students did not seem to identify with the sociolinguistics course in English Education and, at the level of the real (Bhaskar, 1979), educational, psychological and emotional experiences were evident (Interview 2, May, 2014). However, with the poetry work in English Literary Studies, all the students seemed to relate to disciplinary content knowledge (Interview 1, May, 2014). In the discipline of English Education, students were not experiencing transcendence of the abstract (sociolinguistic theories) and particular contexts of disciplinary knowledge structures, so that it may be made into something practical and understandable for students (Mgqwashu, 2007; Pope, 1998). From the evidence in the data above, LCT allowed the researcher to see that the English Education discipline relies on students having to study a chosen related field of study without any regard if the students themselves can understand or apply themselves to the disciplines disposition or gaze. This indicates a demand for a specific gaze on the world which downplays ER- and strongly favours SR+. The empirical and actual levels of Critical Realism went hand in hand during a classroom observation of lecturer Nicole:

Communication between lecturers and students and who dominates discourse?

It is the White students who answer the questions posed by the lecturer and they are seated at the front of the lecture theatre. No Black student answers a single question in the first half of the lecture. In the second half of the lecture, the lecturer asked, "Who would like to give their own story?" A Black girl also seated at the front of the lecture theatre shares her story. She was very articulate in English. She did not have a Black accent. She said that her accent has afforded her many privileges because of her eloquent accent. She admitted that she is treated differently from her Black peers because of her brilliant command of the English language.

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

The lecturer gave an example of her own personal experience of being an educator. She posed questions for all students to answer. She spoke about racial prejudice with regards to the accents of different racial groups and her stand is that she's against it. In doing so, she facilitated ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence, as discussed in Chapter 2 on what English Studies is concerned with. (OBSEE2, May, 2014)

Figure 6.5: Pedagogic practice of lecturer Nicole reflected in the observation schedule

The classroom observation in English Education revealed an inclusive tutorial pedagogy which attempted to include all students, but it can be argued that disciplinary knowledge is studied by the domination of the lecturers who are regarded as the agents, since they possess the necessary cultural and linguistic capital (Archer, 1996; Bourdieu, 1988; Maton, 2000a). The lecturer, Nicole, did not valorise knowledge, skills and practices, these issues were less significant (ER-), however, she did valorise specific ways of being and dispositions (SR+). It must be noted that knowledge is not necessarily a universal truth, as we can ‘know’ the world only in terms of socially created knowledge, which varies over time and across socio-cultural contexts (epistemological relativism). Consequently, the nature of knowledge as an object is critical for understanding the ‘subjective knowledge’ in English Education and English Literary Studies, and what we can say we ‘know’ about the world (Maton and Moore, 2010, p.5). From the observation schedule in Figure 6.5, it can be argued that many Black students are still excluded in terms of the content knowledge they are “supposed” to be equipped with. Students in their English Education lecture read a poem entitled *Telephone Conversation* by Wole Soyinka (See Appendix N), analysed in Figure 6.6:

Type of Document: <i>Lecture material</i>
<p>Document Information (there are many possible ways to answer A-E)</p> <p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners.</p> <p>In line with the course description and what lecturers say about the discipline, the poem:</p> <ol style="list-style-type: none"> 1. Introduces students to key sociolinguistic themes such as language and identity, language attitudes, language varieties, language and race and linguistic prejudice. 2. Will challenge students taken for granted assumptions about the role of language in society. 3. Will critically enable students to examine the relationship between language and society. <p>b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy?</p> <p>The poem <i>Telephone Conversation</i> is a poem about racial discrimination on the grounds of skin colour. The poem is riddled with racial slurs and prejudice. In line with what the field of English Studies states (Mgqwashu, 2007) and lecturer pedagogy, the poem reveals ideological presences and pressures of racism and ways of thinking and speaking about individual existence with regard to language prejudices in society.</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice?</p> <p>The poem is not accompanied by questions, but, from the poem itself, sentences like, “ARE YOU DARK? OR VERY LIGHT....You mean-like plain or milk chocolate?...THAT’S DARK, ISN’T IT?...” These words, along with the rest of the poem, constitute what English Studies is all about, which in turn impact on the pedagogical choices made by lecturers/tutors. The poem is associated with the goal of English Studies, to analyse ways in which language in literary and visual texts is used to create meanings about individual and group identities (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students’ work and the role practitioners’ understandings of disciplinary structures have on assessment.</p> <p>English education in its course outline states that, “you will be encouraged to challenge your taken for granted assumptions about the role of language in society” and this worksheet does exactly that. It is plausible that students are learning South African literature as they would be able to identify with themes such as language and identity in their sociolinguistics module. This furthermore links to the assessment at the end of the module, the final examination (See Appendix O) where students are once again given a South African case study to draw on.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered.</p> <p>Since there are no questions available to test students’ understandings of the poem, issues such as transcending the particular and abstract from the physical and social context of the poem in order that the knowledge from this text be transformed into something more generalisable is missing.</p> <p style="text-align: right;">(DASEE2, p.330)</p>

Figure 6.6: Document analysis schedule of lecture material employed in English Education

Similar to the classroom observations, from the documentary evidence of lecture material in English Education (Figure 6.6) and tutorial work English Literary Studies (Figure 6.3), it may be argued that these disciplines construct pedagogic discourse as a causal mechanism which exhibits external power relations, where the main concern should be on the voices that are silenced by pedagogic discourse (Bernstein, 1990). In both disciplines under study, students need to become accustomed to the language of the discipline in ways accepted by disciplinary

‘members’ if they are to be granted membership (Maton, 2000a,b; Boughey and Mckenna, 2011a). These socio-cultural norms and gaining access into a discourse community into the disciplines are rarely made explicit to students who are then excluded for not taking on the appropriate ‘way of being’ (Gee, 2003, p.9).

6.1 Digging deeper: The role of disciplinary knowledge on pedagogic practice

The discussion so far seems to suggest that lecturers and/or tutors from both disciplines knew what their disciplinary focuses were. However, from the data generated through interviews with student participants, classroom observations of lecturers, and an analysis of test and tutorial and lecture material, it appears that what most lecturers initially stated was not in line with what they ‘actually’ did in the classroom. It seems as though disciplinary knowledge structures, according to the tutorial and lecture material, and content being learnt in the two disciplines, exclude students who do not have access to cultural and linguistic capital. However, it is the idea of giving voice to the knowledge and experience of marginalised and previously excluded social groups (Bourdieu, 1988). Data concerning different understandings of disciplinary knowledge from the two disciplines will now be discussed.

During the one-on-one interviews with lecturers and tutors from English Literary Studies, all participants stated that literature is a means to an end: the acquisition of critical thinking skills for the job market. However, only one tutor mentioned the need to inculcate some element of critical and analytical thinking into his teaching. From a classroom observation of this participant, there was no attention paid to developing students’ cognitive abilities by means of higher order questions to inculcate critical thinking skills. The tutor engaged in a general discussion with students based on their essay assignment, and the students in turn answered in a linear fashion. Figure 6.7 shows how the tutor’s (Sandile) pedagogic practice in

the tutorial attempted to involve students during a classroom observation by allowing space for a whole class discussion:

Communication between lecturer and students and who dominates discourse.

This was merely a feedback session. Students got their essay assignments back. The tutor posed questions to students. Students felt free to answer the tutor. They were answering in a calm, friendly environment. He spent a long time reading out an example of one of the best essays from his group. In doing this, he actually lost the attention of most of his students (e.g. students are on their cell phones and some students had their heads on the desk). The tutor predominantly dominated discussion. From an English Studies perspective, this tutor imparted to students ways of thinking, writing, and speaking about argumentative essays as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007).

How are individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

There were no tutorial worksheets. The tutor tried to get students involved. Students were lacking interest, they were yawning and their heads were on the desk. He used most of the 45 minutes to dwell on that one essay, although, he did encourage discussion. His own understanding of English Studies was reflected through his pedagogy when he examined ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).

Final analysis of accommodation of students:

There is no link between the lecture and tutorial. In the lecture, students were learning about buildings roman in a novel and in the tutorial, it was basically about how an essay should be written. From an English Studies perspective, the tutor could have presented ways of thinking, writing, and speaking about individual ideas as presented in literary essays, and distinguished between knowledge of and about language (Mgqwashu, 2007). In Pope's (1998) understanding of English Studies, this tutor allows students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of.
(OBSES2, May, 2014)

Figure 6.7: Observation of Sandile in English Literary Studies

In line with the observation schedule depicted above, LCT allowed the researcher the means to see that most lecturers and tutors seemed to be concerned with the literature that was being taught without any focus on who they were lecturing or tutoring, what knowledge was being studied and why such knowledge was being studied. The tutors and lecturers were focused on dispositions and ways of being and how students should see the world which emphasised SR. Literature is not a means to an end or for honing the students' language skills. It should be used as a tool for inculcating knowledge and encouraging the students' awareness of the role of literary art in HEIs and society. Interestingly, what emerged in this tutorial, but falls

outside of the scope of this study, was that Black students felt comfortable discussing issues with their tutor (a Black male); however, it must be noted that, when observing White lecturers and/or tutors in the discipline, most Black students remained silent whilst the White students dominated discussion if the space allowed them to. An analysis of documentary evidence in the form of the test questions given is illustrated in Figure 6.8. It must be noted that students had a choice between two poems in the test.

Poem: *How Not to Stop*, by Gabebe Baderoon

In this poem, Gabebe Baderoon combines subtle political protest, everyday experience, and the pathos of memory. Write a critical analysis of the poem, focusing on these three aspects, and paying attention to the following guidelines:

- i. The significance of the title
- ii. The voice of the speaker
- iii. Subject matter and central thematic concerns of the poem
- iv. Style, tone and language
- v. The different layers of “memory” in the poem
- vi. Any other features of the poem you think are relevant.

Poem: *City Johannesburg*, by Wally Mongane Serote

In this poem about the struggle for everyday survival in apartheid Johannesburg, the speaker’s feelings towards the city are complex and ambivalent. Focusing on this “love-hate relationship” to the city, write a critical analysis of the poem, paying particular attention to the following guidelines:

- i. The representation of the setting
- ii. The relationship between speaker and setting
- iii. Subject matter and central thematic concerns of the poem
- iv. Style, tone, structure and language
- v. The use of imagery, particularly personification
- vi. Any other features of the poem you consider relevant.

Figure 6.8: Test questions for poetry in English Literary Studies (See Appendix L)

Type of Document: <i>Poetry test questions</i>
<p>b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy? Both poems in the test are African in nature, they deal with South African issues like politics and apartheid. The poems in the test examine ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007). The poetry tests allows students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of in lectures and tutorials (Pope, 1998).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? Guidelines are given to the students in the test and students are asked to write about, among other things, the significance of the title, the voice of the speaker, subject matter and thematic concerns, style, tone, imagery and language. This is in line with what the course outline stipulates, where students gain basic skills for analysing poetry. In so doing lecturers, through the poetry test, share their perspective of English Studies when they distinguish between knowledge <i>of</i> and <i>about</i> language, and knowledge <i>of</i> and <i>about</i> discourse communities (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment. As stated in the course outline, the test does require students to make use of basic skills to analyse a poem and write fluently and coherently on it. The test is a form of formative assessment and according to Mgqwashu (2007), the test will allow students to transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable. (DASES1, p.325)</p>

Figure 6.9: Document analysis of test questions in English Literary Studies

It can be argued that students in English Literary Studies are not prepared during their tutorials and lectures to answer their tests or examination questions, since tutorial work (See Figure 6.3) does not seem to aid them in preparing and enhancing students' essay writing abilities. It can be argued that the discipline favours SR while downplaying ER. Two White female students and one Black male student mentioned in a focus group interview that they would like to learn how to write essays and to focus more on poetry to prepare them for tests and examinations. In the LCT, this would be the students wanting to drawing on established sets of knowledge (ER+). This can be represented at the level of the real according to Critical Realism, where students express their experiences:

K-S- Do you think that your lecturer or tutor can do anything better or do you think that you could do anything better?

Lizzie- Uhm...maybe more practice in writing essays, writing literature...Well, I think the tutors could spend more time actually when we do poetry and looking at the poems instead of brushing over them and moving on....

Thabo- I feel like I'm not coping with it.

K-S- Okay, you Thabo? You feel like you're not coping with it, why?

Thabo- Because there are a lot of books that we have to read.

K-S- There are a lot of books that you're always reading? It's just reading, reading, reading! Okay!

Thabo – And they move like really fast!

(Interview 1, May, 2014)

From an English Studies perspective, instead of overwhelming first year students with copious amounts of reading, more attention should be focused on ways of thinking, writing and speaking about disciplinary knowledge structures and other forms of communicating experiences which will form part of students' social existence at university. From an empirical perspective, students are assumed to know writing conventions and poetry analysis skills from previous knowledge, as they are not taught how to write an essay, or how to analyse a poem in English Literary Studies, since lecturer Anne stated: "If you're prepared to work here [higher education], you can actually close that gap [between high school and university]. But, I think if we keep demanding less from students, we actually push down those who don't already have that" (Interview, Anne, May, 2014). Anne's comment links with the actual level of Critical Realism where we are afforded an invisible notion of lecturers' and/or tutors' discourse communities and their decisions and dispositions in their discipline. On a similar note of students needing to close the knowledge gap between high school and university education, because lecturers are regarded as the fountains of knowledge in the discipline and have the right to form decisions, from an actual level, lecturer Kathy stated:

...I think....I think a lot of ...and our second and third language students struggle at studying English at first language level. And....I think....some of them perhaps...need more support in addressing the skills gap between high school and university and what's expected of them...I think that there's also kind of ...I think students are also finding out what they like....I know that's maybe because...it's a banal answer...but there's a kind of natural attrition that takes place for first year, second year... (Interview, Kathy, May, 2014).

From the one-on-one interviews with two lecturers in English Literary Studies, Anne and Kathy, it can be argued that some lecturers expect a 'natural attrition' to take place between

all students to address the gap between high school and university education, as it is “what’s expected of them” (Interview, Kathy, May, 2014). Kathy notes that their “second and third language students struggle at studying English at first language level” (*ibid.*). However, lecturers still demand more from students to gain all the skills in the discipline because, according to Anne, “if we keep demanding less from students, we actually push down those who don’t already have that” (Interview, Anne, May, 2014). The focus group interview mentioned earlier, indicates that students who are struggling with the [English] language (those students who have difficulty in reading, speaking and writing in English) should not register for English Literary Studies, as they will be excluded if they cannot conform to the language of legitimation (the actual) (Maton, 2000a). The question must be asked, regarding the role of higher education for epistemological access and Mckenna (2013, p.4) agrees: If HEIs, and in the case of Wits University, claim to be equitable in terms of allowing all students to be granted the opportunity of acquiring epistemological access in their disciplines, why is it that we have “a case of under-prepared universities struggling to adapt to the challenges they face”? It may be argued that it may not be the students who are in need of improvement and development, but, the universities themselves.

What emerged from the observation of tutorials was that Black students who did not seem to be acquainted with the poem studied or the academic essay assignment that they had just received, remained silent and did not participate as this poem was not discussed during the lecture (it is tutorial work), and neither were they exposed to essay writing techniques from the researcher’s observations. According to Bhaskar (1979), this is what students experience on a daily basis, and may be a result of lecturers’ and tutors’ own history of tertiary education and their social location. These aspects do not automatically form part of students’ prior knowledge. It is unrealistic to expect all students to be proficient in the discourse codes of

pedagogic practices employed by their lecturers and tutors as, for many students, English, the medium of instruction, is not their Home Language, and this may pose as a barrier to students' success. Most White and some Black students who were from affluent schools and homes were able to speak out and, in the process, silence others. What was interesting from the observation schedule of a tutorial (Figure 6.7) is that, even though tutor Sandile dominated the tutorial, White and Black students felt comfortable to voice their opinions of disciplinary discourse in the tutorial venue. This was not the case during the observations with Anne and Kathy. The White students in these lectures were very confident when they spoke in these lectures and they tended to provide long comments and were able to substantiate them. The Black students merely listened, took down notes and/or remained silent. These students are affected emotionally and psychologically according to Bhaskar's (1979) real level of Critical Realism, as they are weary of exposing their lack of linguistic and cultural capital regarding disciplinary knowledge structures since, according to Anne in English Literary Studies: "the students are often silent because they don't want to reveal their lack of cultural capital...they're not going to pick their hands up because that diminishes them in my eyes and the eyes of their...their peers" (Interview, Anne, May, 2014). The White students, who speak English as a Home Language, and who are included in class, are those who have, in Bourdieu's (1988) terms, access to the linguistic and cultural capital that is a prerequisite to succeed in higher education. Their marginalized counterparts (Black students), whose Home Language is not English, will continue to be excluded from the "language of legitimation", English disciplinary language, and will, as a result, be suppressed emotionally and psychologically when lecturers/tutors continue to speak their "rich language"(OBSES4, May, 2014) since students "don't challenge [lecturers]....this kind of ideal audience (students) that lectures are delivered to" (Interview, Anne, May, 2014) (Bhaskar, 1979; Maton, 2000a, p.155).

On an actual level of Critical Realism (Bhaskar, 1979), on being asked if he tends to mirror the way he was tutored or lectured, tutor Sandile confessed his attitudes and disposition in the one-on-one interview: “there is also a lot of flexibility when it comes to tutorials [in English Literary Studies], and ya...combining what I learnt and the new things I am learning...from these....to come up with the best” (Interview, Sandile, May, 2014). However, from examining the observation schedule of his tutorial in Figure 6.7, this is not entirely the case. This tutor is LCT terms, demands students to see English Literary Studies from a particular gaze (SR+). Pedagogic practices, it is argued, should shift over time and should not be mirrored.

In English Education, the two lecturers interviewed and observed were of the view that their discipline is constituted of disciplinary content and, since their discipline forms part of a teaching degree, the application of that content to a classroom situation. However, one lecturer argued that, even though English Education does not include tutorials, on an actual level of Critical Realism, lectures are “heavily student-centred...The lecturer stands up and introduces the topic....often time[s] you provoke students by asking questions and around some of the ideas that we take for granted when you call their name, oh....you mispronounced their name....and you [say what you] feel about that and you begin from there and you spark a conversation. They talk to each other and the lecturer...it is what I do....as you’ll see today” (Interview, Bongani, May, 2014). Bongani’s lecture, however, was without reference to the application of the disciplinary knowledge to a classroom situation. He claimed that a classroom is supposed to “allow them [students] space to...uh...to become part of the world...and we also define or talk about the world in which they are going...uhm” (Interview, Bongani, May, 2014). However, Bongani, according to Figure 6.10, and Bhaskar’s (1979) empirical layer of Critical Realism, still dominated the classroom and appeared to deliver a tutorial in a lecture. Knowledge, skills and practices in English Education did not seem to be

given much significance (ER-) However, Bongani did seem to valorise specific ways of being.

Lecture discourse: *Not a lecture hall. The lecturer (Black male) treated the lecture like a tutorial (since there are no tutorials in English Education). He continually posed questions to students. Students were free to participate and answer questions. The lecturer moved around classroom. Black and White females at the front of the class participate. Most of the males are at the back of the class. There are 65 students, but there are only five White students in the whole group. The lecturer made space for all students to have alternative perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of (Pope, 1998, p.7).*

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: *Lecturer allowed space for ALL students to participate and kept the topic in motion even when it seemed like students wanted to deviate from the topic. The lecturer reflected the broader perspectives of English Studies in his pedagogy when he used dialogue for experiment and exploration and analysis and argument (Pope, 1998). The lecture was handled like a tutorial, but a large one. Students were asked to read a passage from course pack and he asked students' reactions to the passage. He transcends the particular and abstract disciplinary knowledge from the physical and social context of students in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and clear to follow (Mgqwashu, 2007). (OBSEE1, May, 2014)*

Figure 6.10: Observation schedule of Bongani, a lecturer in English Education

On being asked if he tends to lecture the same way as he was lectured to in his tertiary studies, Bongani argued that he had:

... a different philosophical ideal around how students need to access English....you see first of all, they need to access and understand English but they also need to be thinking around how they're going to deal with it when they get to class....so it's about the old literacy in the socio-linguistics of English but now they apply their socio-linguistics and knowledge in to the classrooms....so....who they are and how they interact with the text....with the concepts....plays a vital role for me.... so I spent time engaging them about the idea of their onus." (Interview, Bongani, May, 2014).

From the observation schedule and interview above, it is clear that he, in fact, does try to lecture differently from the traditional lecturing approach since he does "allow space for ALL students to participate" and "The lecture is handled like a tutorial, but a large one" (OBSEE1, May, 2014). His pedagogy is in line with the broader aims of English Studies, which is to

expose students to different perspectives, and have perspectives, visions and re-visions of disciplinary knowledge structures (Pope, 1998). Nicole, like Bongani, delivered a ninety-minute lecture with no reference to “application” of the knowledge to a classroom situation. The lecture was content-orientated and it is a daily phenomenon as was illustrated in Figure 6.11. Students’ voices were kept to a minimum, and could be a psychological result of Bhaskar’s (1979) real layer of Critical Realism, where students are afraid to expose their lack of cultural and linguistic capital (Bourdieu, 1988).

Lecture hall discourse: *The lecturer stood at the middle point at the bottom of the lecture theatre. Lecturer dominated discussion. Students were given the opportunity to talk to each other in pairs... There was a visible student-student relationship but evidently no student-lecturer interaction. She did, however, encourage students to speak. By doing this, she prompted ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007). A White student said, “It is good that she speaks good English” and the lecturer responded, “What is good English?” By asking critical questions, the lecturer exposed esoteric ideas implicit in disciplinary knowledge structures in English Education (Pope, 1998).*

Communication between lecturers and students and who dominates discourse? *It was the White students who answered the questions posed by the lecturer and they are seated at the front of the lecture theatre. No Black student answers questions in the first half of the lecture. In the second half of the lecture, the lecturer asked, “Who would like to give their own story?” A Black girl also seated at the front of the lecture theatre shared her story. She is very articulate in English. She does not have a Black accent. She said that her accent has afforded her many privileges because of her eloquence. She admitted that she is treated differently from her Black peers because of her command of the English language. It may be argued that English Education examines ideological pressures and presences in the discipline and common or expected methods of inquiry (Mgqwashu, 2007).*

(OBSEE2, May, 2014).

Figure 6.11: Observation schedule of Nicole in English Education

The above observation visibly indicates that there was very little communication between the lecturer and the students. Even though there are no tutorials in English Education, on being asked who dominates lecture discussions in the lecture hall, she admits with no further explanation, that “I would say, I do [Laughing]” (Interview, Nicole, May, 2014). Because students are unaware of or denied perspectives from other practitioners (since there are no tutorials), Pope (1998) suggests that students should be allowed to examine and control the

lecture since English Education exhibits ideological presences and pressures that are implicit in the disciplinary knowledge structures they are acquiring (SR+) (Mgqwashu, 2007). If students do not become involved in the learning process, it can be argued that they will lack interest and this will affect their performance educationally and psychologically. Nicole confesses: “It would be better if I had a beautifully constructed lecture that they just kept quiet and I gave them this lecture that they took notes, a very traditional transmission” (Interview, Nicole, May, 2014); however, this seemed to be the case during my observation. According to two angry students in the focus group interview, they are affected emotionally and psychologically in their discipline:

Gabby- The qualities that a lecturer has to have [are] firstly, patience [and willingness]. Patience in the sense of....you’re not working with the same people, the same knowledge, we’re not the same....and patience does play a big role because a lecturer has to be patient and willing to assist further. Not just leave a person...okay...you failed...And there, that’s it!!! No...The willingness to go the extra mile.

Sipho- Yeah....you actually have somebody telling you....like....in a lecture...like, you know....don’t come to me...asking me this....don’t come to me in terms of this course, asking me this....What do you mean by that? You know? Like you know....like really now? We’re not machines....you know....they need to understand that we’re human beings ‘cause we power so much work, you know....It’s so much work....we come from different schools man! [Feeling emotional] (Interview 2, Gabby and Sipho, May, 2014).

All four students in the English Education focus group interview did not seem to be content with the course; the above two students, Black female and Black male, respectively, stood out in particular. Gabby interestingly points out that, as students, they are all different and come with different cultural capital into the university. For her, lecturers need to take recognition of this fact and be patient and willing to assist all students. Lecturers should not assume that all learners are the same. Both Gabby and Sipho openly state that some lecturers in the English Education discipline are not open and accommodating to students. Clearly, Sipho does not seem to be coping with the work load of being a first-year student and argues: “We’re not machines...you know....they need to understand that we’re human beings ‘cause we power so much work, you know....It’s so much work...we come from different schools

man!” (Interview 2, Sipho, May, 2014). As a result, the manner in which lecturers construct their lessons and language, and in the way they approach students, impacts on the inclusivity of students in the classroom. Since, according to Boughey (2010) and Scott *et al.* (2007), it is mostly Black students who are affected negatively in the learning process, it is now therefore necessary to hear the voices of the previously marginalised students. A comparison of Black and White students was created to establish whether inequality persists in the English Education and English Literary Studies at Wits. Table 6.3 summarises the data yielded from English Education and English Literary Studies regarding the Knowledge, Skills, Attitudes and Values (KSAV) students hoped to learn from their respective disciplines.

Student	English Literary Studies	Student	English Education
<i>Thabo</i> <i>BM</i> ¹⁷	“Uh.....Critical thinking skills...”	<i>Lerato</i> <i>BF</i>	“how did English come about, how did it....where did it come from... Why is it spoken the way it is...uh, like the complexity of it, yeah...”
<i>Tina</i> <i>BF</i>	“I’d like to learn how to structure my ideas...Chronologically... And critical thinking and to understand finer details...”	<i>Gabby</i> <i>BF</i>	“maybe I can say a foundation from...uh....from the high school side and everything but during the gap from 2006 to now....The knowledge that I want to get is more understanding to English, like basically the way you talk, confidence, how you say things...”
<i>Jimminy</i> <i>WM</i>	“...just how to criticise pieces of literature...”	<i>Sipho</i> <i>BM</i>	“I want like knowledge on how to perform a certain skill coz I’m a writer...”
<i>Lizzy</i> <i>WF</i>	“An understanding of English literature throughout history and the structure of it...”	<i>Lufuno</i> <i>BM</i>	“like....the skills that I want to learn about English literature...being able to read, to speak, what we know as ‘proper English’...”

Table 6.3: Table comparing what students hope to learn in their disciplines

What is noteworthy in English Literary Studies, are the responses of the students during the focus group interview regarding the disciplinary knowledge of their discipline compared to

¹⁷ Abbreviations: BM – Black Male, BF – Black Female, WM – White Male, WF- White Female

what lecturers and/or tutors mentioned. Most of the students hoped to gain critical thinking skills to understand literature that, according to the description of outcomes in the course outline (Course Outline English Literary Studies, May, 2014, p.84), falls within the scope of English Literary Studies: basic skills for analysing various kinds of texts, engaging with critical debates, the ability to construct an argument. Although it is noted in the course outline that students will gain these skills, all students in this discipline, however, in actual terms (Bhaskar, 1979) are expected to be equipped with this prior knowledge to be granted custodianship into the legitimization of their English disciplines (Maton, 2000a). All students are equally positioned in relation to the educational knowledge and practices of the field as they were given the same test to write (See Figure 6.8) and the assumption of lecturers and/or tutors is that everyone is capable of constructing knowledge if they conform to extra-personal practices (Bourdieu, 1988; Maton, 2000b). In English Literary Studies, all students are equally positioned and they are all viewed as having the potential to do well. Lecturer Anne puts it aptly:

....we're lecturing to a small group... they don't challenge us....this kind of ideal audience that lectures are delivered to...not where students are really coming from in that ideal....I made this mistake in one of my last lectures....I was talking about Saartjie Baartman....and I assumed that everyone knew who I was talking about... That's just I suppose cultural capital....it mainly comes down to cultural capital.... and the fact that we speak all the time, all these exchanges in cultural capital and the students are often silent because they don't want to reveal their lack of cultural capital...they're not going to pick their hands up because that diminishes them in my eyes and the eyes of their...their peers. So I think these things tend to...to reinforce themselves. (Interview, Anne, May, 2014).

Anne refers to students as the 'ideal audience' as they do not speak in lectures or challenge the lecturer. In his view of English Studies, Mgqwashu (2007) argues that lecturers and tutors are ideally positioned to aid students in transcending the particular and abstract knowledge structures from their own physical and social context, in order that the knowledge from literary texts, media, visual and written texts may be transformed into something more intelligible. Anne's motivation is pertinent in that she argues that what emerges from lectures

is that students' voices are silenced because they do not have the necessary cultural capital to compete in the lecture venue, they are afraid to reveal their lack of cultural capital (Bhaskar, 1979; Bourdieu, 1988). Furthermore, English Literary Studies texts are written in a language that favours a select few students who can read, understand and interpret a text. What is worrying is how students who do not speak English as their Home Language, and who have difficulty with the language itself, cope with reading, understanding and interpreting a language which not second nature to them. Many lecturers and tutors may not be in a position to go back to basics with students. According to one White female student, "people who...are doing English and it's their second language...I don't know if enough time is given to aid in them understanding what is being said." (Interview 1, Lizzie, May, 2014). From perusing the module outcomes (Figure 5.6) and this response, it can be argued, that educational knowledge is not only an indication of power relations and hegemony, but involves "more or less epistemologically powerful claims to truth" (Maton, 2000a, p.150).

With reference to Table 6.3, students are taught English Education, which claims to focus on disciplinary content knowledge and the application of that knowledge to a practical classroom situation (Course Outline English Education, May, 2014, p.110). However, none of the students mentioned the need to apply their knowledge to a classroom situation. Since there were only five White students in this lecture; and because of the limited availability of students, all students in the focus group were Black. All four students mentioned that they wanted to learn basic skills, like reading, writing and speaking 'proper English' instead of complex issues stated in the course outline: critically examining the relationship between knowledge and society by focusing on concepts like; dialect, register, idiolect, sociolect, accent and standard English and applying it to a classroom context. How are these students expected to learn and gain these complexities and transfer them to a classroom situation if

they, themselves, are unable to read, write and speak English competitively? More importantly, as a matter of concern, what hope do we have for these students who are to become our future educators? These questions are valid; however, they fall out of the scope of this study. Possibly, these questions could create pertinent research questions for future prospects.

At the level of the empirical, and based on the observation of two lectures, none of the lecturers in English Education managed to engage students with both the content and application to students in an inclusive, open manner. Even though the classroom is claimed to be “more student-driven” (Interview, Bongani, May, 2014), what emerged from classroom observations was that some lecturers and tutors are still intellectually oppressing some students without giving them the agency (Archer, 1996) to be active in the classroom (Boughey, 2010).

On being asked whether the students of English Education gained any of the KSAV that are presented in Table 6.3, all students agreed they had, yet later in the focus group interview, insisted that they did not acquire anything. On being asked if he was acquiring the skills he listed in Table 6.3, Sipho claimed, “Oh, yeah...”, however, later on in the focus group interview, he emotionally and angrily argued:

...would like to say....they're not really...they're remorseless man!!!! They...we are first years man!!! Boom! And we got in...we just walked one way....since from day one....there was no time...we were getting one assignment after the other....you know...since day one.... And T.E [Teacher Education] just made it worse for me... I hated T.E...I won't even lie... (Interview 2, Sipho, May, 2014).

However, none of the students mentioned applying the practical application of their skills to a classroom situation that lecturers had mentioned. The examination on sociolinguistics (Figure 6.12), which was analysed through a document analysis schedule, is presented in Figure 6.13.

English 1 Mid-year Examination

QUESTIONS:

You have a choice of questions. Choose to answer EITHER 1 or 2. Your essay should be 3-4 A4 pages in length.

EITHER:

1. Write an essay in which you **analyse** Candace's language biography showing how the concepts of language variation, language and identity and linguistic prejudice are revealed in her account. Then using your own personal language experiences, reflect on how ONE of these three concepts is relevant in your own life.

OR:

2. Write an essay in which you **analyse** Candace's language biography showing how the concepts of language variation, language and identity and linguistic prejudice are revealed in her account. State how your understanding of the relationship between language and society has been shaped and changed by this Sociolinguistics module, **focusing on your prejudices and attitudes to your own and others' use of languages.**

Figure 6.12: Mid-year examination in English Education (See Appendix O)

Type of Document: *English Education Examination*

b. Which aspects of the document do you consider to have assisted you in understanding the relationship between disciplinary knowledge structures and pedagogy? In line with the course outline, this document was written to examine students understanding of the relationship between language and society. Students will have to choose one essay from two question where they will have to "Write an essay in which [they] analyse Candace's language biography" by focusing on the sociolinguistics terminology they would have gained and learnt during lectures. For Mgqwashu (2007), lecturers display their perspective of English Studies through the setting of the examination question paper when they transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable.

c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? Students have a choice in that they could answer one of two questions. Instead of exposing esoteric knowledge (Pope, 1998) in the examination paper, both questions, however, are very similar and not all students will understand how "concepts of language variation, language and identity and linguistic prejudice are revealed" in the case study and in their own lives if they do not understand the use of complex terminology.

d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment.

The examination helps show how the concepts of language variation, language and identity and linguistic prejudice are revealed in society. This would allow students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of in lectures (Pope, 1998).

e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered. Since this is English Education and there are no method modules, there is no mention of the application of this knowledge to a classroom situation. The examination could have included ways of thinking and writing that would transcend the lecture disciplinary knowledge and associate that knowledge in a practical classroom context (Mgqwashu, 2007). (DASEE3, p.331)

Figure 6.13: Document analysis schedule of an English Education mid-year examination

From the document analysis schedule above, even though lecturers make space for students to examine ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (SR+) (Mgqwashu, 2007), how do students in English studies use this knowledge and transform this into something more generalisable in the workplace (ER+)? (*ibid.*) The examination, like the two lectures that were observed, did not attempt to include both aspects of literature and application. One Black female student stated that:

I think that what skills we should learn is how to...we should learn the skills of the real world...I think that's what tertiary institutions should do....they should actually teach you the skills of the real world.....coz.....it's like they teach us things here and then they teach us things....uh....for the perfect world.....and then when we get out there, the reality is that we can't actually practice what we have been taught here because outside, the real world is just....it's very....it's completely different. (Interview 2, Lerato, May, 2014).

From the focus group interview above, Lerato seemed to be questioning the purpose of higher education. It can be argued that Lerato feels, at the level of the *real*, that English Education and higher education in general, educationally and psychologically, are not providing students with the skills necessary for the real world. She states that English Education teaches them skills which are for the 'perfect world' and not the practical world. In relation to this, the former United Nations Secretary General, Kofi Annan argues that universities are the primary tool of Africa's development and must develop African expertise (World Bank, 2002).

Unlike in English Literary Studies, students in English Education write one examination with no other form of assessment; this is problematic in any discipline. Nicole admits:

...because the module, although it's six weeks long...it's been lecture-based...uhm...the students really haven't had [any] opportunity to write anything...so and that will only come up in the exam... but I think that's the nature of...of the way these modules are placed in the curriculum the time available for them. It just can't be helped the...the huge, huge classes. So it's very hard to students and have them write a lot what we're discussing in the lectures and that sort of thing because...the time isn't there (Interview, Nicole, May, 2014).

Since Bhaskar's (1979) level of the *actual* according to Critical Realism deals with, in the context of the study, people involved in the system, lecturers' and tutors' decision making and discourse communities, lecturer/tutorial dynamics, Nicole blames the fact that they (English Education) have just one form of assessment based on limited availability of time and large class sizes. In the context of English Studies, given the fact that students are expected to be exposed to typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007), Nicole acknowledges that, "students really haven't had [any] opportunity to write anything" (Interview, Nicole, May, 2014). The students' lack of success in English Education may be partly due to poor assessment strategies. Students should be assessed on a continual basis to ascertain their development in the module and provide alternatives for them to move forward (Pope, 1998). However, it may be argued that lectures in English Education are not tailored to accommodate all students. All students, furthermore, are assumed to have academic writing skills to construct an argument in the form of an essay, without practice; for example, students in the focus group openly express their experiences educationally, emotionally and psychologically.

Lerato- I agree with Lufuno....it's not uhm....we don't all get an equal opportunity 'coz it only favours a certain group of people....the rest of you who are falling behind, it's tough luck to you....tough luck.....you gonna have to catch up later....

Sipho- You're not even excited to do the subject....

Gabby- Ya...

Lerato – Ya...

Lufuno- That's why, most of the time, most of the stories, if [we] don't understand things, [we] just quote and they just reference.....and that's it....that's how we pass....most of us pass....because of quoting and paraphrasing and stuff like that [Gabby agrees]....That's why [we] pass...not that [we] understand the essay question....but because you took the information that they want and you put them on the essay.... That's how you pass...

Sipho- It's like they are trying to exclude us....but I think first year.....you should make it....consider the students' needs [All in agreement]....in first year, coz time is needed and all....
(Interview 2, May, 2014)

From the focus group interview above, it is clear that what emerges from the focus group interview is that English Education “favours a certain group of people” and as a result, lecturers and tutors may be inadvertently excluding students (Interview 2, May, 2014).

6.2 Conclusion

This Chapter used Maton’s LCT and Bhaskar’s Critical Realist theory and the substantive theories of Bourdieu, Bernstein and Maton to answer the second key research question of the study: How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices? To answer this question, data from interviews with lecturers/tutors and students, classroom observation and documentary evidence was analysed. It was found that, *inter alia*; some students (mostly Black students) are still excluded in their disciplines, many students are not relating to and are not enjoying the knowledge structures of their discipline, lecturers/tutors are solely focused on knowledge structures without regard for the recognition rules of their discipline. In Chapter 7, the data which will assist in answering question three of the study’s research questions, namely, why the effects of pedagogic practices on student learning are the way they are, will be analysed and interpreted.

Chapter 7

The impact of pedagogic practices on student learning viewed through a social realist lens

7.0 Introduction

Chapter 6 presents analysed data with reference to question two of the study's research questions. Since the purpose of this study was to examine the role of knowledge structures and pedagogic practices in the English Education and English Literary Studies departments at the University of the Witwatersrand (Wits), Chapter 7 presents analysed data concerning the third key research question: Why are the effects of pedagogic practices on student learning the way they are? This Chapter attempts to interpret data generated by means of this question by drawing on Maton's LCT and Archer's theory of Social Realism and linking the study's findings to the substantive theories of Bourdieu, Maton and Bernstein.

7.1 Conceptions of disciplinary knowledge and its role in student learning

The lecturers' conceptions of disciplinary identity often influence the construction and practice of pedagogy, the ideologies in the classroom and the aims and foci of the pedagogic interactions and practices. The English Education and English Literary Studies disciplines, much like the social world, are made up of 'parts' and 'people' (Archer, 1995a). The 'parts' are the social structures inherent in the English Studies field disciplines: English Education and English Literary Studies, while the cultural systems illuminate the identity of people and the disciplinary knowledge. The 'people' are those who function within these systems. In the context of this study, Figure 7.1 highlights the 'people' or agents within the study which are the lecturers/tutors and students who function within the 'parts' of English Education and English Literary Studies:

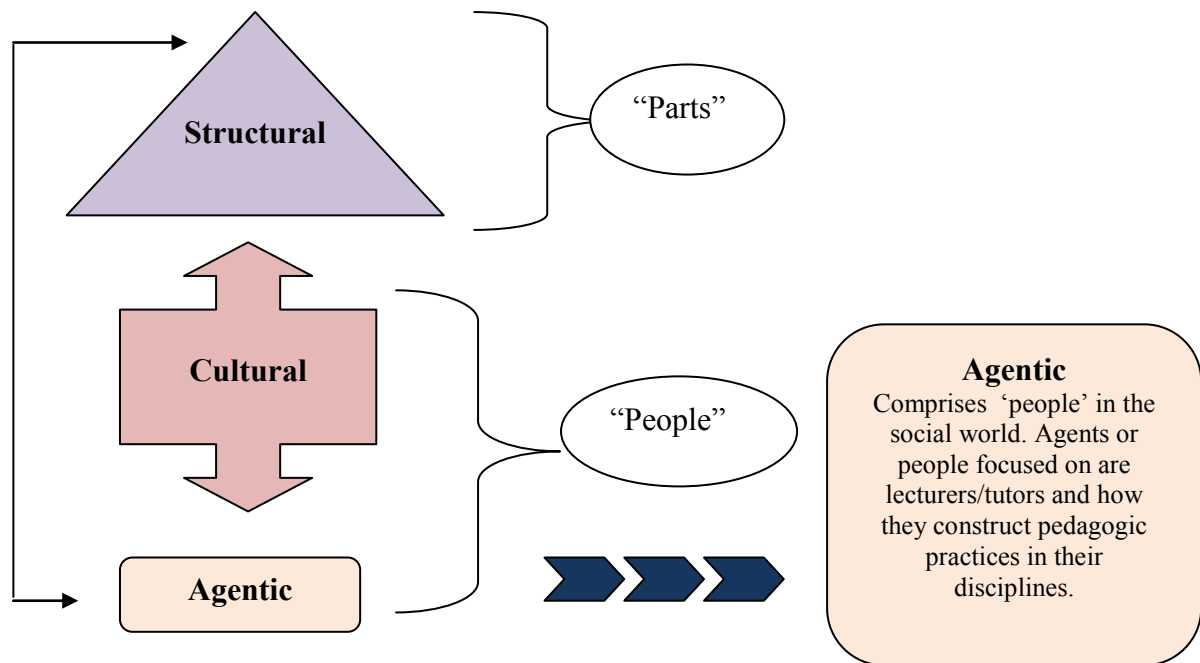


Figure 7.1: An agentic Social Realist understanding underpinning question three

Archer's structure, culture and agency are interactive elements which are irreducible and cannot be conflated. To answer the third key research question, in cognisance of Archer's (1998) notion that each of these elements are separable and have individual differences, and thus by separating the 'parts' from the 'people' in this Chapter, the researcher was able to understand the interactions that took place between lecturers, tutors and students, and interpret the pedagogic practices of lecturers and/or tutors on student learning within their disciplines at Wits University. This assisted this case study research in answering the third key research question: Why are the effects of pedagogic practices on student learning the way they are? To understand the role of pedagogic practices in English Education and English Literary Studies on students' learning, interviews, classroom observations of tutorial pedagogy and documentary evidence were useful. Since case study research is beneficial for gaining an in-depth understanding of phenomena, to understand the relationship between

disciplinary identities of the two disciplines and the pedagogic practices of lecturers and/or tutors, the participants' interviews were initiated with the following question:

- How do you construct pedagogy to facilitate access to the epistemology of English Education/Education Literary Studies in ways that accommodate all students?

In response to the above question, Sandile in English Literary Studies noted that:

...we all have different approaches...there is the question and answer [method], where the tutor asks questions and the student responds, and the...it's reciprocal actually and I also ask questions, thought-provoking and mind-provoking questions for the students to respond to. And apparently, I pick on anyone also to speak, even if they are not raising their hands, so that all participates and usually, it's that quiet one...sitting in the corner who has that brilliant response but they just don't feel like saying it out because they are not confident. Also, the fact that I have told [students] that this is a free environment... (Interview, Sandile, May, 2014).

The above interview with Sandile reflects the nature of his thinking about his disciplinary identity. Sandile shares Pope's (1998) perspective of English Studies, which encourages lecturers/tutors and students to have perspectives and visions, including re-visions they would otherwise be denied and be unaware of. For Sandile, as an active agent in the discipline, it is not so much about the text being studied, for example, poetry, but it is about thinking and critically engaging all students with the text. It is about assisting all students to participate and share ideas. Mgqwashu (2007) shares the same understanding when he broadly outlines the aims of English Studies. For Mgqwashu (2007), the lecturer/tutor should allow students to transcend abstract disciplinary knowledge structures and guide students towards an understanding that would enable them epistemological access. Agency, thus, in the context of the study, involves agents or lecturers and tutors, with their active roles, having "causal influences through the effects of the social groups to which they belong" (Quinn, 2006, p.52). This data suggests that even if English is not the Home Language for the majority of the students, they should all be able to critically engage in a discussion with a text, the world and

the opinions of others. With regards to LCT, Sandile's pedagogy seems to favour SR+ as his teaching demands a particular gaze on the world. In line with Sandile's ideas regarding his discipline, the social world can be understood only if people understand the structures that make up events. Bhaskar (1979) believes that unobservable knowledge structures like critical thinking cause or give rise to observable events. For example, if lecturers/tutors understand the importance of integrating critical thinking skills (unobservable) into their pedagogic practices, students may become productive, critical thinkers (observable) when they enter the workplace. This seems to be the identity of the English Literary Studies discipline: recognizing the importance of critical thinking skills. The following observation schedule reflects how disciplinary identity impacts on this tutor's pedagogic practice in the classroom.

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: *There were no tutorial worksheets. The tutor tried to get students involved. Students lacked interest, they were yawning and their heads were on their desks. He used most of the 45 minutes to dwell on that one essay, although, he did allow space for discussion. His own understanding of English Studies was reflected through his pedagogy when he examines ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry.* (OBSES2, May, 2014).

Figure 7.2: Observation schedule of Sandile in English Literary Studies

In line with his response to the interview question, Sandile tried to render essay writing, which is inaccessible to some students, accessible to all students by breaking it down and explaining it in simpler English. In this way, he tries to engage students with the text so that they will be able to interpret and critique it on their own terms, which will prepare them for their poetry test and final examination. One would assume that his pedagogy favours ER+ by him drawing on the knowledge of writing, skills and practice. However, even though he gave of his best to spark a discussion, many students lacked interest. Sandile spoke about them writing in a specific away by drawing on his own experiences of English Literary Studies which amply indicates the demand for a specific gaze on the world (ER-, SR+). In order for

students to grasp and enjoy texts in English Studies, and to move from knowledge-blindness to knowledge building, lecturers and tutors need to develop practices in reading and writing that combine a variety of dimensions. These include, for example, the critical and the creative, the theoretical and the practical, experiment and exploration and analysis and argument. For Bernstein (1990, pp.172-173), knowledge-making refers to critically understanding the knowledge of the discipline with “its own specialised codes of interrogation and specialised criteria” and building on that knowledge to make new knowledge. This study concurs with Maton (2000a), who argues that knowledge reproduction focuses on ‘knower’ structures (lecturers/tutors) who have access to epistemology and who impart it to students who are less knowledgeable and who reproduce that knowledge with or without understanding. As a result, it may be argued that knowledge reproduction widens the gap between those who have access to linguistic and cultural capital (Bourdieu, 1988), and those who do not. Mgqwashu (2007, p.56), similarly, states that “it would be inadvisable for English departments to maintain a teaching practice that is essentially content-centred, and rely on unverified assumptions about students’ linguistic and/or academic literacy abilities”. Hence, pedagogic practices, in terms of teaching and student support do not fulfil what they claim to fulfil. As Archer (1998, p.361) states that we need to be able to investigate “whose conceptual shifts are responsible for which structural changes, when, where and under what conditions.” By using analytical dualism, this study was able to develop insights into the autonomy of each of the elements and their emergent powers, and how they functionally relate over time in the context of the two disciplines under study. Figure 7.3 illustrates this:

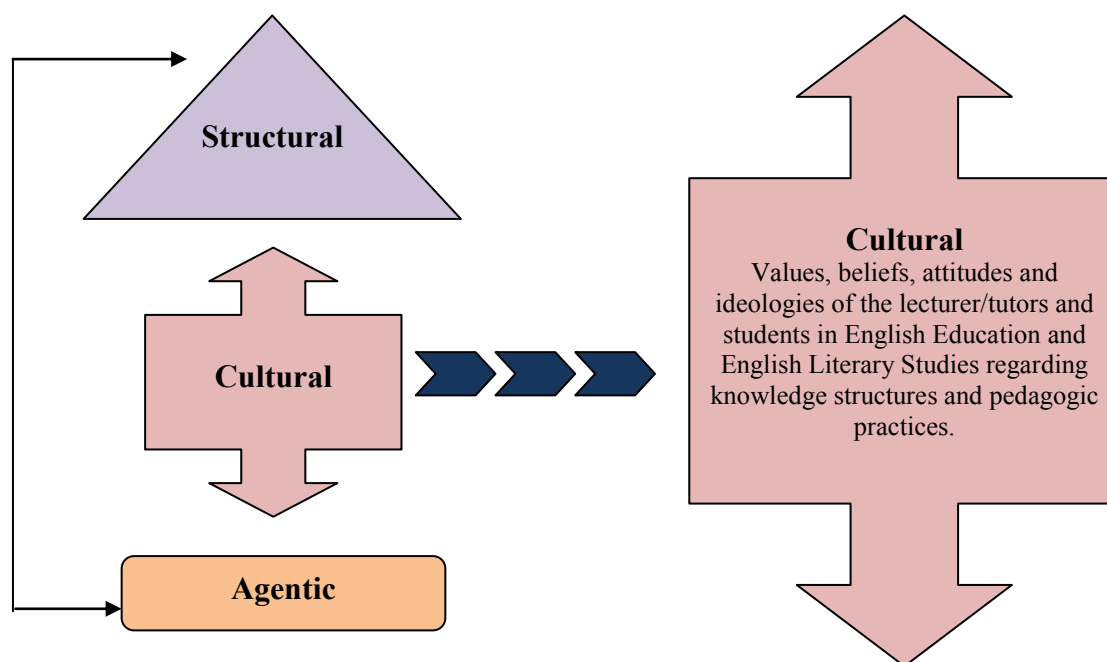


Figure 7.3: A cultural Social Realist understanding of question three.

This figure is crucial in the context of the study, and in terms of ways in which Social Realism views how people create knowledge in HEIs, and how this knowledge impacts on students' learning. What emerged from Sandile's tutorial were students who lacked interest. Arguably, the cultural element of Archer's Social Realism brings in "matters of interpersonal cultural influence" (Zeuner, 2000, p.80) where lecturers'/tutors' aptitudes, attitudes, beliefs, values and ideologies heavily impact on student learning. Similar to Sandile, another lecturer, Kathy, stated:

...It's very difficult. I must be honest, I mean especially first year levels....There's so many students and...What I do is try and map as clearly as I can.... at the beginning of the lecture....so as to give students a sense of the material....that will be covered in the lecture...I'm always making room for questions and I make time for students to query any of the information....and think it does also...it...it's not something that's entirely fixed....we're just shift things from here to here...you get a sense of what works, what students have understood...what needs... you know....careful elucidation. So what I often do is, I look closely at what they've written in an exam....for example, and then think about trying to shift my lectures accordingly to try and address some of their gaps that you can see in their written work. (Interview, Kathy, May, 2014).

For Kathy, like Sandile, the English Literary Studies course is not just about literature, it is about developing critical thinking skills in students. Kathy concedes that it is difficult to lecture first year students. To overcome this difficulty, at the beginning of every lecture, she states that she provides outcomes that will be covered in each lecture. She adds that she allocates time for questions in her pedagogy and also makes time for students to submit queries in relation to the content of the lecture. She states that she does not keep to the programme, but moves things around to “get a sense of what works” (Interview, Kathy, May, 2014). Moreover, she argues that, after students have written something, she identifies gaps in their work and shifts her lectures accordingly. In keeping with Pope’s views, (1998) Kathy challenges her pedagogic practices by revisiting and revising her pedagogy. This is crucial in the context of the study, as it could signal a process of change that occurs for agents during morphogenesis. This concurs with a study by Mabunda (2008), who reveals that pedagogic practices that scaffold students through module content sensitive to South Africa’s realities, makes epistemological access possible. Mabunda’s findings reveal that the teaching of literary art in the English Education discipline at UKZN has, in some respects, provided students with the knowledge of using literary works in understanding social reality. However, during a face-to-face interview, Kathy exposed her views concerning her disciplinary identity, as revealed through her pedagogic practices:

Lecture hall discourse: *The lecturer started with the play “Sizwe Bansi is Dead” and she said, “I’m sure most of you have a familiarity with it?” The Black female students that I am seated with at the back of the lecture hall shouted out, “NO!”...and then later she assumed, “I’m sure most of you have been to the apartheid museum?” Not many students it seems have had the privilege it seems to have visited the apartheid museum judging by the nod of heads around me. According to Mgqwashu (2007), in the context of the study, this lecturer, with regard to the broader aims of English Studies, did not seem to transcend the particular and abstract from the physical and social context of the students in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable, understandable and clear.*

Communication between lecturers and students and who dominates discourse? *The lecturer posed questions to the students. The White students that are very articulate responded. About two Black students who have a very good command of the English language participated when questions were posed. The lecturer dominated discussion. Half an hour in to the lecture, most of the students heads were on the desk and some of them were sleeping...some students around the researcher listened to music...Pope (1998) would argue that instead of giving a history lesson on Athol Fugard, lecturers should be exposing esoteric ideas implicit in disciplinary knowledge in so far as they merely constitute a new orthodoxy and underwrite a new professional elite. Pope (1998, p.10) puts it aptly: disciplinary knowledge structures should be engaged with in both “critical and creative, theoretical and practical, historical and contemporary [ways]. For only in this way can texts be fully grasped as on-going processes as well as achieved products, and words be used for experiment and exploration as well as analysis and argument”.*

How individual lecturers’ understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: *Although she did examine ideological presences and pressures, typical writing practices in the lecture, and common or expected methods of inquiry (Mgqwashu, 2007) by posing questions to students, she, however, assumed that all students are available to equal opportunities...like going to a museum or having watched a play live... There was a clear lack of energy when lecturing.* (OBSES4, May, 2014)

Figure 7.4: Observation schedule of lecturer Kathy in English Literary Studies

In her interview, Kathy claimed that despite the challenges of lecturing first year students, such as under-preparedness and large class sizes, she still managed to overcome these, as mentioned earlier. However, even though she seldom posed questions and was available for extra time for discussion and created her own lecture outcomes, it is argued that students may be excluded as a result of not fulfilling the necessary requirements. Bozalek and Boughey (2012) note with concern, as also expressed in this study, that HEIs do not realistically realise that students do not come from the same educational or home contexts. As noted in English Literary Studies above, for Seligman (2011) and Eckstein and Henson (2012), students are still regarded as being passive and it is the lecturers’/tutors’ responsibility to transmit knowledge to the students. It may be argued that this gives the lecturer/tutor power to

determine the content of the discipline and how it should be taught, and as a result, the chances of students being excluded remains high and knowledge-blindness is prolonged, since students have no voice regarding what they learn and how (Maton, 2014).

After observing Kathy, it is argued that knowledge structures and pedagogic practices in English Literary Studies and higher education, in general, are a complex and socially situated phenomena, and this entails both cultural and social transformation, and, on the whole, requires individual transformation. On the contrary, it may be argued that Kathy's pedagogic practice is an attempt to negotiate the challenges brought about, for example, by the type of students lectured and constrains on the curriculum. Kathy, in the context of the study, according to Archer (1996), whose Social Realist theory is based upon social transformation of individuals, will continue to replicate social conflict in the next morphogenetic cycle. The pedagogic practices of lecturers will affect the next morphogenetic cycle at T^4 , as discussed in Chapter 3, which will provide the next set of agents, with a "constraining context within which to operate" (Vorster, 2010, p.38). This social conflict between the lecturer and students will thus be replicated over and over until space is allowed for social integration in T^2 - T^3 . The following diagram highlights morphogenesis in the context of this study:

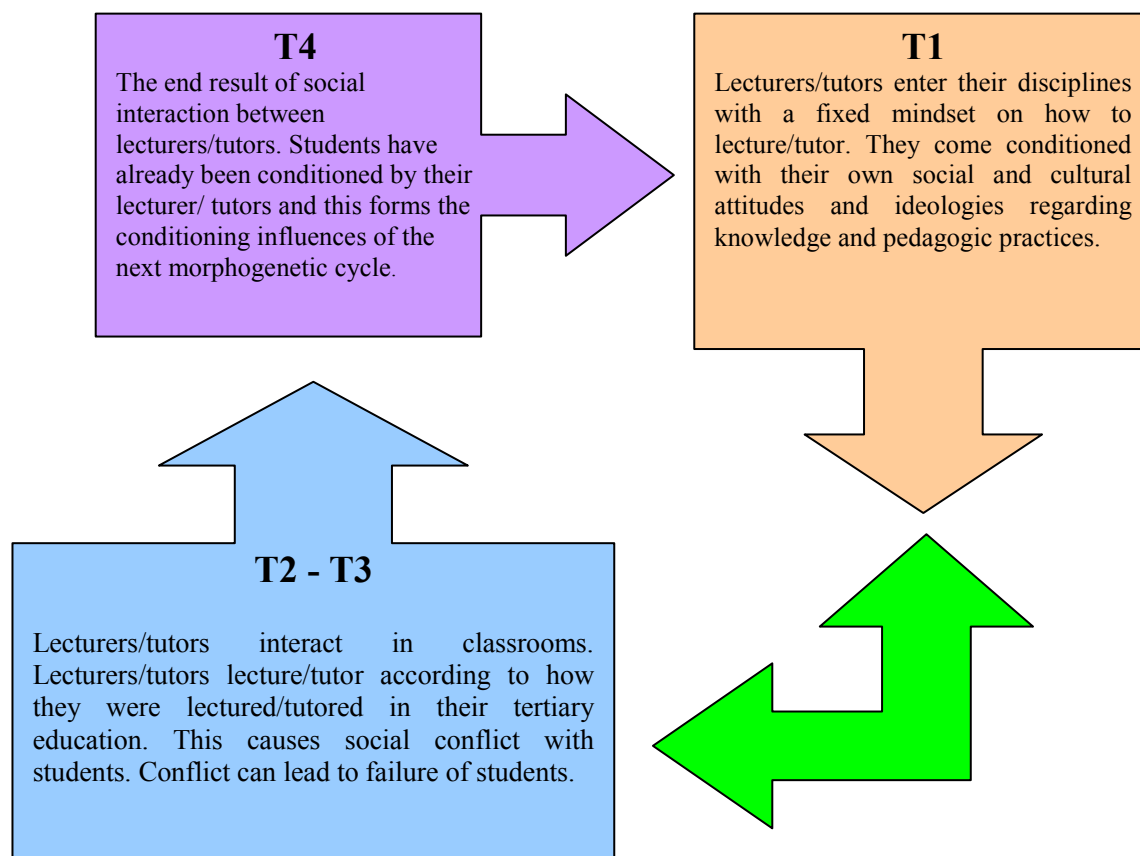


Figure 7.5: Morphogenetic cycle in English Literary Studies

A different set of data was presented in the English Education discipline, which will be discussed. Significantly, to answer the third key research question, Archer (1998) states that each of the elements is separable and has individual differences. Therefore, in this Chapter, by separating structure from culture and agency, the researcher was able to understand the societal effects that will help the study generate data in relation to question three: Why are the effects of pedagogic practices on student learning the way they are? The structural component of Archer's Social Realism, in the context of the study, focuses on the role that knowledge structures within the two disciplines under study at Wits University have on student learning. Figure 7.6 presents Archer's stratified layering of society and highlights the element that was used to interpret data generated in response to the research question discussed in this Chapter:

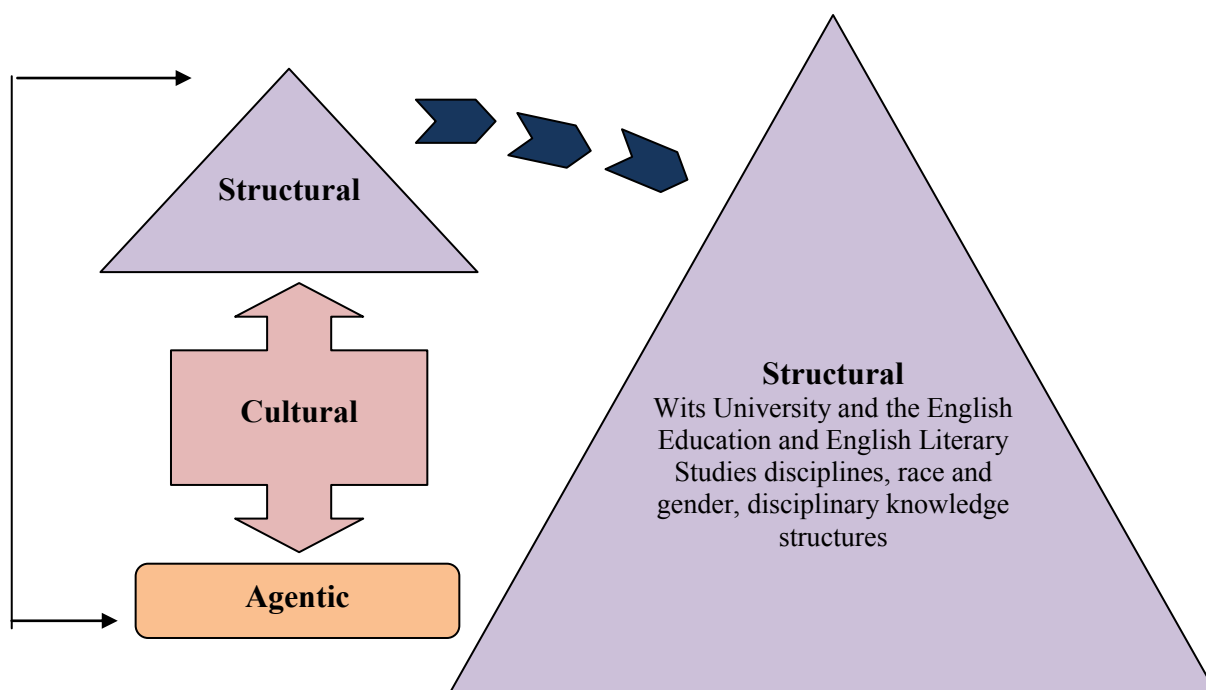


Figure 7.6: A Social Realist understanding underpinning question three

The structural element of Social Realism was able to distinguish that the disciplinary identity of English Education differs significantly from English Literary Studies, in that, for Bongani in English Education:

Nationally, 45% of students who are admitted drop out of their first year modules. My association is that what they bring with them, the knowledge base that they have is challenged by the demands of higher institutions of higher learning. I think that is exacerbated by the fact that we...[are] standing out as Eiffel towers, as instructors, we expect them to fit into our system and there hasn't been a courtesy on our side...as academics to find out how to... we haven't really done much to try to understand what is it that they bring...so we are still operating, unfortunately, in a very deficit model of focusing on what they don't have instead of what they have. So that is a gap by the way what they think they know...I mean it can be a different stage...imagine you went to school for the whole 12 years and you have been on average, well at the university, and you come to the University and you learn for the first time that you [are] not quite as intelligent as you thought. That is a whole change of identity. In that, is what comes with you having a bit of poverty and other...kind of problems associated with uh...being at the new place...The transition itself...whether you come from another background going in to the newness of an institution of an institution and the demands of all that packed together would make me pack my bag suddenly...and because I can do something else where I'll be acknowledged, where my contributions can be seen, so I think it's a big [challenge], it's about alienation, we alienate a whole lot of them.

(Interview, Bongani, May, 2014).

What this response reveals is the extent to which, within the level of structure, lecturers expect students to conform to the systems that higher education has put in place. Bongani notes that lecturers have not done much to accommodate students and their varying, diverse backgrounds. For Archer (1995a), analytical dualism, the ‘people’ (lecturers/tutors/students) and the ‘parts’ (university) are separate or distinct, yet co-dependent. Without people, there can be no society. So too, in the context of the study, lecturers need students to function. They are autonomous entities, each with their own emergent powers and properties, capable of shaping and influencing each other. He concedes that there is a gap between high school and university education but, in Bongani’s words: “We (lecturers) alienate a whole lot of them” (Interview, Bongani, May, 2014). As a result of this, students are not coping in their disciplines, and some of them even drop out of university because of this knowledge gap that they cannot close. It must be noted that not every student who enrolls at university will be able to keep up with the dictates of higher education. English Education varies across different genres where knowledge should ultimately positively transform the individual at the next morphogenetic cycle (Archer, 1996). From a Social Realist perspective, Price (Mail and Guardian, January 13, 2012) correctly states that the South African education system favours those students who share the cultural capital of that system. The cultural capital of any educational system may be cultural knowledge, values, history and the valorisation of some ways of knowing over others and ways of acquiring knowledge (*ibid.*) For Bongani, the disciplinary identity of English Education is “about alienation” (Interview, Bongani, May, 2014) and hence, the cultural capital of our South African education system is rooted in a western culture through its set works, films, activities and ways of being and speaking. These socio-cultural norms and gaining access into a discourse community are rarely made explicit to students, who are then excluded for not taking on the appropriate ‘way of being’ (Gee, 2003, p.9). As a result, distinguishing between knowledge of and about language and

knowledge of and about discourse communities is a rare commodity in English Studies (Mgqwashu, 2007).

Mckenna (2013) argues that student-centred approaches seldom consider the actual knowledge being taught and learnt in a discipline. She insists that there is little contemplation of how the disciplinary knowledge is constructed and what norms and values emphasise such constructions. On the same note, Maton (2000b) argues that student-centred learning, in its singular focus on the students' needs, fails to adequately take into account what the discipline 'needs' or, more precisely, what the knowledge structures and knower structures of the discipline are and how these are legitimated. When asked who dominates discussion in lectures in English Education, Bongani stated that "it (lectures) is heavily student-centred", whereas Nicole admitted, "I would say I do" (Interviews, Bongani and Nicole, May, 2014). It was interesting to find out that in one discipline, English Education, two different lecturers valued particularly different gazes. It may be argued that in any discipline, the lecturer should be the lecturer and the student should be the student. In lectures, it is the lecturer's time to explain and discuss disciplinary knowledge with some degree of participation from students and in tutorials, the students' voices are magnified and the tutors are merely the mediators of learning. In English Education, there are no tutorials and method¹⁸ modules (in the first year), it is purely lecture-based and in this case, Bongani should allow students to dominate the lecture where students have the opportunity to engage with and challenge disciplinary knowledge, and in so doing may as a result benefit from lectures. This is in line with Archer's (1996) cultural element of Social Realism which focuses on ideologies, beliefs and attitudes and ways of being (Gee, 1990). It can be inferred from this that during lectures, it is the

¹⁸ A method module is a module that links theory to practice. In the case of English Education, students in method modules are trained to be teachers of English and are equipped with the pedagogic training necessary to relay disciplinary knowledge in a classroom situation.

lecturer's time to lecture and during tutorials, the tutor guides and facilitates student participation. According to Archer (1996), in the context of this study, lecturers in English Education will continue to replicate social conflict in the next morphogenetic cycle. The pedagogic practices of lecturers will affect the next morphogenetic cycle at T^4 , as discussed in Chapter 3, which will provide the next set of agents with a constraining context within which to function. This social conflict between the lecturers and students will thus be replicated over and over until space is allowed for social integration in T^2 - T^3 . The following diagram highlights morphogenesis in the context of English Education in this study:

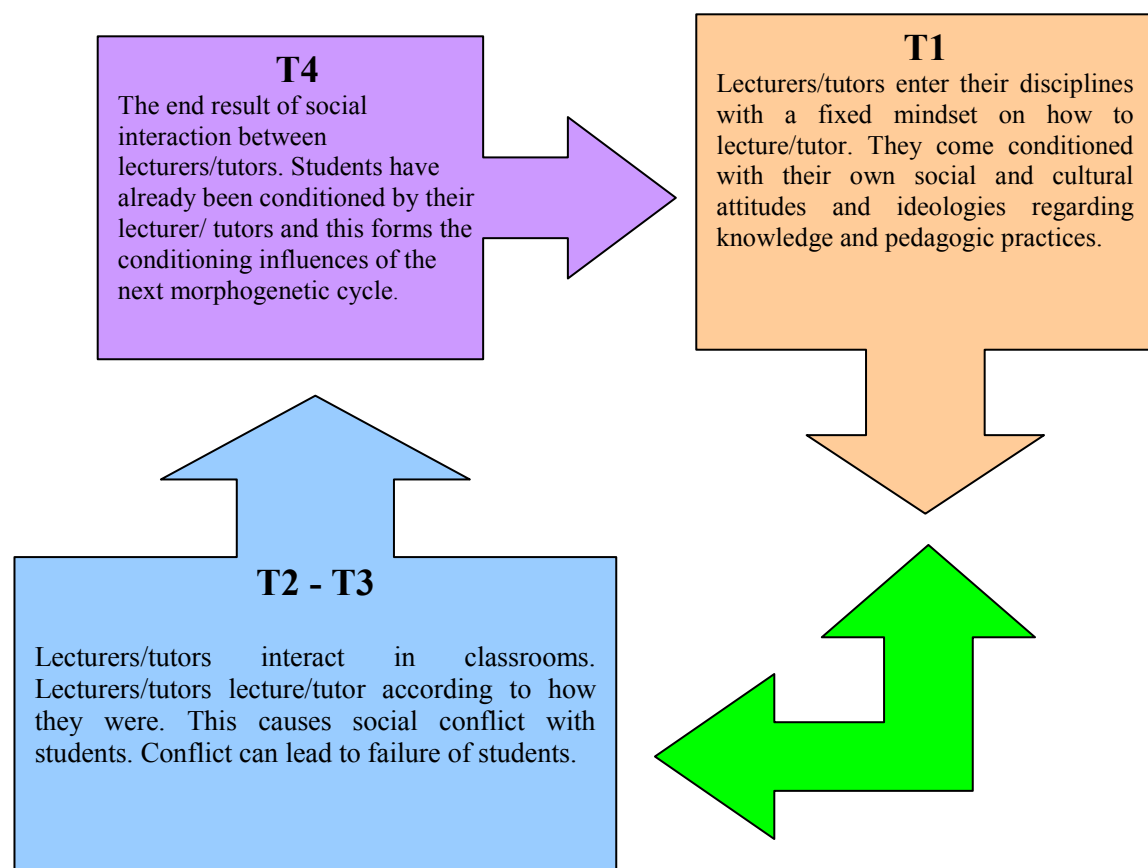


Figure 7.7: Morphogenetic cycle in English Education

7.2 Cracks in the system: Disciplinary identity in English Education and English Literary Studies

It must be noted that in English Literary Studies, English is taught as an art or a pure discipline where, ultimately, students will graduate with a Bachelor of Arts degree.

According to Mgqwashu (2007, p.38), English Studies analyses “ways in which language in literary, oral, and visual texts, as well as in media and popular culture, is used to construct meanings about individual and group identities”. In English Education, students expect to be taught the disciplinary content of English but also, how to teach English in a classroom situation. In this discipline, students will graduate with a Bachelor of Education degree. When comparing the two disciplines, in the context of this study, it appeared that the critical element of English in English Literary Studies and the methodology and application of English in English Education seemed to be almost completely absent in terms of tutorials, examination questions and lecture and tutorial pedagogy.

During the observation of the tutorial work, test and examination questions that students received (See Figure 6.3 [English Literary Studies tutorial work], Appendix M [English Literary Studies examination paper], Figure 6.8 [English Literary Studies poetry test], Appendix N [English Education tutorial work], Figure 6.12 [English Education examination paper]), it seems as if all questions were similarly set to accommodate one type of student, one who is culturally and linguistically ‘prepared’ for higher education. Even though one lecturer, Anne, noted that she uses a language that is accessible to all students, visual tools (in the form of power point presentations) and she often explains difficult words to include all students, one Black male student, Thabo, in English Literary Studies disagreed since he exposed underlying structures and causal mechanisms (Archer, 1995a) towards the end of the focus group interview: “I was doing English as a second language...that’s why I’m not finding it easy” (Interview 1, Thabo, May, 2014). Similarly, in English Education, the four Black student participants who come from poor socio-economic backgrounds are hoping to get basic “skills... being able to read, to speak, what we know as proper English” (Interview 2, Lufuno, May, 2014) from English Education since previously in South Africa, Black

students' parents and some students were marginalised in terms of the type of education they had received (Boughey, 2005; Mqquashu, 2009). It can be argued that Black students are still excluded in higher education, since they do not possess the necessary linguistic and cultural capital (Bourdieu, 1988) to succeed and perform successfully in higher education. In contrast, a White male student, Jimminy, who comes from a middle class background, admits:

I do quite well in English...but I don't....weirdly, I don't think it's anything the university has actually done for me....I think that my aptitude in English has come from where I've grown up...like my mum is an English major....my brother is also an English major so I've always been surrounded by that culture.... and I've always loved reading books....so I think I just came here to do something I enjoyed....and my skill in English came well before that (Interview 1, Jimminy, May, 2014).

Jimminy, because of his middle class upbringing, it can be argued, has access to the linguistic and cultural capital which is inadvertently seen as a requisite to compete in higher education. As a result, Bernstein (1990, p.166) states that educational knowledge is still “no more than a relay for power relations external to itself; a relay whose form has no consequences for what is relayed”. In terms of disciplinary identity in both disciplines, it can be argued that, “the medium [of the English language] itself is also a message” (Maton, 2000a, p.148). This is because, from the responses of lecturer and/or tutor participants (in response to question four), the purpose of a higher education, is to inculcate critical thinking skills in students and it should create independent, thoughtful students who can read, interpret, argue and critique mainstream discourses to introduce local ones. Higher education, it is argued, should not only focus on disciplinary knowledge, but should move to a practicable understanding of that knowledge or education may be deemed useless (Vorster, 2010). The difficulties Black students face in completing their degrees in regulation time have major implications for their social mobility and the effectiveness of the education system at creating an equitable skills base that will be essential for overcoming the inequalities of apartheid (National Planning Commission, 2012). All students should be prepared to become productive, economically independent individuals in a rapidly transforming South African society. Lecturer/Tutor

participants say they agree about what the purpose of higher education is supposed to be. However, from observations of lectures and tutorials during the data collection process, the implementation of this ideal seems to be lacking. Most lecturers and/or tutors from English Education and English Literary Studies provided positive, polished and ideal comments on the construction of their pedagogic practices to include all students. Because the relation between lecturers/tutors and students are interrelated and form a sociological relationship (Archer, 1998; Bhaskar, 1979), it is argued that one cannot include all students if certain students who are silenced are dominated by others (who are more verbal). If tutors and lecturers are still of the viewpoint that the student depends on the lecturers'/tutors' guidance, then the social exclusion of students will continue to persist. For Bernstein (2001), then, the system determines pacing and pedagogic discourse where lecturers legitimately claim custodianship over the legitimisation (Maton, 2000a) of English Education and English Literary Studies knowledge. However, Bourdieu (1988) rightly points out that it is the idea of giving voice to the knowledge and experience of marginalised and groups and classes.

It can be argued that pedagogic practices in the two disciplines under study are a multifaceted and socially situated phenomenon that entails both cultural and social transformation and, on the whole, a holistic transformation of practitioners in HEIs. Social Realist theory, then, offers an epistemological framework within which to explore the pedagogic practices of lecturers and/or tutors in English Education and English Literary Studies, not just from the perspective of the individual lecturers and/or tutors involved, but also from the perspective of the structural and cultural world in which the practices take place. In the context of this study, following Moore (2000), it is argued that there must be a distinction between the production of knowledge and its emergent properties. For Pope (1998), in the context of this study, lecturers and tutors must see through, and expose esoteric ideas inherent in disciplinary

knowledge structures in so far as they merely compose a new orthodoxy and underwrite anew professional elite. Therefore, lecturers/tutors in their disciplines should be aware that knowledge should “transcend social conditions” and should be shaped to a realistic context (Maton, 2000b). For example, in English Education, students should not just be expected to attend lectures and be asked to write an examination. Because there is no method module for first year students in English Education, students should be given an opportunity to craft their teaching skills in the classroom, for example, among other things, learning how to deal with disciplinary issues, how to mark a class register, learning different methods of teaching to motivate learners, how to set varied questions in assessments and time management.

7.3 Perceived effect of pedagogic practices on student learning

A sound understanding of the above two themes on how disciplinary knowledge (7.1) and disciplinary identity (7.2) are constructed in English Education and English Literary Studies is crucial to the understanding OF one of the key questions of the study. These two themes formed the foundation upon which the key question was answered. Since interview questions relevant to this theme were asked previously, lecturers were asked questions during their interviews to ascertain how they construct pedagogy in order to understand the phenomena under study: knowledge structures and pedagogic practices. The following question was asked by the researcher to ascertain whether the construction of the lecturers’ pedagogies allow students to gain epistemological access:

- Are all your students given equal opportunity to gain epistemological access in your class?

In response to this question, all lecturers and tutors were of a similar view and Kathy in English Literary Studies responded:

Even though the numbers of the people, and there are constraints.... Yes, I think sometimes students...[are] also at fault....we're available for consultation....they don't come....uhm....they, as I said earlier....they're reluctant to participate in the large group situation....ya... (Interview, Kathy, May, 2014).

It is argued that all students, from the interview above and other similar responses, are given the opportunity to gain epistemological access in English Literary Studies. According to Pope's (1998) understanding of English Studies, this lecturer is responding to one of the challenges of English Studies: to make provisions for students to grasp disciplinary knowledge that they would otherwise be denied off during lecture time. On observation of Kathy's class, the following notes were recorded:

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

Although she did examine ideological presences and pressures, typical writing practices in the lecture, and common or expected methods of inquiry (Mgqwashu, 2007) by posing questions to students, she, however, assumed that all students are available to equal opportunities...like going to a museum or having watched a live play... There was a clear lack of energy when lecturing.

Final analysis of accommodation of students:

The lecturer displayed her email address in bold print on the projector for students to contact her. She was at the venue early and makes herself available to students before the lecture. In accordance with the broad aims of English Studies, this lecture, according to Pope (1998) does make space for all students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of during the lecture.

(OBSES4, May, 2014).

Figure 7.8: Observation schedule of lecturer Kathy in English Literary Studies

Consultation times, it is argued, provide insight into a lecturer's/tutor's attitudes, beliefs and knowledge about his/her discipline and it is where students can come in and get extra help if they need it, outside the lecture times. Kathy shares one of the broader aims of English Studies, which is to transcend the abstract and unknown aspects of the lecture and transform that disciplinary knowledge into something more clear and understandable to follow (Mgqwashu, 2007). The argument between two Black male and female students regarding consultation times proved to be interesting:

Lufuno- I think, at some point, they (lecturers) are really trying coz....they are lecturers and they have consultation times....so if you don't understand, they are there....for those who say that they are not accommodating....during lectures they would go for consultation.

Gabby- But I understand the consultation.....but you find that their consultation hours are at the same times that you have other lectures so you can't always rely on consultation...(Interview 2, Lufuno and Gabby, May, 2014).

From this interaction, it may be argued that liaising with students during consultation times does not guarantee that students will pass their tests and examinations as ultimately; all students equally sit down and write the same assignment, test and examination. It may be argued that what emerges as the reason Black students are excluded in terms of understanding disciplinary knowledge and participating in lectures is that English is not their Home Language and they do not have the confidence to speak about what they are thinking. One lecturer, Nicole, in English Education puts it aptly,

...some students do arrive and they struggle with.....with the language....they, they are presented with a variety of English that they have probably not had much exposure to...they have to tune in to the lecturers voice, the rhythms of the speech uh....the swiftness of the delivery of the information.....struggling with note-taking, with quantities to read.....I think many are overwhelmed....it's not that they can't but they initially feel over-whelmed and might give up too soon... (Interview, Nicole, May, 2014).

The above interview presents a good picture of the 'cultural' element according to Archer's (1995a) stratified layering of society, where the 'cultural' element is regarded to be the abstract, unseen rules that are prevalent in our society. In the context of this study, it includes how and what lecturer/tutors think about issues, such as disciplinary knowledge structures, pedagogic practices, access and power relations. What emerges from the 'cultural' element of Social Realism (Archer, 1998) is social exclusion which may be argued to be the foundation of a poor school education and that ultimately leads to students who are regarded as being unprepared for university education (Interview, Nicole, May, 2014).

In the context of the English Literary Studies discipline, a tutor, Ben, stated , “I also feel like, everyone is offered the same opportunities...but if you don’t make use of it...if you don’t ask questions, or if you’re just a passenger, then you are losing that opportunity...but everyone is given the same opportunities. (Interview, Ben, May, 2014). Similar to English Literary Studies, the lecturers in English Education attempt to give all students the opportunity to gain epistemology in different ways. However, not all students are able to gain knowledge in the same way. Students come from different cultural and social backgrounds and come with varying cultural and linguistic capital. Therefore, students will gain epistemological access in different ways and at different times. An analysis of test questions and examination questions that students were expected to write about, showed that all students were given the same papers which prompted them to write argumentative essays. On being asked if they are coping with the assessments they receive, the following was recorded:

Thabo- I feel like I’m not coping with it.

K-S- Thabo? You feel like you’re not coping with it, why?

Thabo- Because there are a lot of books that we have to read.

K-S- There are a lot of books that you’re always reading? It’s just reading, reading, and reading! Okay...

Thabo – And they (lecturers/tutors) move like really fast!

Students were taught to write argumentative essays but one student in the focus group interview, as documented above, is not coping since lecturers determine the pacing of pedagogic discourse (Bernstein, 2001) and, as a result, some students are excluded from acquiring the disciplinary knowledge in their disciplines. The document analysis schedule in Figure 7.9 shows the relationship between disciplinary knowledge structures and pedagogic practices and epistemological access for all.

d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment.

The examination helps show how the concepts of language variation, language and identity and linguistic prejudice are revealed in society. For Pope (1998), this would allow students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of in lectures.

Figure 7.9: Document analysis schedule of mid-year examination in English Education (DASEE3, p.331).

From the above analysis it may be argued that the structural element of Archer's Social Realist theory, as elicited through the documentary evidence, has the power to bring about states and events which focus on social transformation in social processes (Little, 2005). Mgqwashu (2007) shares Pope's (1998) understanding of English Studies above when he states that lecturers and tutors have the power to examine ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry. Table 7.1 summarises the responses from the lecturer and/or tutor participants regarding drop-out and failure rate in their respective disciplines.

Lecturer/ Tutor	English Literary Studies	Lecturer/ Tutor	English Education
<i>Ben</i>	"I think a lot of it has to do with their background."	<i>Bongani</i>	"we haven't really done much to try to understand what is it that they bring...so we are still operating, unfortunately, in a very deficit model of focusing on what they don't have instead of what they have."
<i>Sandile</i>	"The transition from matric to university...but they find it very difficult, to fit in..."		
<i>Anne</i>	"...there are a lot of students who areuhm....not attending lectures, are not attending tutorials....and then insist on writing tests and exams and trying to scrape through...."	<i>Nicole</i>	"some students do arrive and they struggle with.....with the language....they, they are presented with a variety of English that they have probably not had much exposure to...."
<i>Kathy</i>	"...our second and third language students struggle at studying English at first language level....uhm....and....I think....some of them perhaps...need more support in addressing the skills gap between high school and university and what's expected of them..."		

Table 7.1: Table indicating lecturers' and/or tutors' views regarding drop-out and failure rate in English Education and English Literary Studies

Most of the lecturers/tutors agree that the drop- out and failure rate can be blamed on students for various reasons, as stipulated above. At the risk of falling into Archer's (1998) fallacy of conflation, where lecturer/tutors and students are conflated or reduced to one entity, it is argued that lecturers/tutors and students form different entities, yet are co-dependent and shape each other socially. As a result, they influence each other. If students are not performing to their maximum potential in a discipline, blame should not only be placed on the students but on lecturers and tutors too. Only one lecturer, Bongani from English Education, in Table 7.1 states that lecturers need to reconsider their strategies in class as they teach according to the deficit model by focusing on the types of knowledge students do not bring when they come into the university and not the knowledge they already have. On being

asked how they could improve their pedagogic practices, a White female lecturer in English Education mentioned:

If I could, I think I would try to do less and do it in a deeper way and offer more opportunities for assessment that isn't only summative....so that there would be some opportunities for formative assessments and they could hone down on these skills and see where they are going [wrong] (Interview, Nicole, May, 2014).

Nicole argues that the structural constraints and university cultural norms above, which gives English Education its identity and is elicited by the attitude of its lecturers with the 'us' and 'them' attitude, as displayed by Bongani: "...for me it comes from...uhm...looking at *our* syllabus and saying, what is it that *we* are giving to *them* uhm, it is the words that we put on the piece of paper but the words are a means to see the world. How do *we* want *them* to see the world?" (Interview, Bongani, May, 2014). Mgqwashu (2007) and Pope (1998), with regard to the broad aims of English Studies, argue that lecturers in English Education distinguish and make clear the boundaries of and between knowledge of and about language, and knowledge of and about discourse communities.

Finally, with regard to their students acquiring epistemological access, both lectures assumed that their students were given an opportunity to gain knowledge, with one contradictory answer: "Yes, [but] I think sometimes students...[are] also at fault...." (Interview, Nicole, May, 2014). Arguably, this is not the case in our South African higher education system since all students come to university with different linguistic and cultural capital (Bourdieu, 1988).

For the students of English Education:

Sipho- High school and tertiary are not the same....that's what I've realised. They're different man...and they're not the same... It's hectic out there so....they need to like, you know, really.....it is too much man....so....and those rules.....you know....how to write....you know....pppsst!!! There are a lot of things that they really need to change. Really!!! [Angry]

Gabby- I don't think there are allowances made for us coz it's too much for us...we've got different kinds of subjects....we've got all this English and all these things....so you find that at times....you've got assignments...that are due within...three assignments due in a row in a week....and you have.....you are not catching up coz you still have consult somewhat truth in this....is it fine? You see...I don't think we've got enough time.

Lufuno- That's why, most of the time, most of the stories, if they don't understand things, they just quote and they just reference.....and that's it....that's how we pass....most of us pass....because of quoting and paraphrasing and stuff like that [Gabby agrees]....That's why you pass...not that you understand the essay question....but because you took the information that they want and you put them on the essay.... That's how you pass...

Lerato- I agree with Lufuno....it's not ...we don't all get an equal opportunity coz it only favours a certain group of people....the rest of you who are falling behind, it's tough luck to you....tough luck.....you gonna have to catch up later.... (Interview 2, May, 2014)

For these students, English is not their Home Language and this makes it more difficult to access knowledge, therefore, blaming students for not attending lectures, not paying attention or not making initiatives when it comes to their studies are often not factors that deny Black students epistemological access. In the context of the findings to this study, those students who have access to the linguistic and cultural capital, resources and the language of legitimation, are closer to gaining epistemological access within higher education, while those that do not have such access are socially excluded and will perform poorly, fail or drop out of the system (Bourdieu, 1988; Boughey, 2005; Maton, 2000b). The term 'equal opportunity', it is argued, seems to be a type of 'cosmetic outwardness' to display "political symbolism" rather than a guarantee of real change in higher education in our country (Mgqwashu, 2006, p.1).

7.4 The role of knowledge structures and pedagogic practices on student learning: A final analysis in English Education and English Literary Studies

In this study, every lecturer and/or tutor from both disciplines declared that all their students are given equal opportunity to access knowledge. However, according to one lecturer from English Literary Studies, "we always encourage students to develop their own personal voice....which basically...uh...I think [this] gives them the opportunity to...to be themselves..." (Interview, Sandile, May, 2014). One White female student, Lizzie, in English Literary Studies seemed to believe that she is given equal opportunity to access knowledge. The other two students asserted:

Tina - ...everyone has a chance to voice their opinions....but then I feel like sometimes....in the tutorials...there are some people that are more vocal in class. You feel like they're given more attention....

Jimminy- I feel like I love the subject and it's great and I feel like it's a bit exclusive...in that it's like Lizzie said....you are only ever really given like these texts....and some of them are pretty big....and are pretty dense and you struggle to get through them and I think that if English is a universal language or even if it's your first language and you're not that great at it... (Interview 1, Tina and Jimminy, May, 2014).

Interestingly, in English Education, none of the students believed they are getting equal access to gain epistemological access. One student argues, “consider the students’ needs [All in agreement]...in first year, ‘coz time is needed” (Interview 2, Sipho, May, 2014). Arguably, students who come from good schools are confident and always feel included. They access knowledge, while for those who come from poor socio-economic backgrounds and do not have good communicative abilities, it is not easy to gain epistemology as Black students may want to participate but may not have the necessary linguistic and/or Cultural Capital to legitimate knowledge (Maton, 2000a). Boughey’s (2010) research indicates that Black students are still marginalised and are performing poorly, failing and dropping out of the system year after year. Students’ performance in their English tests, assignments and examinations could be used to verify the idea that they are all included and access epistemology equally, but there was not enough time to wait for students’ results. Many students, predominantly Black students, are regarded by lecturers as being ‘unprepared’ for university education. They still encounter language barriers and are excluded if they cannot conform to the language of legitimation (Maton, 2000a,b).

Most of the lecturers/tutors in English Literary Studies teach content without any reference to the critical thinking skills they originally mentioned in their interview and which is stated in the module description of the course outline. Similarly, there was no section of practical application to a classroom context which administered in the English Education examination, moreover, lecturers largely teach content without any reference to the practical application of

disciplinary knowledge they had mentioned in their interview. Pope (1998) states that the disciplines within the field of English Studies serve a special purpose. English Education and English Literary Studies should rethink the purposes of their disciplines with regard to disciplinary knowledge structures and role on pedagogic practices. Students may be excluded based on the disciplinary knowledge they are studying simply because they do not relate to it. For example, one Black female student in English Education stated, “For this SO-SEEO-LOGY...or whatever....I can’t identify [with it]...” (Interview 2, Gabby, May, 2014). As a Black South African, this student could not identify with the link between language and society merely because she is not legitimated into the language itself (Maton, 2010). In the same focus group, Lufuno (Interview 2, May, 2014) argues, “No....I’m not okay....sometimes I don’t even see the point why we are even taught these things...” Therefore, the disciplinary knowledge that students have access to has the ability to include or exclude them. In both disciplines, most lecturers and/or tutors dominated the discussion. Many students were afraid to participate, especially Black students. In English Education, a Black male student stated, “You’re not even excited to do the subject....” (Interview 2, Sipho, May, 2014). As a result, according to Archer’s (1996) morphogenetic approach, instead of producing social integration in English Education and English Literary Studies, the lecturers in the two disciplines are reproducing and replicating social conflict.

From the documentary evidence, it was found that power relations still operate in the two disciplines under study. All students, irrespective of individual backgrounds and contexts, are supposed to be equipped with a knowledge/skills base (that presupposes all students are on the same level) gained during secondary education. The students who are included are those who have access to linguistic and cultural capital (Bourdieu, 1988). Therefore, the manner in which lecturers construct their lessons, worksheets, tests, assignment topics and language

discourse, impacts on inclusivity in the classroom. Finally, all students are given an opportunity to gain epistemological access, but, not all students are able to access it equally. Some lecturers are of the view that some students are ‘unprepared’ for university education, Black students may experience difficulties with English as a language and students are not putting in enough effort.

7.5 Conclusion

In this Chapter, a descriptive account of the data collection process was provided. This Chapter contained answers to the key question of the study: How does the construction of knowledge structures and pedagogic practices in English serve to include some students and exclude others at Wits? The findings to the study were analysed from interviews with lecturers and students, observations of classroom visits and documentary evidence. Since this study was conducted through a qualitative methodology, findings were presented by means of descriptive dialogue as the aim was to yield rich and detailed data. The content of this Chapter was focussed on answering the key question of the study by analysing the data according to three themes:

- An understanding of disciplinary knowledge structures in English Education and English Literary Studies;
- conceptions of disciplinary identity and its role on pedagogic practice, and;
- the perceived role of pedagogy in acquiring epistemological access.

These three themes provided detailed engagement with the phenomena under study. This study extends Boughey’s (2010) studies in that it identifies pedagogic practices in two disciplines in a HEI as having a definitive role in the inclusion of some students and the exclusion of others. From this study and other studies (Scott *et al.*, 2007 and Letseka, 2008; Boughey, 2007a, 2010), it appears that higher education has changed to remain the same.

Nothing has changed; lecturers and tutors still lecture and tutor through the one-way communication method. Many voices, especially Black students' voices, are still being silenced. The disciplinary content and identities of the English Education and English Literary Studies departments still favour those students who have access to cultural and linguistic capital. The final Chapter offers suggestions that seem to have the potential to turn possibly unwitting social exclusion into explicit, conscious and deliberate social inclusion and integration in English Education and English Literary Studies.

Chapter 8

A final word on arguments, pedagogical implications, practical applications and research prospects

8.0 Introduction

The previous Chapters have detailed the unfolding of the teaching and learning challenges that persist in the two disciplines under study, namely English Education and English Literary Studies at Wits University. The purpose of this study was to investigate the relationship between the phenomena of knowledge structures and lecturers' and/or tutors' pedagogic practices. The study achieved this by analysing the role of knowledge structures on pedagogic practices in the two disciplines, and the impact such a role has on student learning. Drawing from Maton's (2000a) Legitimation Code Theory, Archer's (1995a and b) Social Realism and Bhaskar's (1979) Critical Realism theories, the study generated three research questions:

- What are the knowledge structures in English Education and English Literary Studies?
- How do knowledge structures in English Education and English Literary Studies impact on pedagogic practices?
- Why are the effects of pedagogic practices on student learning the way they are?

The generation of data was achieved through the use of interviews, classroom observation and documentary evidence. A critical paradigm was used as the lens through which knowledge and ideas advanced in and through the study were framed. Qualitative research methodology was used to investigate how practitioners in their disciplines construct pedagogic practices that impact on students' learning. The study built on Scott *et al.* (2007); Letseka (2008) and Boughey's (2005, 2010) studies to further investigate the effectiveness of pedagogic practices used in the two English Studies disciplines (English Education and English Literary Studies) to enculturate students. This Chapter recounts the discussion and/or arguments that are developed in each Chapter, with an intention of providing a coherent

discussion on the implications of the study. The Chapter concludes with a discussion of possibilities for further studies.

8.1 Development of arguments in each Chapter

Chapter 1 forms the background and context for the study. By means of existing research findings, the Chapter set out the context in ways that identified a gap the study was designed to address: a lack of focussed attention on disciplinary knowledge structures that the specific disciplines under study were supposed to enculturate students into. In this Chapter, it is argued that lecturers, tutors and students are subjected to what Maton (2014, p.14) refers to as ‘knowledge-blindness’, by which he means that lecturers, tutors and students in their disciplines pay inadequate attention to the nature, structure and effects of the types of knowledge that is being disseminated and learnt. The Chapter concluded by outlining the structure of the thesis and discussed some limitations to the study.

Following the introductory overview of the study’s focus, Chapter 2 reviewed literature concerning the phenomena of knowledge structures and pedagogic practices. It drew on Boughey’s (2005, 2010, 2011, 2012) studies, among others, to suggest reasons why HEIs, and English Literary Studies and English Education in this study, urgently need to take cognisance of the role that knowledge structures play in pedagogy. Secondly, the Chapter proceeded with a review of issues related to the nature of knowledge into which students seek access, and how this knowledge is constructed. The Chapter revealed that practitioners disseminate social relations, social orders of inequality and social identities which determine which students are categorised as ‘average’, ‘successful’ and ‘unsuccessful’ (Bernstein, 1999), and not the knowledge and skills purported to be transmitted. Finally, this Chapter argued that if social exclusion still persists in higher education, “and unless English

departments in universities reclaim English language as part of their scholarly engagement” (Mgqwashu, 2007, p.37) to “develop African expertise” (World Bank, 2002, p.22), then second language students will still perform poorly, fail and drop out of the system.

Chapter 3 discussed an epistemological framework used in this study to explore the phenomena of knowledge structures and pedagogic practices. Archer’s (1995a, b, 1996) and Bhaskar’s (1979) theories: Social Realism and Critical Realism, respectively, were fundamental influences in the manner in which data was generated and analysed in the study. The pedagogical practices lecturers/tutors choose to utilise and the kinds of knowledge disseminated, largely determined the extent to which students’ epistemological access may be said to have or have not occurred. The morphogenetic approach assisted in explicating the events and the changes of events that occurred in the English Education and English Literary Studies departments. In addition to Archer’s (1995a, b, 1996) and Bhaskar’s (1979) theories, Maton’s (2000a) Legitimation Code Theory was also used to engage with the nature and type of disciplinary knowledge each discipline is engaged in, the knowledge students are supposed to attain. Bourdieu’s concept of cultural capital was also useful to expose power relations in social structures (Bourdieu & Passeron, 1998).

Chapter 4 discussed the research methodological choices selected to understand the role of knowledge structures and pedagogic practices in English Education and English Literary Studies. The first section of this Chapter discussed the context of the study with reference to how the University of the Witwatersrand (Wits) was sampled as the research site, and why the English Education and English Literary Studies disciplines became the focus of this study. The second section of Chapter 4 explored the research paradigm adopted in this study. The critical paradigm is presented as relevant to this study because it seeks to effect change,

promote student agency and it sees teaching as being transformative and emancipatory (Cohen, Manion & Morrison, 2007). The third section of the Chapter discussed case study research as a qualitative research design. It presented reasons for the choice of this research design. It was argued in this section that this research design enables researchers to address a phenomenon that interests them, reflect on and describe the phenomenon, and examine the parts as a whole in order to report on a deeper layer of experience than is accessible to most in the everyday ‘practical’ world (Van Manen, 1984, cited in Pinar *et al.*, 1995, p.407). The fourth section of this Chapter discussed the type of data the study seeks to generate. Since this study includes focus group and semi-structured interviews, which generated participant-rich descriptions and classroom observations as research instruments, it uses a qualitative research methodology to collect and evaluate data. The fifth section of the Chapter explored how the research instruments used in the study drew on Archer’s (1995b, 1996) Social Realism and Bhaskar’s (1979) Critical Realism theories. The rationale for selecting the research methods used and the manner in which data was analysed include the points of discussion. The sixth section discussed the sampling of the participants. It shows how purposive sampling was used as the researcher was targeting a specific group of participants comprising lecturers and/or tutors and students. The seventh section discussed issues of trustworthiness and ethics relevant to the study.

With regard to the first key research question, data generated in Chapter 5 revealed the following:

- Students in English Education and English Literary Studies are experiencing what Maton calls ‘knowledge blindness’ in relation to disciplinary knowledge they are supposed to access;

- Departmental policies, the discourse communities of each discipline and knowledge structures downplay Epistemic Relations (ER+) and emphasise Social Relations (SR+);
- The messages inherent in pedagogic practices are so that there is an assumption amongst most lecturers and/or tutors that all students carry with them the same cultural and linguistic capital to read, understand, analyse and communicatively write structured, logical essays during tests and examinations;
- English Education and English Literary Studies disciplines fall within the *knower* quadrant of the LCT. In this quadrant, legitimacy is based on lecturers/tutors owning specialised knowledge and being the right type of *knower* in the process (ER-, SR+); and,
- Many Black students are reluctant to participate in discussions for fear that they might expose their lack of cultural and/or linguistic capital and embody a ‘horizontal discourse’, which entails every day, common-sense knowledge.

With regard to the second key research question, data generated in Chapter 6 revealed the following:

- Through observation of lecturers and/or tutors in both disciplines, it was evident that they displayed a sound understanding of the content knowledge and they challenged the students’ understanding by asking questions and in LCT terms, this generated stronger social relations and weaker epistemic relations (ER-, SR+). From the observation schedules, the lecturers’ and/or tutors’ beliefs, values, attitudes and ideologies (*causal mechanisms*) were revealed through in their pedagogy where it was clearly noted that they used a teacher-centred approach to lecture and/or tutor students (Bhaskar, 1979);

- The way pedagogy is constructed and relayed determines whether students are included or excluded based on the learning content;
- On the actual level of Bhaskar's (1979) Critical Realism, it was revealed that students in English Literary Studies are not prepared in their tutorials and lectures to respond to tests or assignment tasks since tutorials (*See Figure 6.6*) do not develop them in preparing and enhancing their essay writing abilities;
- The classroom observation in English Education revealed an inclusive tutorial pedagogy which attempted to include all students. However, it was argued that disciplinary knowledge is transmitted by the domination of the lecturers/tutors since they possess the cultural and linguistic capital (Archer, 1996; Bourdieu, 1988; Maton, 2000b). The lectures were content-orientated and this appeared to be a daily phenomenon (*empirical*) as was observed (in Figure 6.14) and students' voices were minimised, causing a psychological result outlined in Bhaskar's (1979) real layer of Critical Realism, where students are afraid to expose their lack of cultural and linguistic capital (Bourdieu, 1988);
- Even though the classroom is claimed to be "more student-driven" (Interview, Bongani, May, 2014), what emerged from the classroom observations was that some students do not have agency (Archer, 1996) to be active in the classroom;
- It was argued that the students' lack of success in English Education may be partly blamed for poor assessment strategies. Students are supposed to be assessed on a continual basis to ascertain their development and be provided with alternatives to move forward and hence, it is argued that lectures in English Education are not conducted to accommodate all students; and,
- From data yielded through interviews with student participants, classroom observations of lecturers, and an analysis of tests, examination and tutorial and/or

lecture material, it seems as if what most lecturers and/or tutors initially stated in both disciplines was not in line with what was accomplished in the classroom. It was argued that disciplinary knowledge structures, according to the tutorial and lecture material and content being learnt in the two disciplines, exclude students who do not have access to cultural and linguistic capital.

With regard to the third key research question, data generated in Chapter 7 revealed the following:

- The data suggested that even if English is not a student's Home Language, students should be able to critically engage in a discussion with regards to a text, the world and the opinions of others;
- From classroom observations of the lecturers and/or tutors in both disciplines, it was argued that some lecturers and/or tutors are not willing to make a change in the system. According to Archer (1996), in the context of the study, lecturers and/or tutors will continue to replicate social conflict in the next morphogenetic cycle;
- In both disciplines, according to Archer's (1996) structural element of Social Realism, it was argued that lecturers and/or tutors expect students to conform to the pressures of the system that higher education has put in place. Some lecturers and/or tutors have not done much to accommodate students and their varying, diverse backgrounds;
- Assessment in both disciplines appeared to be intrinsically set to accommodate one type of student: the one who is culturally and linguistically 'prepared' for higher education. It can also be argued that Black students are still excluded in both disciplines, since data suggests that they do not possess the necessary linguistic and cultural capital (Bourdieu, 1988) to succeed and perform successfully in higher education;

- Because the relationship between lecturers/tutors and students is interrelated and forms a sociological connection (Archer, 1998; Bhaskar, 1979), it was argued that one cannot include all students if certain students are silenced and are dominated by others who are more outspoken. If tutors and lecturers are of the viewpoint that the student needs and solely depends on the lecturers'/tutors' guidance, then the social exclusion of students will continue to persist;
- It was argued that pedagogic practices in the two disciplines under study are a complex and socially situated phenomenon that entails both cultural and social transformation and, on the whole, individual transformation. Therefore, lecturers/tutors in their disciplines should be aware that knowledge should “transcend social conditions” and should be shaped in to a realistic context (Maton, 2000b);
- It was argued that all students, from the focus group interviews in both disciplines, are given the opportunity to gain epistemological access. However, not all students are able to take advantage of this as they do not have the necessary Cognitive Academic Language Proficiency (CALP) to be granted custodianship into the discipline (Cummins, 2000). Furthermore, for many students, especially Black students, English is not their Home Language; therefore, many of these students will be at the level of Basic Interpersonal Communication Skills (BICS) which is not sufficient to be legitimated in the discipline (*ibid.*);
- It was argued that lecturers and/or tutors liaising with students during the consultation times do not guarantee that students will pass their tests and assignments as ultimately; all students, in an equal capacity, sit down and write the same assignment or test; and,
- Students may be excluded based on the disciplinary knowledge they are studying simply because they do not relate to it. Therefore, the manner in which lecturers/tutors

construct their lessons, worksheets, tests, assignment topics, examination questions, and language discourse, negatively impacts on inclusivity in the classroom.

8.2 Pedagogical implications and applications for higher education

The study exposes underlying structures and mechanisms at play in the two disciplines which serve to expose the role of knowledge structures on pedagogic practices and its effect on student learning. The study argued that, if students in Higher Education Institutions (HEIs) are to enjoy equal education that is fair and non-discriminatory, the massification of HEIs needs to be accompanied by measures that will guarantee epistemological access for all. First-year students in the two disciplines studied have difficulty adapting to the university environment as they find themselves lacking the requisite bases needed for the pursuit of their studies (Cross & Carpentier, 2009). This is despite the fact that all students are supposedly given opportunities to gain epistemological access; such access is still unequal, two decades after democracy in South Africa. While all students come with a form of cultural and linguistic capital (Bourdieu, 1988), it seems as if HEI's cultural milieu seem to favour one specific form over the others. In the context of this study, students with linguistic and cultural capital dominant in higher education in South Africa are favoured and, as a result, confident and included. On the other hand, students without this cultural capital, especially Black students who come from poor socio-economic backgrounds, and who are not communicatively competent in the language of legitimation (Maton, 2000a,b), continue to be marginalised and excluded. It may be argued that if HEIs do not urgently address this issue, inequality may still persist for decades to come.

HEIs need to re-evaluate and rethink pedagogic practices designed to relay disciplinary content to students. Failure of the university to invest in and cultivate the next generation of

potentially superior academics who can teach pedagogical content with keen knowledge will have extensive and devastating consequences. Social equity, redress, social justice and the lecturer and tutor workforce will be compromised. The superiority of academic teaching will be increasingly debilitated, with severe consequences for the lack of compliance of universities to generate highly qualified and competent graduates and who can sustain knowledge production. The objective of the social and developmental reform of South African universities, including enhancing their lecturers and tutors pedagogical abilities, will be constrained. If lecturers and tutors are taught in an approach that is thoughtless to these dynamics, disciplinary content knowledge ends up being accessible to some students, and inaccessible to others by default. In the context of this study, students may be excluded based on the disciplinary content they are engaged in. HEIs place “boundaries around and control over the definitions of, on one hand, what can be claimed knowledge, and, on the other, who can claim knowledge” (Maton, 2000a, p.155). With regard to the purpose of university education, it is proposed that the existing focus - where the student simply gains knowledge just to pass an exam – must be modified to the extent where a student is assessed based on what he/she is able to take into the workplace. This then, places the onus of academic equality and competence squarely on the learning institution, as *knowers*’ should adequately and efficiently prepare and equip their students.

Moreover, the English disciplines sampled in this study were constructed of pedagogic discourse as an external power relation (Bernstein, 1990), where there is a lack of focus on the voices that are silenced by pedagogic discourse. Practitioners should consider if their pedagogic practices are in line with the assessment that students receive. In the study, for example, it was found that students are not adequately prepared by tutorials and lectures to answer test and examination questions. A further contribution to social exclusion in higher

education may be that the English disciplines exhibit rigorous gate-keeping measures to allow only those students access who come with the necessary cultural capital. Language is a further barrier for success at university as, for many students, English is not their Home Language, and therefore, they lack the competence of expression which is a requisite by university standards (Cross & Carpentier, 2009). The command of English as the medium of instruction is argued to be a primary impediment to university success for many second language students (Cross & Carpentier, 2009).

With respect to disciplinary identity, lecturers' and/or tutors' ideologies of their disciplines affect the way in which students are included in their disciplines. Mamdani (2011, p.12) argues that "the central question facing higher education in Africa today is what it means to teach the humanities and social sciences in the current historical context and, in particular, in the post-colonial African context". Furthermore, in the context of the study, HEIs need to rethink what it means to teach "in a location where the dominant intellectual paradigms are products not of Africa's own experience, but of a particular Western experience" (Mamdani, 2011, p.12). Some tutors in HEIs may arguably have proficiency and expertise in education, which includes a mastery of theories of learning and materials development, but they have a limited understanding of how to teach content using pedagogic methods suitable to their discipline and context, especially pedagogic methods associated with a learner from non-traditional (middle-class, English speaking, and from affluent family backgrounds) as a first year university student. A non-traditional student expects, and indeed requires more clarity from tutorials and wants to be pushed in the right direction by their tutors who are well acquainted with pedagogical content knowledge to ensure that they are explicit about what constitutes disciplinary 'ways of being' (Gee, 1990). This has the potential to ensure equal

epistemological access to what is taught. Otherwise, as Leyendecker's *et al.* (2008, p.45) put it:

Problems arise if students are not gradually directed towards the opening up of classrooms, and if teachers do not succeed in motivating students and getting them to accept their new responsibility. The unwelcomed result seems to be a *laissez-faire* classroom, which amalgamates with the changed societal perceptions on discipline, and amounts to confusion and even lower-level learning.

It was noted in the context of this study that the assessment and examination system is associated less with active learning and student-centred pedagogy and more with direct instruction, pushing pedagogic practices to be more lecturer/tutor-centred. Assessment must be formative rather than only summative, like in the English Education discipline. Assessment should be continuous without involving incessant testing. Student-centred pedagogy should stress a different method of assessment where students should be able to express their aptitude to comprehend and apply concepts and not only regurgitate them, to apply theories to diverse settings, and to analyse and critique instances by themselves and with other students.

To promote quality lecturing/tutoring and learning, it is imperative for planners and policymakers to rethink pedagogical approaches in HEIs. Policymakers need to consider:

- A lecture and tutorial environment that allow students to feel secure and supported in their learning;
- Lecture and tutorial venues where lecturers and tutors demonstrate care and concern for students;
- Well-organised lectures and tutorials that assist students to recognise instructions, expectations, and strategies for successful learning;
- Opportunities for feedback from peers through e-learning, group work and pair work;

- Learning activities that connect theoretical concepts to practical, real-life activities that would benefit students in the workplace;
- Corroboration of content across disciplines;
- Constructive relationships between lecturers and tutors and students; and,
- Uniformity in aims, goals and expectations throughout the discipline.

Student-centred pedagogy is a crucial element in the development of lecturers' and tutors' pedagogical content knowledge because student learning depends to a great extent on lecturers' and tutors' abilities to transform their disciplines into lessons that their students can comprehend. If student learning is the centre of the pedagogical undertaking, then lecturers and tutors themselves need to be trained on how to bridge the divide between expertise in one's discipline and pedagogy and as well as being able to mould it in their classes regardless of the subject. Lecturers and tutors need to be trained to differentiate between content knowledge; pedagogical knowledge and pedagogical content knowledge and arguably, this will afford students epistemological access in their disciplines. Du Plessis and Muzaffar (2010, p.26) list these knowledges aptly:

Content Knowledge

- Knowledge of the content of the discipline including factual information
- Knowledge of how the discipline is built up
- Knowledge of processes of inquiry and verification, technical skills and procedures

Pedagogical Knowledge

- Knowledge of general teaching and assessment strategies
- Knowledge of student development and theories of learning
- Knowledge of lecture/tutorial management, planning, and lesson structure
- Knowledge of teaching and learning materials

Pedagogical Content Knowledge

- Knowledge of how to teach a particular subject or topic
- Knowledge of students' perceptions and misconceptions
- Knowledge of strategies to use to teach particular topics
- Knowledge of what topics are difficult or easy and why
- Knowledge of ways to represent topics for ease of learning

Finally, and most importantly in the context of the study, there is a disjuncture between what is stated in the policy, i.e., what the disciplines say in course outlines, what lecturers and/or tutors say and do, and what students experience. The course outcomes promise some very important skills; however, what is implemented in the lectures and/or tutorials, according to classroom observations, is not in line with the course outcomes. Hence, what students learn is not a true reflection of what is documented in the course outlines. The emphasis is thus on the gaze of the knowers where there is a stronger social relation between knowledge and subjects (SR+) emphasising a knower code in LCT terms.

8.3 Prospects for future study

The work done in this study suggests that there is still much work to be done in understanding how the construction of knowledge structures and pedagogic practices impact on student learning in the two disciplines at Wits University and, particularly, in HEIs in general. As a result of the above, further work needs to be considered to determine the extent to which HEIs can turn social exclusion into deliberate, conscious social inclusion.

Firstly, while the purpose of this study was to determine how students gain epistemological access by focusing on knowledge structures and pedagogic practices, more work is needed to investigate the extent to which these students are included and/or excluded, by observing their formative assessment and examinations results after the completion of their course.

These marks would be useful in comparing those students who have access to linguistic and cultural capital, and those who do not.

Secondly, while the study was limited to understanding how knowledge structures affect pedagogic practices of lecturers and/or tutors in the English Education and English Literary Studies disciplines, more work is needed to understand how such pedagogic practices are implemented in other arts and humanities disciplines to ascertain the extent to which students gain epistemological access as a result of knowledge structures and pedagogic practices. According to Mabunda (2008), this will help in identifying areas of concern and developing other means to ensure that pedagogy becomes a tool for inculcating students' awareness of the role of disciplinary content in schools and society.

This study's phenomena were knowledge structures and pedagogic practices in English Education and English Literary Studies. While this study provided insightful information for lecturers, tutors and practitioners in the education system, more research is needed on the ways in which knowledge claims are judged in disciplines and how this governs the creation of new knowledge, and how this is disseminated and contested. This would help practitioners understand how students gain long term understanding of knowledge structures over time. In this way, practitioners would be able to analyse their own pedagogic practices and develop their pedagogy by adapting and modifying their current approaches to knowledge structures by drawing their students into the teaching and learning process and uncovering esoteric ideas inherent in the curriculum (Pope, 1988).

8.4 Conclusion

The phenomena of knowledge structures and pedagogic practices in higher education remain receptive to many new developments which were not considered in the context of this study. From this study, it is evident that knowledge structures and pedagogic practices and its assessment practices in the teaching of English Education and English Literary Studies at Wits University require radical transformation. In line with the findings of this study, Mgqwashu (2007, p.269) concurs that:

- Since some students in both disciplines found difficulty in identifying with the content knowledge of their discipline, it may be argued that if students are afforded one-on-one tuition (or very small group tuition) in which the rhetorical structures peculiar to the discourse of a discipline are discussed as one of the formal aspects in entrance level modules, then students may positively gain epistemological access,
- If the theory that informs engagement with the subject matter of the discipline of English literature is taught in relation to the module content, then students will acquire the meta-language necessary to write effectively and engage with issues related to the discipline, and;
- If lecturers and tutors in the discipline of English literature raise students' awareness of the purpose of constructing a text [and critiquing society], then the field of English will be better positioned to enable students to access disciplinary discourses across other disciplines.

It must be noted that this study does not intend to criticize lecturers and tutors, but rather, offer critical insight into the domain of knowledge structures and pedagogical practices in English Education and English Literary Studies disciplines. Lecturers, tutors and HEIs as agents have the power to continue with social conflict in the next morphogenetic cycle, or they can make an informed decision to change social conflict into fundamental, radical and deliberate social integration (Archer, 1995a, 1996).

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Appendices

Appendix A - Interview Schedule

STUDENTS

1. What knowledge, skills, attitudes and values do you hope to get from English Education/English Literary Studies?
2. Are you currently acquiring these knowledge, skills, attitudes and values that you believe English Education/English Literary Studies should encompass? Explain.
3. What steps could you or your lecturer/tutor take to enhance the quality of your knowledge, skills, attitudes and values to enable you to gain the epistemological access necessary in English Education/English Literary Studies?
4. What qualities do you feel higher education should equip you with? Explain.
5. How are your lectures and tutorials conducted to facilitate and accommodate all students?
6. Describe the type of assessments that you receive. Are allowances made for you in any way? Are you coping with the module? Explain.
7. During lectures and tutorials, discuss who dominates discussions.
8. How do you identify and relate to the disciplinary content you are currently studying? (e.g. novels and poetry)
9. What do you equate your performance in English Education/English Literary Studies to/with?
10. Taking all that we have said into consideration, do you think that are you given equal opportunity to acquire epistemological access in relation to English Education/English Literary Studies in your classroom? Explain.

Interview 1

English Literary Studies

Focus Group Interview between Kershnee Sevnarayan (K-S) and four students, Lizzie¹⁹, Tina²⁰, Thabo²¹, Jimminy²² at the Braamfontein East Campus at Wits University

K-S- What knowledge, skills, attitudes and values do you hope to get from English Literary Studies? Anybody?

Lizzie – An understanding of English literature throughout history and the structure of it...and what it says about the writer...

K-S- Thank you Lizzie! Anybody else? What knowledge, skills, attitudes and values do you hope to get from English Literary Studies?

Tina – I'd like to learn how to structure my ideas....

K-S- How to structure your ideas?

Tina – Chronologically.

K-S- Chronologically?

Tina- And critical thinking and to understand finer details....

K-S- Okay! Thabo?

Thabo- Uh.....Critical thinking skills...

K-S- Okay, critical thinking skill...uh.....and you Jimminy?

Jimminy- Ah, ya....just how to criticise pieces of literature to say like you did this well, you did this badly....this is how it could be better or how I could have done it and to criticise it from all these different angles...

K-S- Well done! And you Lizzie? Anything different to add?

Lizzie- I think....well, I think just the ability to understand how things are written, structure in which it is written, as well as critical thinking. I think it's important to understand sort of....the ideas of the author and the ideas of literature.

K-S- Thank you so much! So, the second question is....do you believe that you're currently acquiring these knowledge, skills, attitudes and values in English Literary Studies? The ones that you just listed now...Do you believe that you're acquiring it in a way?

¹⁹ Lizzie is a White female student

²⁰ Tina is a Black female student

²¹ Thabo is a Black male student

²² Jimminy is a White male student

Thabo – So far...

K-S- Thabo, so far?

Thabo- Ya.

Lizzie- Definitely! But expanding and reading books that we would probably not normally read.....helps understand different facets of literature.

K-S- What about you Jimminy?

Jimminy- Ya.

K-S- Are you acquiring any of these knowledges or skills that you've just listed now?

Jimminy- Uhm...ya....I think I came in here with a certain set of uh....obviously, the more you do the stuff the better you become at it....so if I keep doing this for three years, I'm going to be very good at it. Yeah.

K-S- Anybody else have anything to add?

[No one speaks]

K-S- No? Let's move on...what steps do you think all your lecturers, tutors could take to enhance the quality of knowledge and skills that you acquire to enable you to gain epistemological access or knowledge? [Repeats question again]

Thabo- They bring out challenging things to make sure we are thinking.

K-S- Do you think that your lecturer or tutor can do anything better or do you think that you could do anything better?

Lizzie- Uhm...maybe more practice in writing essays, writing literature.

K-S- Okay...what about you Tina?

Tina- I think uh....reading as much as possible.

K-S- Reading?

Tina- Yes!

K-S- Lizzie?

Lizzie- Well, I think the tutors could spend more time actually when we do poetry and looking at the poems instead of brushing over them and moving on....

K-S- To get a sort of deeper analysis of poetry instead of just....[all agree]....uhm....okay....What qualities do you feel that higher education should equip all students with? [Repeat question] Lizzie?

Lizzie- Ahm...probably an expansion on knowledge in fields that they enjoy....encouraging passion in certain subjects....

K-S- Okay, that's different! Jimminy?

Jimminy- Oh! Ya! I agree, I think once you've finished, once you've finished....uhm....some form of higher education you should enjoy learning, you should enjoy the quest for knowledge....and you should....most importantly....I think you shouldn't hold anything like on a pedestal....all your ideas should be willing...to give anything you believe are....what's the evidence....should convince you otherwise.

K-S- Thank you...good answer! Thabo? What do you feel that higher education should equip all students with?

Thabo- Uh....

K-S- Being in university and all?

Thabo- I'll say....uh....independence.

K-S- Independence?

Thabo- So as far as independence....also learning from others....

K-S- And learning from others [Thabo agrees] Good. Uhm...Tina?

Tina- For me uhm...Higher education should give me....I feel like at school, your parents did everything, like paying for school fees and I feel like...here I should be able to work on my own...Uhm...develop skills that can make me employable, like uh...teambuilding.

K-S- Very good!

Tina- I think I should be able to take my skills in to the workplace.

K-S- Okay, good! Do you guys have anything to add? [All nods in the negative]. Ok good. No? How are your lectures and tutorials conducted to facilitate or accommodate all students? [Repeat question] Most students come from different backgrounds; we all have different learning abilities, so how does your lecturer or tutor cater for all of that in your lectures and tutorials?

Lizzie- Well....uhm....most lecturers and tutors allow space for questions and explanation of answers.

K-S- So they do allow space for questions and explanation of answers? They foster discussions...Anything else? Yes! Lizzie?

Lizzie- Uhm...allow students to have one-on-one consultation.

K-S- One-on-one consultation? Good! Uh...Thabo?

Thabo...I think uh....tutors help uh....with the relationship with the students....on getting in depth with what we have learnt in the lectures.

K-S- Good! Tina?

Tina- We get....

K-S- How do they accommodate everybody?

Tina- Well, for me...I think...to be able to give extra classes....I think they expect that relationship between us and them....like in the classroom...like communicating by email...they allow us to practice certain things...

K-S- Do they do that? Emails?

Tina- Yes, they do.

Jimminy- Our English ones do. Well, mine does.

K-S- Yours do. [Lizzie agrees] And yours as well? Okay...anybody else want to add anything to that? [All nods in the negative] Okay...I'm moving on...uhm....describe the type of assessments you receive and are allowances made for you in any way? Are you coping with the module? [Repeats the question]

Lizzie- Yeah... we do essays like every....like that's what we did....several essays and then every module we do different tests throughout. I seem to be coping.

K-S- You seem to be coping?

Lizzie- Yeah and I speak for myself....

K-S- Thank you Lizzie! Anybody else who feels like they're not coping with English?

Thabo- I feel like I'm not coping with it.

K-S- Okay, you Thabo? You feel like you're not coping with it, why?

Thabo- Because there are a lot of books that we have to read.

K-S- There are a lot of books that you're always reading? It's just reading, reading, reading! Okay!

Thabo – And they move like really fast!

K-S- So they're just like moving really fast....and they expect you to like be on par with the rest of the students?

Thabo- Ya!

K-S- Okay, so there are hardly any allowances made?

Thabo- uh...there are consultations...

K-S- Uhm...Okay....But with regards to assessment, describe the types of assessment that you get? Is it just essays?

Lizzie- Uhm...no, we do tests as well...like we have a poetry test tomorrow and ya.

K-S- Are you prepared for it? Jimminy?

Jimminy- Well....I think so...

K-S- Thabo, are you prepared?

Thabo- Not really!

K-S- Not really? Lizzie?

Lizzie- Uhm...ya...I think so...relatively....

K-S- Okay! Moving on....during lectures and tutorials, who dominates discussion? [Repeat question]

Jimminy- In lectures, it tends to be the lecturers uhm....they do a lot of questions but a lot of the time, obviously it's a lecture so they are going to stand there and lecture you and then, in tutorials....at least uh...my tutor...she's more like a discussion guider.... She'll be like, "What do you guys think about this?" and everyone in the tutorial will have a chance and uh....she'll give you her own input when she thinks it's necessary or other than that, she'll sort of let us work it out between ourselves.

Lizzie- Out tutor....our tutor tends to explain....like, he doesn't lecture, but he still sort of explains everything. He does not have as much expression....

K-S- Your tutor?

Lizzie- ya...

K-S- Okay...uh....Tina?

Tina- My tutor likes to put us in groups....try to focus on...

K-S- Group work! Does your team cooperate in groups?

Tina- Ya...most of the time they do.

K-S- Okay...what about you Thabo? In your tutorials?

Thabo- we just keep ourselves active.

K-S- Are you active in the class?

Thabo- Uhm....I'm not that active but...

K-S- Why!

Thabo- [laughing]

K-S- Why?

Thabo- Because I....

K-S- Are you one of those students that just sit and listen?

Thabo- Ya! Until, well...the tutor...points at me... Then I'm active!

K-S- Thabo! I'm sure you talk a lot Lizzie!

Lizzie- Uhm...depending on how I'm feeling...or...

K-S- Okay....The next question is...are you identifying to the content that you are currently learning? [Repeats the question] Do you think that it's appropriate for you? Do you identify with any of the poems....any of the novels or essays that you write....uhm....do you think that it's appropriate for you? Your age? Being first year? That sort of stuff?

Jimminy- Yeah....I mean...at the moment, we're doing South African literature...so uhm...there's a lot applicable in that because I'm guessing, we're all South African...uh....I think...even...even before we were doing Indian literature, like....like you could...not get to that and see certain aspects of characters that apply to you because that's obviously what literature is. It's like no character exists....in fact, you're going to have some similarities with some of the characters in the book and you're going to deal with themes that you've struggled with or you've seen people struggle with.

K-S- Very good! Anybody else?

Lizzie- Yeah...I know...I'd say definitely, I don't find with the majority of the things we do...obviously....uhm...things are going to be touchy...dodgy...and feel about quite strongly because...it's all personality dependent really.

K-S- Yeah it is...Uh...what about you uh....Tina? Do you identify with the things that you are learning? In your lectures? Tutorials?

Tina- I think I can strongly identify with some of the characters....because we all have like different perspectives....

K-S- Okay....Lizzie?

Lizzie- Uhmhhh....I agree with everything!

K-S- Okay...you agree with everybody....Uh...Thabo? Are you identifying with anything, like the poetry or any of the literature?

Thabo- You sometimes get to put yourself in their shoes or I feel like this is the character I am portraying....yeah....

K-S- Good answers....next question....what do you equate your performance in English Literary Studies with? [Repeat question] Meaning...if you're doing well or if you're not doing so well...what is the cause of that?

Lizzie- I think English has a certain style of writing and to get that style...perfecting it, I'd say....is the most difficult part of English.

K-S- The most difficult part is to perfect the style of writing perfect.

Lizzie- Yeah....

K-S- Okay! Lizzie! What do you equate your performance in English Literary Studies with? [Repeats the question] What is the reason behind that?

Lizzie- Uhm...I think I'm doing quite well. I'd like to be a little bit better but that's only because I'm slightly dyslexic...so....uhm....my spelling is not all that great so....I could work on that better....I just do...uh....we read a lot, we enjoy English....so yeah....

K-S- Uh....Thabo?

Thabo- I think....uh....the time....

K-S- With what do you equate your performance in English Literary Studies so far with?

Thabo- It's okay....

K-S- It's okay?

Thabo- Ya...I think uh....it demands a lot of reading....

K-S- And are you doing that?

Thabo- I am trying because I uh....I have other modules too...

K-S- Okay...You have other modules too!

Thabo- So then that's why....uh.....I try my best...

K-S- Okay, Jimminy?

Jimminy- Uhm...I do quite well in English...but I don't....weirdly, I don't think it's anything the university has actually done for me....I think that my aptitude in English has come from where I've grown up...like my mum is an English major....my brother is also an English major so I've always been surrounded by that culture.... and I've always loved reading books....so I think I just came here to do something I enjoyed....and my skill in English came well before that.

K-S- Wow!....Tina?

Tina- I think I'm doing okay....but I....

K-S- You're also doing okay? [smiling]

Tina- It's well, but not...maybe like somewhere in the 60s, maybe but I think that I can do better because I was talking too much and I feel like I have potential but...

K-S- You all have potential! Okay...Finally....the last question....taking all that we have said into consideration....do you think that you are given equal opportunity to acquire knowledge in English Literary Studies? [Repeats the question]

Lizzie- Yeah! I think with anything, what you put in is what you get out....so if you're skipping all your lectures....coming to every odd tutorial...not having your work, you're not going to do well.

K-S- True.

Lizzie- Because...you're not putting any work in.

K-S- Okay...uh....Lizzie?

Lizzie- Well...I think yes....I know....Yes because as uhm....Lizzie said....it is about work but I also think that uh....people who...are doing English and it's their second language...I don't know if enough time is given to aid in them understanding what is being said.

K-S- [Repeats the question] Thabo?

Thabo- I agree with what she said...

K-S- Thabo, you agree with Lizzie?

Thabo- Yes...

K-S- Okay....And you wanna add to that?

Thabo- Uhm...because....I was doing English as a second language.

K-S- So you was doing English as a second language in high school?

Thabo- High school.

K-S- Oh, Okay...

Thabo- So...uh....that's why I'm not finding it easy...

K-S- Okay, that makes sense now...Tina?

Tina- Well, for me...

K-S- Equal opportunity?

Tina- I feel like, to a certain extent it is...because everyone has a chance to voice their opinions....but then I feel like sometimes....in the tutorials...there are some people that are more vocal in class. You feel like they're given more attention....

K-S- So people that can speak...

Tina- Ya, they are given special treatment...

K-S- Okay...so people can speak out....Jimminy....

Jimminy- I feel like I love the subject and it's great and I feel like it's a bit exclusive...in that it's like Lizzie said....you are only ever really given like these texts....and some of them are pretty big....and are pretty dense and you struggle to get through them and I think that if English is a universal language or even if it's your first language and you're not that great at it....it's not the same as for saying you're given equal opportunity as everybody else....where it's going to be the same...everybody else compared to how well they understood that quite theatric content....so I...I think they should set up a programme where people who aren't coping with the English language...and who still enjoy the subject....then I feel it could be done quite better....

K-S- Good...does anybody else have anything else to add?

[All nod in the negative]

K-S- Thank you guys so much for your time!

Interview 2

English Education

Focus Group Interview between Kershnee Sevnarayan (K-S) and four students, Lerato²³, Gabby²⁴, Siphon²⁵ and Lufuno²⁶ at the Wits Education Campus

K-S- What Knowledge, skills, attitudes and values do you hope to get from English Education? Lerato?

Lerato- [Laughing] Knowledge....uhm....I'd like to learn about like how did English come about, how did it....where did it come from...

K-S- Yeah...

Lerato- Why is it spoken the way it is...uh, like the complexity of it, yeah....That's what I'd like to learn...

K-S- Lufuno- Okay, what I like....the skills that I want to learn about English literature...being able to read, to speak, what we know as 'proper English'...not being able to speak English that...because...that....uh....that...basically, the people that are more educated speak....this is the English for educated people. So I just want the skills for knowing proper English....that anyone can understand.

K-S- Thank you. Gabby, what knowledge do you hope to get from English Education?

Gabby- Alright, basically, maybe I can say a foundation from...uh....from the high school side and everything but during the gap from 2006 to now....The knowledge that I want to get is more understanding to English, like basically the way you talk, confidence, how you say things, today we were talking about confidence and we....you present yourself in terms of speaking so basically, I wanted that knowledge, whatever that they going to teach me, to also groom the kind of person that I am....because I believe where we come from is different to the accent is different from where you come from.

K-S- Thank you Gabby. Siphon, do you have anything to add?

Siphon- Well English man....English you know is.....uhm....if I would say anything, like really be honest like English and stuff, u know coz...because....it be like....it confuses me coz it's the medium of instruction and then they say like it is the language that is used for anything like

²³ Lerato is a Black female student

²⁴ Gabby is a Black female student

²⁵ PSY is a Black male student

²⁶ Lufuno is a Black male student

All names used are pseudonyms which were used to protect the identity and integrity of the students.

you know, when you go for a job, you know most jobs require you to speak proper English and stuff like that...you know what I mean....Linguistically, proper English would be to.....and most of all I just like English man....it's proper...so the knowledge I'm looking at, I want like knowledge on how to perform a certain skill coz I'm a writer....you know...Reading's all about....reading, listening, viewing, speaking and all....It has a lot of stuff in it....So I want the knowledge based on certain things....coz you know, I want to perform certain skills properly....so I need to get the proper knowledge in terms of those skills in order to perform those skills properly. So...Okay...

K-S- Okay...Do you believe that you are currently acquiring these knowledge, skills, attitudes and values in English Education?

Gabby- Yes I do believe we are acquiring it in terms of, we, the way we are learning English unlike in high school and schools like previously, basically, the teachers stand there and teach us and that's it and doesn't give the feedback. So, right now....it's different coz the lecturer gets to interact with us....we get to get different kinds of views and understandings how it goes.

K-S- Okay, do you believe you're acquiring these knowledge, skills, attitudes and values? That you just spoke about now in English Education?

Sipho- Oh yeah....me....they....they told us to write a story....a folktale, you know, a folktale?

K-S- Yeah...

Sipho- You know me...I've never written a story before. I've written many poems but with a story, it's very different, you know....you have to really pay attention to grammar....and really pay attention to spelling, pay attention to a lot of stuff so....so I learned to pay attention to those things. So I've got skilled already. I think yeah....I'm getting there.

K-S- Okay...Lufuno?

Lufuno- With me....I think I try to acquire the tool to put what I want to learn on the story coz I use proper English...I didn't try to use those big words that most of the people use to show that...they know how to speak English.

K-S- Yeah...Okay. What steps could you or your lecturer take to enhance the quality of knowledge, skills, attitudes and values that you are getting? What do you think your lecturer could do to allow you to get all of these knowledge, skills, attitudes and values?

Lerato- To be honest, I think that right now, uhm...what the lecturer is doing, if I may say, it's sanctioned. Coz the way I see it, he's not just giving us information....that is it....and then you have to see...you will see to finish...I think that he's doing, he is engaging with everyone

and he opens up forums where people can discuss, where we have discussions...so I think that uhm....for....for....to learn proper English....I think.

K-S- Okay...

Lerato- Ya...To learn proper English, that's like...that's how, that's how, it....it's, that's the platform for learning English, according to me.

K-S- Okay....Sipho, what could your lecturer do to enhance the quality of English here?

Sipho- English...here uh...they are giving creativity and we just want to blossom, you know...but I get it, if we are like in school, we, like they put us in a certain, like where kids stay...like one thing which has to go a certain way, it doesn't go this way...it doesn't go that way, so it kind of demotivates you as a person coz you...you...you know when you re alone in your own room...there's nobody there...you know...creativity just comes out of you, but if the school....many people don't like...they are not really passionate about...you know....coming to school and you know...like just listening to the teacher...uh...and stuff like that....uh....so they should make it more interesting coz, you know it's like their job for them...you know, you just go there and just pile you up with the work, they would do whatever with the curriculum or whatever is certain, what they told and do. Whoever is in charge up there....you know...and we just have to follow as students and forget about you know....being whatever....creative....whatever....so it's...very...- English....you know....let us blossom man...yeah....

K-S- Let you blossom! Okay...Lufuno?

Lufuno- What I think is ...is that...what I experience here when I came to Wits. I from...Limpopo....grew up there....the only language we speak was Tshivenda so ... coming here was difficult because...when they mark your essay....it's that English...here we use English on everything...So when they mark your essay, I think the lecturer needs to consider....the lecturer needs to consider that we are not all...English is not our first language, some of us grew up...even if uh....we talk English from our home language, so it was very difficult so.... I think that the lecturer needs to think....about people's backgrounds.

K-S- Hmmm...

Lufuno- If you're marking, you should check the kind of English that the person is writing and then you check their backgroundwhere they come from...that's all.

K-S- Anybody else have anything to add?

Gabby- Yes, like Lufuno has said....uhm...what I can add more is that...I understand where he comes from...I understand that kind of marking that we get here....is that...that lecturers have to consider where we come from and from taking that into consideration, they have to

do something about it. I mean, it would of been a much easy for some of us, maybe to attend extra classes where someone could present, this is how you should do your essay....this is what you shouldn't put....this is what you should add....coz we come from different backgrounds, not just backgrounds...we were taught something different previously....and like you come here at Wits and they tell you...in your essay you shouldn't like put sub-headings and someone cannot write an essay with sub-headings, I understand....and then someone tells you...you cannot add like, in your, own version of what you see within that essay like you wouldn't say...I think that....It's not all about you, it about what the research says...so...it's kind of difficult in terms of...I think it would be easier for a lecturer to just explain this is what is needed, this is what you have to do...with introduction, the body, or the conclusion...so it would help if they would just gather the information....maybe to see how many marks, who failed to pass and then put more attention to those who still needs assistance.

K-S- Okay....Thank you Gabby. What qualities do you feel Higher education should equip all students with? [Repeat question] What do you hope to get from Higher education? Okay, Lufuno....let's start with you....you look ready.

[All Laughing]

Lufuno- I think the ability to speak and write proper English...English that...English that....let's say English that is spoken by someone like a professor...English that everyone can understand. It doesn't matter if you are educated or not. Having that skills or that ability...ya...

K-S- Okay...Sipho?

Sipho- Yeah coz....he's right you know...Being able to speak is big coz you're a teacher and you know, students have to hear....really understand you know....like...what you saying, coz if they don't, you know....you just gonna have a lesson, you're just wasting your time coz learners don't even learn anything. He just said combining words in a proper... being able to articulate yourself....whatever....I think speaking, like you know....it's really....the issue.....coz with me.....I....I....I just can't speak proper....even when I went for T.E...the teacher said, you know, there's certain words that you say.... In my mind, you know...I don't hear myself saying it....it just comes out....you know....so...ssssh...it's yeah.....so....proper English....ay...no...eish....

Lerato- [Laughing] Not necessarily I agree with being taught on how to speak 'proper'....coz, I think that if you can understand what you're reading....then I think you can, even if you

don't speak like....he doesn't speak proper English....but he can understand how to read English.

Sipho- Yeah.

Lerato- [Laughing] So I think that it is necessarily important to be taught how to speak proper English but it is important to know how to speak English....yeah....uhm....I think that what skills we should learn is how to...we should learn the skills of the real world...I think that's what tertiary institutions should do....they should actually teach you the skills of the real world.....coz.....it's like they teach us things here and then they teach us things....uh....for the perfect world.....and then when we get out there, the reality is that we can't actually practice what we have been taught here because outside, the real world is just....it's very....it's completely different.

K-S- Wow!

Sipho- The reality than what it seems here.

K-S- Yeah....Okay....Gabby, do you have anything to add?

Gabby- The qualities that a lecturer has to have is firstly is, patience. Patience in the sense of....you're not working with the same people, the same knowledge, we're not the same....and patience does play a big role because a lecturer has to be patient and willing to assist further. Not just leave a person...okay...you failed....And then, that's it! No....the willingness to go an extra mile.

Sipho- Yeah....you actually have somebody telling you....like....in a lecture...like, you know....don't come to me...asking me this....don't come to me in terms of this course, asking me this....What do you mean by that? You know? Like you know....like really now? We're not machines....you know....they need to understand that we're human beings coz we power so much work, you know....It's so much work....we come from different schools man! [Feeling emotional]

Gabby/Lerato – Yeah [In unison].

Sipho- High school and tertiary are not the same....that's what I've realised. They're different man...and they're not the same... It's hectic out there so....they need to like, you know, really....it is too much man....so....and those rules....you know....how to write....you know....pppsst!!! There's a lot of things that they really need to change. Really!!! [Angry]
[All Laughing]

K-S- Okay, how are your lectures conducted to accommodate all students?

Lerato- No...they're not conducted to accommodate all students.... coz sometimes the lecturer goes according to...well...like, for example, uhm....teachers/lecturers don't take into

account the fact that some of us have probably been out of school for a lot longer....ya...also....that....probably when I was at school....this is what happened....and now that I'm not in school, I...I had this gap of...between school and varsity....so like...between this whole gap, a lot of things changed....so they only go with...based on what happened last year...well forgetting that there are people who were not at school last year. Ya...so...it really does not....it doesn't fit for....it's not for everyone.

Gabby- I think she's right by saying that....coming back....uhm....I'm just gonna run away from English as we do have this maths lecturer, and he...he...always lectures...you know....when a person knows that kind of a subject....he'd know it off by head for....in such a way that you can't explain it to someone else....or make someone else understand. He moves fast and whereby some of us who left school in 2006, I mean, you cannot remember what happened in maths. And then they drag you to come to maths.... It's a must....you must do maths.... and then when they explain it, they explain it so fast....whereby you don't even understand the basics. And they put in more information on top of that!

Lufuno- I think, at some point, they are really trying coz....they are lecturers and they have consultation times....so if you don't understand, they are there....for those who say that they are not accommodating....during lectures they would go for consultation.

Gabby- But I understand the consultation....but you find that their consultation hours are at the same times that you have other lectures so you can't always rely on consultation...whereby....you still have to attend other lectures....you still have to sign up for your tuts to say you were there on that lecture so...

Sipho- There's one thing I should state you know, they said one thing during the beginning of the first semester....they said we are "too many" and we're getting bigger....too many....what do they mean, "too many"?

Lerato- Too many....yeah....that's not our problem...

Sipho- That's not our problem coz...now it's our problem now that we're "many" coz we cannot have other tests for other courses....coz in a lecture....like you know...one hour a person speaking, you know....you are not gonna listen to it all....whatever he's saying, you know....you cannot take notes for an hour....you know....we need to have tuts....you know....whereby it's up to us where you get to discuss....

K-S- So, would you prefer tutorials?

Sipho- Yes.

Gabby- Yes we prefer tutorials than lectures....coz lectures are conducted very fast and you find that even if they are conducted very fast...the slides become so fast....some of us are very

slow in writing.....we prefer to listen than write but you find that you still have to listen and write at the same time and you try to catch up and it's too much for you. Like with the other one for education [module], we didn't have tutorials and now we have these assignments that come back with 50 something percent.....you're from other...universities like UNISA where you used to get higher marks like 80 something on an essay and then it comes back in an education essay and you got 57%. How are they marking? You don't understand....coz...we don't have tutorials we only have lectures.....no one comes back to say, let me correct you on this and that and that and that....

K-S- Describe the type assessment you receive in English Education and are allowances made for you in any way?

Gabby- I don't think there are allowances made for us coz it's too much for us...we've got different kinds of subjects....we've got all this English and all these things....so you find that at times....you've got assignments...that are due within...three assignments due in a row in a week....and you have.....you are not catching up coz you still have consult somewhat truth in this....is it fine? You see...I don't think we've got enough time.

Sipho- I would just like to say something.

K-S- Yeah? Go ahead!

Sipho- I would like to say....they're not really...they're remorseless man!!!! They...we are first years man!!! Boom! And we got in...we just walked one way....since from day one....there was no time...we were getting one assignment after the other....you know...since day one.... And T.E just made it worse for me... I hated T.E...I won't even lie...

[All Laughing]

K-S- Okay, during lectures, who dominates discussion?

Lerato/Lufuno- Lecturers! [In Unison]

Lerato- The lecturer is the only one who speaks...that's it!

Gabby- Especially for lectures, unlike tutorials, where we get to...

Lerato- We get to have our own...discussions where we can talk about what happened in the lecture, but during the lecture, only the lecturer gets to speak and that is it...

Sipho- And a lot of people....a lot of people sleep man!!!

[All laughing]

Gabby- They do!

K-S- Lufuno, do you participate? In lectures?

Lufuno- No.

Gabby- You can't participate in lectures coz...

K-S- Why?

Lufuno- I think...what they do with lectures is that that is the lecturer's time... your time is in the tutorials...

K-S- But you do not have tutorials?

Gabby- For English we don't have tutorials....we only have...I mean for English it's tutorials what we want but it's a lecture....but....for English, it's different.

Lerato- The English lecture is very different to the education [module] lecture...for example, coz with the education lecture....the lecturer just stands there, they give you notes and then that is it....then....it's...they give you notes and then....bye.... and that's it....so there's no tutorial...nothing....there's no discussion, no tutorial...nothing....But with the English it's different coz the...while we are having the lecture....we're actually having a discussion, so ya...

K-S- Okay....good...Do you identify with the disciplinary content you are currently learning?
[Repeat question]

Sipho- The content....

Lerato- Personally, I think....

Sipho- Especially for this course?

Gabby- For this SO-SEEO-LOGY...or whatever....I can't identify...

Lerato- And this new literature....was just a disaster!

Sipho- It's just....it's all over the place man!

K-S- Lufuno? Are you identifying with it?

Lufuno- No....I'm not okay....sometimes I don't even see the point why we are even taught these things....

[Gabby Laughing]

K-S- What would you want to learn?

Lufuno- English as in a language... Not the history of it....I don't care about the history of it...but English itself as a language...yeah....that's all...

K-S- Okay...what do you equate your performance in English Education with? [Repeat question]

Lerato- I'd say, with English Education...this is like the only place where I know where I am... Like, I can tell you where I am... Like, I'm doing fine.... But with other subjects.... I'm just like.... what is going on!!!! [Laughing] So with English I would say I'm doing well.

Sipho- English....I haven't been attending so....[All Laughing] But my last assignment I did get a 30%.

K-S- Why haven't you been attending?

Sipho- Coz...coz...you know...uh.... a lot of things...like...they're changing things, like this tendency of theirs....you know...they change things....you're attending this...you're attending....coz you are that "many". That's why I said, coz they did that and it has created a problem for us....as students....as have to fulfil their agenda of giving us much work....while they have....like....you find that you're attending today and then you find that no....I'm not attending today...okay....time....time....time....time is money....that's why I say this...

K-S- And your performance Lufuno?

Lufuno- My performance is that, looking at my assignments...most of the time I do well....but my fallout is how I structure my language....my grammar in certain contexts.... That's my fallout.....So, if I had the ability to write proper English, then maybe I would do well....but I don't do well because....I have good content but marking and grammar and sentence construction....that's where I have to work...

K-S- Okay, thank you everybody...Does anyone want to add anything? Okay....Taking all that we have said into consideration, do you believe that you are given equal opportunity to acquire knowledge in you English Education lectures? [Repeat question]

Lufuno- I just wanna mention... that we come from different backgrounds, they should consider that.

Sipho- Ya...equal opportunities but not sure coz we are need to be divided into tutorials.... In other tutorials, this person is not available so others get to be ahead.... and so fall back and so....the system must be improved.... to be able to do my work properly....so....ya...

Lerato- I agree with Lufuno....it's not uhm....we don't all get an equal opportunity coz it only favours a certain group of people....the rest of you who are falling behind, it's tough luck to you....tough luck.....you gonna have to catch up later....

Sipho- You're not even excited to do the subject....

Gabby- Ya...

Lerato – Ya...

Lufuno- That's why, most of the time, most of the stories, if they don't understand things, they just quote and they just reference.....and that's it....that's how we pass....most of us pass....because of quoting and paraphrasing and stuff like that [Gabby agrees]....That's why you pass...not that you understand the essay question....but because you took the information that they want and you put them on the essay.... That's how you pass...

Lerato- And sometimes if you.... I'm sorry [for interrupting]....and sometimes if you don't take the information out and put it the way it's supposed to be, you still fail....

Gabby- I think yes, she is right by saying that because....at the end of the day, sometimes they expect you... they give you an extract and they say you must reference, but my question lies here.....whatever that you wanna put in your own words is all referencing at the end of the day....you just....you find that you try to put something in your own words....but it just comes back saying that you plagiarised and how can you read an article that you are given and they tell you write an essay on it in your own words, I mean, most of the essay...80% or 90% will be about referencing.

Sipho- It's like they are trying to exclude us....but I think first year.....you should make it....consider the students needs [All in agreement]...in first year, coz time is needed and all....

K-S- Okay, thank you everybody for your time!!!

Appendix B - Interview Schedule

LECTURERS/TUTORS

1. What in your understanding constitutes English Education/English Literary Studies?
2. According to your understanding of English Education/English Literary Studies, are you fulfilling the requirements and outcomes of the module? What makes you think so?
3. How were you taught English Education/English Literary Studies in your tertiary studies? Do you find yourself lecturing as you were lectured?
4. What qualities do you feel higher education should equip all students with?
5. How do you construct pedagogy to facilitate the epistemology of English Education/English Literary Studies to accommodate all students?
6. Describe how you tailor your English Education/English Literary Studies assessment strategies to accommodate all students?
7. During lectures and tutorials, who dominates discussions? Discuss fully.
8. What would you associate the drop-out/failure rate in your English Education/English Literary Studies group with?
9. How can you improve your pedagogical practices in English Education/English Literary Studies that would benefit all students?
10. Taking all that we have spoken about into consideration, are all your students given equal opportunity to acquire epistemological access in your English Education/English Literary Studies classes?

English Literary Studies - Ben

Interview transcript between Tutor 1 (BEN²⁷) and Kershnee Sevnarayan (K-S) at the Braamfontein East Campus

K-S- What in your understanding constitutes English Literary Studies?

BEN- Hmmmm....I think it's more than just...well I think that English Literary Studies is more than just working with textbooks, it's a life skill, yeah... so to be able to analyse and think critically.

K-S- Thank you. So, according to your understanding of English Literary Studies, do you believe you're fulfilling the outcomes and the requirements of the module?

BEN- Oh wow! I have not though about that as yet, yeah...about what I am doing.

K-S- Yeah...

BEN- So I hope, yeah...but I hope so because I am trying to show them that I am not like this text...you have to read it this way...I'm trying to like a general...this is the way that you can read texts and this is how it works so and you can read a text more fruitfully if you read a text this way... Right.

K-S- Okay...How were you taught English Literary Studies in your tertiary studies and do you find yourself tutoring the same way as you were tutored?

BEN- I think it was....well, I did my undergrad at TUX at UP, ya.

K-S- Tux?

BEN- At the University of Pretoria.

K-S- Oh okay.

BEN- And uh...so everyone just....I felt like we were just lectured on the content. And there's no sort of....they do touch on the broader implications, but not really, so they don't they go from specifics to the general whereas I am trying to go from the general to the more specific.

K-S- So you don't find yourself lecturing the same way as you were lectured?

BEN- No I don't.

K-S- U don't?

BEN- Naaaah....

K-S- Okay....What qualities do you feel Higher education should equip all students with?

BEN- I think critical thinking....I think....there's a fine print....

²⁷ BEN is a White male tutor.

(From this point forward, all tutors and lecturers were given code names to protect their identities and integrity.)

(SSSHHHH...[Noisy])

K-S- Can I repeat the question?

BEN- Yeah...

K-S – (Repeat question)

BEN- Like generally?

K-S- yeah....general qualities...

BEN- Critical thinking...yeah...Coz...I do like the idea that the engineering students have a critical thinking module. I think, ideally, like all first years should be like humanities....

K-S- How do you construct pedagogy to accommodate all students in you English Literary Studies group?

BEN- This is my first year as a tutor, so I haven't...

K-S- Okay, this is your first year?

BEN- Yeah...so I haven't really thought about that.

K-S- You haven't?

BEN- No.

K-S- Who dominates discussion during your English Literary Studies tutorial?

BEN- There are a few students, just a few, and I try to ask students questions, and some of them don't take it very well.

K-S- I did notice that....Okay....uhm...if students are failing or dropping out, what would you associate that with?

BEN- I think a lot of it has to do with their background. I think so.

K-S- Okay, how can you as a first year tutor accommodate your pedagogy to accommodate all students? What can you do to enhance your teaching skills so that all your students can benefit from you teaching?

BEN- Groupwork. I have tried getting them into groups and...

K-S- So group work?

BEN- and then everyone has to speak and uh....perhaps that's a more friendly environment and where everyone participates.

K-S- Oh okay...Taking all that we said into consideration, are all your students given equal opportunity to acquire knowledge in your English Literary Studies tutorial?

BEN- I think so, but I also feel like, everyone is offered the same opportunities...but if you don't make use of it...if you don't ask questions or if you're just a passenger then you are losing that opportunity but everyone is given the same opportunities.

K-S- Okay. Thank you so much sir for your time.

BEN- No worries!

English Literary Studies – Sandile

Interview transcript between Tutor 2 (SANDILE²⁸) and Kershnee Sevnarayan at the Braamfontein East Campus

K-S – First question is: What knowledge, skills, attitudes and values do you hope to get from English Literary Studies?

SANDILE – Uhm...Basically, English Literary Studies, uh... involves the study of the English language itself as well as a variety of literature in the English language...uh..., in my case really, English Literary Studies have been by and large a study of English literature and a literature of different regions, uh...written and published in the English language...uh...that includes....uh....English literature, let's say from the....middle ages, Chaucer, as well as uhm....the Elizabethan period, William Shakespeare, well as moving on to the Victorian period, uhm...of the Charlotte Bronte's, and the Dickens and then of course other literatures from Africa and other regions...Russian literature in English...uhm...Zimbabwean literature in English....South African literature in the English language and for me, studies in English have been basically about studying a variety of literature written in the English language.

K-S- Wow! So according to your understanding of English Literary Studies, do you believe you're fulfilling the outcomes and the requirements of the module?

SANDILE- Yes....I...think so.....I am fulfilling the requirements of the module... and given the fact that I have been exposed to a variety of literature from different regions, in the case of Wits actually, I am particularly focussing on my portfolio as a Teacher assistant, for what I'm responsible for, feedback and evaluation for the first year course...uh we expose our students to Indian literature, South African literature, American literature, Renaissance literature. In that order, to the extent that, there's a variety of literatures to which students are exposed, which basically, I think uh...is a fulfilment of the requirements of the module of English Literary Studies, literature and English Literary Studies.

K-S- Mmm...Okay!

SANDILE- Yes.

K-S- How were you taught English Literary Studies?

SANDILE- Okay...actually....Firstly, it was a two-pronged approach, by way of lectures, where a group of probably 200 students are in a lecture theatre and then a lecturer comes in and delivers and then he walks out...and there was also an opportunity to ask questions during the lectures....And then...we then interacted with our lecturers in a smaller group during

²⁸ SANDILE is a Black male tutor.

tutorials and in my case, basically a maximum of 10 students in a tutorial group and the lecturers that taught us were actually our tutors and they were being assisted also by post-graduate students and the lecture material was actually part of the tutorials themselves, where we were free to ask questions about lecture material during the tutorials and tutorials were meant to compliment lectures, that follows how we were taught and uh...how I was exposed to the teaching and learning of English Literary Studies.

K-S- Okay....So do you find yourself tutoring the same way as you were tutored?

SANDILE- Apparently, that's the approach I try to use....And, I try to take the best of what I've learnt and the approaches that I learnt from my lecturers and you find that always there's a skeleton in your wardrobe when you are teaching your English Literary Studies tutorial and you look back and you reflect on who was the best lecturers and who was one of the favourite tutors and you try to imitate their approaches, then you also compliment with the new ideas that you learned from others and you interact with those tutors and with new lecturers. I must actually confess that Wits is a different environment altogether from the one I was exposed to. And there is also a lot of flexibility when it comes to tutorials, and ya...combining what I learnt and the new things I am learning from these to come up with the best.

K-S- Okay! What qualities do you feel higher education should equip all students with?

SANDILE- Apparently...uh....the qualities must...have to do with the world of academia itself....and the world of working. That's what I believe. What we are saying, in terms of academics, uhm....students must be equipped with critical and analytical skills, they must have the freedom to ask questions, to contribute ideas without fear and to know that in the world of academia, especially the, I mean, English Literary Studies, there's no answer that is cast in stone. And as long as students can substantiate their ideas with evidence....then whatever they say, becomes meaningful. But it has to be justified. Often times, uhm...I say to my students they should not 'parrot' what the lecturer is saying, they must have an independent voice, I think that's what me, one of the high flyers, when I was a student at the University of Zimbabwe. And, because I had my own ideas and I would put them down on paper. Or I would come up with the best, basically, analytical skills and a culture of reading and a culture of asking questions because a life without questions is meaningless. Yeah...

K-S- How do you construct pedagogy in your English Literary Studies tutorial to accommodate all students?

SANDILE- Uhm...can you clarify on 'old' students?

K-S- "ALL" students.

SANDILE- Yes.

K-S- Like in your tutorials? How do you tailor your teaching practice to accommodate ALL students to make sure that ALL students benefit from you?

SANDILE- Are you saying “ALL” or “OLD”?

K-S- “ALL”!

SANDILE- All students? Alright!

[both of us laughing]

Apparently, we, we all have different approaches....uhm...there is the question and answer, where the students ask questions and the student responds, and the...it’s reciprocal actually and I also ask questions, thought-provoking and mind-provoking questions for the students to respond to. And apparently, I pick on anyone also to speak, even if they are not raising their hands, so that all participates and usually, it’s that quiet one...sitting in the corner who has that brilliant response but they just don’t feel like saying it out because they are not confident. Also, the fact that I have told that this is a free environment, we are protected by the four academic rules, and you be free to say anything and everything. It has actually given them a liberty to participate and to say anything and everything as long as it is relevant. It’s also, and even when the student gives, uh...a response that appears to be wayward, but, you try and make them understand without really making them feel offended. Basically, I have said to students that I learn new things every day from them every time we interact and they are excited about that and it is true. After every tutorial, I would’ve learned a new thing from my students that actually has inculcated and cultivated a culture of involvement and participation from ALL students. Yes! I...you may have one or two...

K-S- Yeah...

SANDILE- That, are always, sitting there...quietly listening. They would rather be writing than speaking, and when you mark their papers you realise, “Oh my goodness, this student is a brilliant student”.

K-S- Ya...

SANDILE- You know, we had such students, but by and large really, I’ve tried to create an atmosphere where students feel free to ask questions and feel free to approach me.

K-S- hmmm...

SANDILE- Even after the tutorial. And then we sit down and we talk about the challenges they are facing and that has helped them to be part of the small family of a tutorial group.

K-S- Okay. Describe how you tailor of English Literary Studies assessment strategies to accommodate all students.

SANDILE- Basically, when assessing students, uhm...we have what we all call a participation mark firstly, which is out of 5. You know, we reward students for participating during tutorials. And then also, assessments in terms of marking assignments...uhm...the portfolio work...in-class tests, as well as take-home assignments...uh...with regards to...uh...all these...the way that we assess is such that we exercise what we call “positive marking”. Positive marking involves assessing what is there and not what is not there. And we don’t penalise a student for leaving out information. We reward what is there, and by rewarding what is there, we are trying to make the student appreciate that even what they have given us, is actually information that is important. Though there could have been more, and when we assess, it is such that we have ‘bands’, that where we give a first class, a second class, third class and that order but in according to percentages and basically, we don’t penalise for grammatical mistakes in literature...or spelling mistakes. Though, we correct the spelling as we mark. But basically, we exercise positive marking....uhm...it’s meant to make the students appreciate their own work also....At times, I also say to students, before I assess you, your work, you must assess it yourself. And if your sixth sense tells you this is not good enough, then go and improve on it before you submit the work. Because, impressions matter when it comes to assessments. Basically, that’s how I do it.

K-S- I like that, positive marking....That’s a good idea! Uhm...during tutorials who dominates discussion?

SANDILE- The students!

K-S- Just the students?

SANDILE- The students and uh....finally, you get to a point where you realise that there are certain students that are always talking, but basically, I try to get the students dominant in talking. Uhm...it depends also if it’s a feedback session....like the one that I intend to have today because I have just marked their assignments, it’s more of me talking and giving them the opportunity too to, ask questions concerning feedback. But basically, if it’s general tutorial work, looking at poetry and short stories, I always make sure that the students dominate. Yes!

K-S- Okay, what would you associate the drop-out and failure rate in your English Literary Studies tutorial group with?

SANDILE- Aaaahh...well...I must admit...let me give you a background to that a bit...my first reaction was shock last year when I had to mark first year assignments. And 38% of students in my group had failed. And the course coordinator then said that I was probably a tough marker, [and he asked], can you try and raise them up a little? I said that I have already

compromised. I can't go beyond this. Then, I was coming from a different environment altogether. I have no understanding of the [South] African education system, what it means to come from matric in to university. And then...there it is...it was a shock! And then, I got to understand, the background, through the teamwork that we went through....I got to understand and get used to the South African education system. I said, "Okay!" Apparently, I have realised that quite a number of students have challenges of the English language itself. Of the expression and grammar, let alone analytical skills. Then, the high flyers have got brilliant analytical skills but the majority, I realised are actually uh...very weak in terms of their command of the English language. And understanding works of art and then they are not analysing them because of the challenge to the students themselves. So basically, I would say, the failure rate has to do with a background where students haven't been exposed to analytical and critical thinking skills early enough....and the transition from matric....because i am focussing on first years because that's my job. The transition from matric to university...but they find it very difficult, to fit in...to the extent that I know of a student that came in to the office and said...I want to drop out because I can't, I can't do English...I'm afraid, It's difficult. Whilst there's that culture of fear, you know fear brings misery and once there's that culture of fear, someone won't enjoy learning English and as a result, they just give in. And basically, I think it has to do with the background of where you are coming from.

K-S- How can you improve your pedagogical practices in English Literary Studies to benefit all students?

SANDILE- Uhm...I think the starting point for me is having a deeper appreciation and understanding of what I have just told you....the background of the students themselves. And once one has the background, the imbalances that are there in terms of the different secondary schools that we have in South Africa and how just one can negotiate even the multicultural environment we have at Wits, one is that we should negotiate that different cultures and...improve on their teaching skills because there are times when your students come from different cultural backgrounds and you have to tread carefully when uh....it comes to saying certain things and also what to say and also what not to say.

K-S- true.

SANDILE- You know...and...the multicultural environment that we are in poses a lot of challenges, there's need.....I know that we...I was part of a group that was....exposed to a session on negotiating multicultural environments by the vice-chancellor here and but...I

think more can be done so that we have a deeper understanding of the different cultures and you know that you don't tread on un-trodden ground or sensitive....sensitive areas.

K-S- Taking all that we have said into account, are all your students given equal opportunity to acquire epistemological access in your English Literary Studies tutorial?

SANDILE- Yes I believe so.

K-S- Why do you say so?

SANDILE- Uhm...Because our tutorials are structured in such a way that they are all accommodating and they are flexible....students can negotiate the move from one group to another if need arises....and uhm....also....the students as well as tutors...are given the leeway to...to do what they think is relevant during tutorials there is no imposition of power from the lecturers and tutors to the students and we always encourage students to develop their own personal voice....which basically...uh...t think gives them the opportunity to...to be themselves...Yes.

K-S- Okay! Thank you sir for your time.

SANDILE- You are welcome!

English Literary Studies – Anne

Interview transcript between Lecturer 1 (ANNE²⁹) and Kershnee Sevnarayan (K-S) at the Braamfontein East Campus

K-S- Firstly, what in your understanding constitutes English Literary Studies?

ANNE- [Laughing] In this country?

K-S- Yeah, in this module that you lecture?

ANNE- I think what English Literary Studies should be is not the study of a particular English tradition of literature. I think it's problematic that we teach something called English Literary Studies when most good departments are in fact teaching literary studies. And what makes a work distinctively literary and I think that question has become increasingly complex and difficult to answer....uhm...new forms of entertainment and cultural studies has really changed...when you think about literature...so I think what we should be calling ourselves is 'literary scholars' or what we should be doing is literary studies as part of cultural studies...uhm...many departments hang on to the tag 'English Literary Studies' because at least now, it still comes with it a source of power, if that makes any sense....uhm...and it's...sorry, this is a long answer to a short question, but, uhm...if you look at the way that this department is arranged, we're part of a school of literature, language and media and there's a reason for that, in fact. We have a department of African literature that is separate from the department of English Literary Studies, even though much of their history is written in English...uhm...at the same time, we teach literature like Dante, which is in translation, Which should really be in English Literary Studies right? Because, it's not English the language.....The other argument is that you're just teaching.....uhm...the literature of empire basically....it....uhm....empire has given us this body of literary works we celebrate as English but if we do that, I think we're making, I think, a mistake....because...uhm....how can I put this? Because you are excluding the selectively excluded and you're giving more power to works written in English and I don't think that's appropriate. Most people, if you want to study literary studies, you have to be in the department of English....Does that make sense?

K-S- Absolutely. So according to your understanding of English Literary Studies, do you believe you're fulfilling the outcomes and the requirements of the module?

ANNE- Could you ask that question again?

K-S- [Repeats the question]

²⁹ ANNE is a White female lecturer

ANNE- I have a limited position here, so I arrived in the university last year....uhm...my understanding of course convenorship is that course convenors have a certain amount of pedagogical....a role that involves some kind of leadership....uhm...and especially creating intellectual coherence....for a unit. Unfortunately, my role here is slightly limited and I've been told repeatedly that it's just administrative and it's actually quite hard to extract information about uhm....what the goals are supposed to be or even to get people in department to agree about what those goals are. We do have outcomes but they're quite generic and I think problematically generic. They're not really driving curriculum development as much as satisfying the need for there to be written down outcomes. So, in my own teaching, I try to come up with outcomes. I try to think about what students need...uhm...but...I can't speak for the course as a whole because my convenorship role is limited there. It's not actually one of designing, it's one of I suppose, tweaking things a little when I'm allowed to.

K-S- How were you taught English Literary Studies in your tertiary studies? Do you find yourself lecturing as you were lectured?

ANNE- It's a difficult question to answer. I was taught at UCT and I was taught by people who used very very different techniques....uhm....do you want specifically lecturing or lecturing and teaching in general?

K-S- Both.

ANNE- Uhm...I had some very very bad lecture experiences and I try very hard not to reproduce that....Uhm....I also worked in universities where I studied...where I did my PhD which was also tertiary....uhm....which had really really excellent pedagogy and I think I try to follow those models more. So I probably think more how I try not to make the mistakes I saw and how to reproduce what I saw. But I also did have some very good instructions from a couple of lecturers which is why I teach the way that I teach.

K-S- What qualities do you feel Higher education should equip all students with?

ANNE- It's a cliché, but I do think critical...critical literacy....uhm...you'd probably want plural, but, I'd always come down to one thing....I'd say I think students need to be able to read....I could say read signs in the semiotic sense, so I think they should be able to read, uhm...after having done this course, literature, film, advertising....uhm....culture, dress code, there should be some kind of general literacy and I think especially this comes down to the original question when you asked, what defines English Literary Studies....uhm....I think it should be...it should be able to equip people to read any text in the humanities. Not necessarily to read it brilliantly well so we can't give people a training in philosophy, or a

training in psychology but they should have enough generic reading skills, skills of close careful reading to be able to begin to read in any discipline.

K-S- How do you construct pedagogy in your English Literary Studies lecture to accommodate all students? [Repeat]

ANNE- This may be the wrong way to answer the question, but I tend to think in examples, so at UCT I was often, that the...there's a perception that students in Africa struggle more than students say in the UK or the US and that we should make things easier....and what I found in experience is that raising standards is in fact, at university level, and making things different from school is often the best way of levelling....so I give let's say the reading task, and because I don't have a lot of time, the reading task is in old English and when I come back to the class and say, "Alright, who's read this?" And they'll...a lot of students will shout and say that this was unfair, it was impossible, and these are good students who get good marks, who come from good schools and have a lot of advantages and it's usually the let's say single mother or young woman, who's looking after four sibling, who lives on the Cape Flats...She'll say well, I've read halfway and...that actually levels the plain field by saying you can't just get by doing what you did in school. If you're prepared to work here, you can actually close that gap. But I think if we keep demanding less from students, we actually push down those who don't already have that. If that makes any sense to you?

K-S- Absolutely.

ANNE- I don't know if I've fully enough answered the question?

K-S- How do you construct pedagogy to accommodate all students?

ANNE- Okay....so one thing would actually would be to make it difficult to everyone, to work out where people are coming from and then make sure that I am then, in fact, teaching them something. That they're gaining something and not just being rewarded for what they already have. I find that very specific to South Africa....uhm....and then I, try as much as possible, talk about translation....and make multilingualism a virtue even if I'm teaching in English. That's the best I can think of right now I think.

K-S- That's fine. Describe how you tailor your English Literary Studies assessment to accommodate all students? [Repeat]

ANNE- This might again be too specific, but one big problem is what we have in university is plagiarism....uhm....and I don't perceive plagiarism as a problem....as just a legal problem....I think it's a pedagogical problem....I think that English Literary Studies has changed radically because of the enlarging internet. So that now...uhm...when a student is doing research, there aren't really strong motivators for them to do what we would call proper

research. Also, if we set some task that says, and the classic one is, “analyse this poem”....You could do that 10 years ago....and no one could really plagiarise, and if they did, it was from a book...and now you do that and every poem that exists, just about, there is a ready-made essay explanation sitting out there. Uh...so...one of the big things that I do, is I try to design assessments that uhm...ask for a specific argument to be elaborated....uhm....require a measure of creativity from the students but especially, that do not facilitate bad research for plagiarism....Uhm...So I need to give you an example for this to make sense....uhm....we had a poetry assignment for first years...uhm....sorry!....and I always have a rubric for students that says this is what a good answer would look like, this is what a 70% or a 60% would look like....and a 50%...so that they know exactly what criteria we follow.... and in that case, I gave them a poem and I said, read this and say let’s actually analyze it as it is and then I give them the information that it’s written by Queen Elizabeth and they need to tell me how that makes it different. So then, it’s impossible for them to plagiarise and are discourage from doing that, they have to use their own resources to uhm...tools, and show me how they do that. It’s difficult to generate that sort of, I guess, more carefully structured assessments but I think it’s very important uhm....because there’s a whole industry that sort of undermines what academics do...when you say analyse this poem, for example. Did that make sense?

K-S- Yes it did. During lectures and tutorials who dominates discussion?

ANNE- uhm...I don’t teach tutorials....Ideally, I can tell you....I push this as a thing with my uh....tutors....Ideally, it should be students dominating the conversation in tutorials. I also agree in seminars that students should dominate uhm...seminars are more difficult in that students have an onus on them to come very prepared and to use the sessions....uhm...tutorials, it’s difficult for tutors because often students don’t come prepared to a tutorial....they do not have things to say and that’s why I tend to push the tutorials more on towards being workshopped around concrete problems so that the tutor will not be put in to the situation that the lecturer does....to a passive audience....which otherwise happens....so....as long as....I think as long as the....the “tutees”, I don’t know what to call them....students in the tutorials....have any task to work on, they’ll have something to say. They’ll at least have questions to answer. The problem is when they come in with nothing, then they just wait for a tutor...I think that tutors are often put in the positions of lecturing and they shouldn’t. I lectures, I do think that the lecturer should dominate. I think that students should have a right to ask questions but that it’s not helpful for that large group format which is not about showing them, how ideally, ideally about showing....how an argument is constructed, a sustained argument...to have that broken up excessively. So I think it’s fair for

lecturers and this is what I do...I ask questions and then field answers and then continue with the lecture and then ask questions...uhm....at the key moments.

K-S- Okay... Thank you. What would you associate the drop-out and the failure rate in your English Literary Studies group with?

ANNE- I think there are a lot of factors....one which is often overlooked....it's a big problem...it's the fact by which we are not teaching, in which I don't even mean we're not teaching them....I mean they're not actually in our classes and there are a lot of students who areuhm....not attending lectures, are not attending tutorials....and then insist on writing tests and exams and trying to scrape through....We don't have a DP system that we can enforce so we have those students...we also have students who sign up late...so we might have someone who comes in five weeks in to the first semester and says, "I...I want to sign up" and the DVC has given them permission and then we are required to take them on board even if they are hopelessly far behind. So I think that's actually quite significant...is that a lot of the time students aren't actually using the resources that are given to them or they're opting out....

K-S- Okay. How can you improve your pedagogical practices to benefit all students?

ANNE- Would this be personally?

K-S- Yeah.

ANNE- Uhm...This is a tricky one to ask....I suppose I'm always trying to improve....so I haven't really thought beyond that....uhm...you say to include all students?

K-S- Ya...to benefit all of them?

ANNE- I think....I think....one of the things we can....again, tell me if this is too much to understand....one of the things people always tend to get wrong is that they...I often heard it said in staff meetings that, "oh we don't need to worry about the good students, they'll be fine...." and the point is that the good students should in fact also be learning something....they shouldn't be teaching themselves...so I think every good class has to be speaking to the very very good...there has to be something for the good students. You can't ignore them in questions of inclusion because that's often the worst form of laziness and uh...and then....we congratulate ourselves on our best students and how well they do....all the while, never having actually taught them.... having had them just sit, sit through,...so I think one big thing actually is....always having something for the best students. They are all challenged....and then always having enough scaffolding that the weakest can get something...and then just trying to find that balance. And that's actually what I want to do....I think my focus is on the students in the middle....that in every lecture, seminar and

tutorial.....we should be thinking, “Did I have something there and made it worthwhile for the best student in the class and did I...did I manage to communicate something, the basics to the person at the very bottom of the class?”

K-S- Okay! Taking all that we have said in to consideration....do you believe all your students are given equal opportunity to acquire epistemological access in you English Literary Studies class?

ANNE- Honestly? Uhm...wait! Sorry, in my lectures specifically?

K-S- Yeah...in your lectures in general.

ANNE- It's difficult, well I would in general. I don't think they have equal access.

K-S- So?

ANNE- I think that they..... a lot of the time.... as I say.....we're lecturing to a small group....who are like us, they don't challenge us....this kind of ideal audience that lectures are delivered to...not where students are really coming from in that ideal....I made this mistake in one of my last lectures....I was talking about Saartjie Baartman.....and I assumed that everyone knew who I was talking about...no one put up their hand and in the next lecture I had to come and I has to say, “I'm very sorry. I realised that I spoke to you assuming that you knew this....but some of you perhaps didn't...”...And then I would give them a little background of that but I think stuff like that slips through the cracks all the time and I do the best that I can to foresee it in my lectures but sometimes I mean I make mistakes...That's just I suppose cultural capital....it mainly comes down to cultural capital.... and the fact that we speak all the time, all these exchanges in cultural capital and the students are often silent because they don't want to reveal their lack of cultural capital...they're not going to pick their hands up because that diminishes them in my eyes and the eyes of their...their peers. So I think these things tend to, to reinforce themselves.

K-S- Thank you so much for your time!

ANNE- It's a pleasure. I am so sorry to have kept you so long!

English Literary Studies – Kathy

Interview between Lecturer 2 (KATHY³⁰) and Kershnee Sevnarayan (K-S) at the Braamfontein East Campus

K-S- What in your understanding constitutes English Literary Studies?

KATHY- Uhm...English Literary Studies is the study of literary texts...uhm...it's the study of interpreting literary texts....and also....being able to construct arguments and enhancing writing and reading skills.

K-S- Thank you. So, according to your understanding of English Literary Studies, do you believe you're fulfilling the outcomes and the requirements of the module?

KATHY- At what level? Undergraduate level?

K-S- First years.

KATHY- First year level only?

K-S- Yes...

KATHY- Uhm...I think we are....the difficulty we face....is that we uhm...dealing with a group of students who have very....come in to university with very different skills....different skill levels....so we are constantly trying to adapt in order to help students with less skills address that skills gap....uhm....I feel like it's a very dynamic process....I'm not sure you can ever say confidently, we've absolutely achieved that for students across the board and I know, most of my colleagues, we're always trying to find new ways in order to help, help students develop their skills.

K-S- How were you taught English Literary Studies? Do you find yourself lecturing the same way as you were lectured?

KATHY- I think so....uhm...I think you're very much influenced by the...the pedagogical practices you are privy to as a student...uhm...I suppose the difference perhaps was that uhm....less was expected....I think of lecturers in terms of mapping the information for students in the visual way that we do these days....you know the practice was that there was a lecturer, would come in and read a lecture, you would take notes and very rarely...you would have a , you know...at the time, an overhead transparency....or they would even map things out on the board for you...uhm... noticed that uhm....certainly with the current generation....it's very important to incorporate visual material in to the lectures and to constantly cross-reference...uhm...your lectures with that material...and have a , have a rubric that you start the lecture with so they can see you working your way through that.

³⁰ KATHY is a White female lecturer

K-S- True. Uhm....What qualities do you feel Higher education should equip all students with?

KATHY- Such a broad question....I think humanities....and If I can maybe focus on that because it probably differs from faculty to faculty....uhm....I really think that humanities is....the work that humanities does is...that it should create introspective, critical citizens....empathetic citizens, philosophical citizens....uhmmm....and I think students who graduate from the humanities should be equipped to interrogate the world that they have to work in....uhm....and challenge it and.....do so in an ethical way.

K-S- Yeah....How do you construct pedagogy in your English Literary Studies lectures to accommodate all students?

KATHY- It's very difficult. I must be honest, I mean especially first year levels....There's so many students and...What I do is try and map as clearly as I can.... at the beginning of the lecture.....so as to give students a sense of the material....that will be covered in the lecture...uhm...I'm always making room for questions and I make time for students to query any of the information....uhm....and think it does also...uhm....it...uh....it's not something that's entirely fixed....we just shift things from here to here...you get a sense of what works, what students have understood...what needs... you know....careful elucidation. So what I often do is, I look closely at what they've written in an exam....for example, and then think about trying to shift my lectures accordingly to try and address some of their gaps that you can see in their written work.

K-S- Okay...describe how you tailor your assessment to accommodate all students.

KATHY- To accommodate? Do you mean in order to....uhm....I'm not sure if I....I'm not sure if the word 'accommodate' is quite correct. Uhm...in terms of the assessment, I have a clear sense of the outcomes and the skills that students need to demonstrate and I mean what the work of tutorials is....communicating those skills...when it comes....to the actual marking side, I'm obviously looking at clear expression, that they're getting those skills, that they're...in terms of setting the assessments and marking them....I also try to be creative with that...uhm....from here to here....also try to shift the kinds of assessments...uhm....that we present the students with....again, it's quite, it's quite a dynamic process. It's based on a response to what we've seen in their written work or kinds of assessments that they, they need to focus on....uhm....so....it's a kind of on-going dynamic process I suppose.

K-S- Okay, during lectures and tutorials, who dominates discussion?

KATHY- In lectures, I would have to say, I do...and then in tuts....uhm....the tutors, you know should....it differs interestingly from group to group.... ideally, your students should be

dominating the discussion in tutorials....I find in my own tutorial teaching, that sometimes it works wonderfully and you get a group where they are dynamic, the students are incredibly responsive....and other times, it's uh....a really uphill battle. And uhm...you find yourself speaking more than you'd like, not ideally.... So...uhm...but the idea is that tutorials, there's a kind of transfer of responsibility....if you like, on to the students....They should be doing the work....and driving the discussion and I think your role here is more to facilitate it and guide it rather than present information as would a lecture.

K-S- Okay...What would you associate the drop-out and failure rate in your English Literary Studies group with?

KATHY- Uhm...from first year....second year?

K-S- First year.

KATHY- Uhm....I think...uhm....I think a lot ofuhm....and our second and third language students struggle at studying English at first language level....uhm....and....I think....some of them perhaps...need more support in addressing the skills gap between high school and university and what's expected of them....uhm...uhm....I think that there's also kind of ahm....I think students are also finding out what they like....I know that's maybe because...it's a banal answer...uhm...but there's a kind of natural attrition that takes place for first year, second year.... I think students come in to something like a B.A where they have no real sense of what study of those particular disciplines at tertiary level will be....and you know...they discover....they require them to focus and narrow their choices so I think that's also got a lot to do with it.

K-S- Okay! How can you improve your pedagogical practices to benefit all students?

KATHY- Ahhh....I think it's something I'm trying to do all the time...It's just a broad question! Uhm...I think one of the things that I've been doing in my seminars and my small groups is working on continuous assessment....rather than only having two...uhm....large assignments for the quarter....having them work and write continuously....uhm...I've also been giving....working on having students write in class and uhm...because I've noticed certain students are very verbal and very articulate when they speak but there's not a good transfer of those skills to their written work.

K-S- Yeah...

KATHY- Uhm...I think there's uh....a kind of....just the necessary practice of writing...something we can work on to...to instil....uhm...in the classroom.

K-S- Okay, taking all that we have spoken about into consideration, do you believe that all your students are given equal access when it comes to acquiring epistemological access?

KATHY- I would say Yes!!! I think we work very hard to do that....uhm..you perhaps get a better sense if it from the students themselves...whether they feel that they have that....uhm...I know we've introduced a number of thing over the past few years....to try and support particularly our first years...and we've done things like...made uh...uh....online study material available to them...there's a pearson study course they can do...uhm...and that's to help them really with language skills...uhm....so they have access to those kinds of resources.....uhm....and they also have access to us...as lecturers uhm...I'd like to think we're [Laughing]....we're approachable.....uhm...ya....I think it's ait's....it's again....it's something that's quite hard to gage from my perspective.....I know it's something that we try to offer and you know the hope is that....that's how they experience it too.

K-S- Thank you so much for your time...

KATHY- It's a pleasure.

English Education – Bongani

Interview transcript between Lecturer 1 (BONGANI³¹) and Kershnee Sevnarayan (K-S) at the Wits Education Campus

K-S- What in your understanding constitutes English Education?

BONGANI- Hmmm....It means uhm.... from my context, it's about....giving or training students uh....teachers....and giving them requisite skills uh....to go out and teach English in the classrooms....it means uh....how do we get our students to become good teachers of English for students in both first language and second language or additional language contexts.

K-S- Hmmm...Okay, so according to your understanding of English Education, do you believe you are fulfilling the requirements and outcomes of the module?

BONGANI- Ya...for this module...we are doing a wonderful job....we wanted students to access social linguistic concepts....to understand English in context in relation to other languages and of variation in English due to the diversity of the student – learner population...that our students have to encounter so....what....we are doing is just that....to make them aware so that they are conscious of the different spaces in which English is used.

K-S- Okay...How were you taught English Education?

BONGANI- How was I taught?

K-S- Yeah...in your tertiary studies?

BONGANI- Uhm....I only did English education....I did English linguistics and English Literature and a B.A programme, so I was taught uh...grammar...uhm...I was taught literature uhm....poetry, novel andall of that....but then when I came to do my masters and we had specifically a programme masters in English education....different lecturers came from different disciplines. It was very multi-disciplinary....we're looking at multi-modal texts....we're looking at films and uh...literary texts....we're looking at films and uh...literary studies and linguistics so.... all of this constituting English Education.

K-S- And what type of pedagogical practices did they use? When teaching you?

BONGANI- It was more student-driven....we had....uhm...themes that were introduced every week and there was a pack that we were asked to read...and we had to look at it very carefully....uh....and use it to challenge or confirm some of the theoretical ideas that were presented...it was just presentation by the lecturer and it was follow-up by the students.

K-S- Okay, so, do you find yourself lecturing the same way as you were lectured?

³¹ BONGANI is a Black male lecturer.

BONGANI- Uhm...not really...I think uhm...uhm...in this particular course in particular I find myself doing it my way....is a course that we call 'teach this'. A number of us teaching different students....we follow exactly the same programme but I...have a different philosophical ideal around how students need to access English....you see first of all, they need to access and understand English but they also need to be thinking around how they're going to deal with it when they get to class....so it's about the old literacy in the socio-linguistics of English but now they apply their socio-linguistics and knowledge in to the classrooms....so....uh....who they are and how they interact with the text....with the concepts....plays a vital role for me.... so I spent time engaging them about the idea of their onus.

K-S- Okay...What qualities should Higher education equip all students with?

BONGANI- Uhm...The whole basis of education for me is to uhm...is to make become....better themselves....so...the quality of good teaching is the teaching that valorizes what you bring with yourself into the classes....even if it means bring yourselves...so we begin from that. Uhm...uh...because the other way around in my experience is to alienate the self. Eventually, it's about who you are and how you are going to accentuate your better self. Uhm...uh.... that's the real quality. If education doesn't make someone to become their better selves and you cannot make someone to become their better self....selves....if, if, you do not valorize what they bring with them, in other words, who they are....is more like about the incomes for me....like you have a repertoire of languages with you...and then you come in to an English class uh....I would love to see that interact....you know? If the classroom space....because I view the classroom as a microcosm of what the society is about....

K-S- How do you construct pedagogy in your English Education lectures to accommodate all students?

BONGANI- All...All students? You know, like I said, we uh...diversity is such a....uh big thing....it's also....uhm...it can be a challenge....If we don't uh...embrace it fully....we...like everything else in the 21st century....the multiplicity...multicultural education broadly uh...is what defines accommodation of the others as students who are in this class have got other languages they know and students who come in to this...by that I mean... they are bringing their cultures and there are students who uh.... also know other varieties of English if they are only speaking 1 language...in this case....mother tongue users and speakers of English....but I found that there are more than just English...after me....ya.

K-S- Okay, how do you tailor your English Education assessment strategies to benefit all students?

BONGANI- Well...in the assessment, there's always going to be a piece about reflection...uh...reflection is how...you see, there's no uh....standard thing out there for me is about the...how the content that we introduce to them has changed....how activated their wholeness....so...so...in that case, because everything is really based on their identities.....somehow it's very encouraging, they do language biographics, for example, everybody is going to talk about their different experiences about language....if you talk about linguistic profiling, which is the topic for the week, everybody has been profiled somehow linguistically and everybody fills their part of the classroom.

K-S- During lectures and tutorials, who dominates discussion? I don't think you have tutorials, who dominates discussion in lectures?

BONGANI- Uhm...It is heavily student-centred....The lecturer stands up and introduces the topic....often time you provoke students by asking questions and around some of the ideas that we take for granted when you call their name, oh....you mispronounced their name....and you feel about that and you begin from there and you spark a conversation. They talk to each other and the lecturer...it is what I do....as you'll see today. It's mediation of their experiences....but I do fill them in if we deal with uh....a construct sentence....idiolect....which is something about their own individual ways of talking. They know about that, that they need to have a concept for that.

K-S- What can you associate the drop-out rate and the failure rate in your English Education group with?

BONGANI- Well, the drop-out and failure rate are big issues, especially at first year...

K-S- Ya...

BONGANI- Nationally, 45% of students who are admitted drop out of their first year modules. My association is that what they bring with them, the knowledge base that they have is challenged by the demands of higher institutions of higher learning. I think that is exacerbated by the fact that we....uhm...standing out as Eiffel towers, as instructors, we expect them to fit into our system and there hasn't been a courtesy on our side...as academics to find out how to...what is the better word...is....we haven't really done much to try to understand what is it that they bring...so we are still operating, unfortunately, in a very deficit model of focusing on what they don't have instead of what they have. So that is a gap by the way what they think they know...I mean it can be a different stage...imagine you went to school for the whole 12 years and you have been on average, well at the university, and you come to the University and you learn for the first time that you not quite as intelligent as you thought. That is a whole change of identity. In that is what comes with you having a bit of

poverty and other uh...kind of problems associated with uh...being at the new place...The transition itself...whether you come from another background going in to the newness of an institution of an institution and the demands of all that packed together would make me pack my bag suddenly...and because I can do something else where I'll be acknowledged, where my contributions can be seen, so I think it's a big, it's about alienation, we alienate a whole lot of them.

K-S- Okay. If you can, how would you improve your pedagogical practices to benefit all students?

BONGANI- Uhm...I'm...The best way to acknowledge, to, to...multicultural, to perform, yes, is has to be perform multicultural education...uh, for me it comes from...uhm...looking at our syllabus and saying, what is it that we are giving to them uhm, it is the words that we put on the piece of paper but the words are a means to see the world. How do we want them to see the world the way that they have to see the world, how is that closer to the way of seeing the world? Ok, I'm speaking, in particular, there are many many students who come to university, they have multiple lense of viewing the world. The way that they make sense of the world. They view it in multiple ways...but if in my class, I'm going to ask them to be very mono-lense, monolingual, monolithic in viewing reality...Uhm, they'll be alienated so, we need to open up the space and you stand uh...uhm... The multicultural education is not just a lip-service, it's really a lot issues of cognition okay...and it's issues of identity...so; it's about trying to open space for...epistemic access it's also about making them feel happy and that should be embedded in the curriculum, should be embedded in the ideology that runs the curriculum so that all the students that come in have got the spaces to again, to become their own selves. Eventually, so it's a process of becoming and it's the process we need to mediate and prime and...and...and...uh...with one of the things of us is feedback. Sometimes they do the first assessment on writing and become what we want them to be. Uhm do we, do we...most of the time I think we say well they not capable...and maybe we are not capable ourselves to get where they are...so that's that mismatch, for me and how do we find that mismatch? It's a million dollar question that I always would want to think that is if that question is answered...We are very close to solving the problem.

K-S- Okay. Taking all that we have said into consideration, do you believe all your students are given equal opportunity to acquire epistemological access in your English education lectures?

BONGANI- At the moment, uhm...uh...I think I'm, I'm doing that, allowing them spaces too uh...to become part of the world...and we also define or talk about the world in which they are

going...uhm...we...when we speak a lot language variation for example...we make it in a way, for e.g. notice if you look at our pack, it's that we have something like 'your roots' and everybody can have their own roots...you can be from UKZN, you can be from Limpopo, you can be from Portugal or rationally you can be from any other places. They come into the course to understand exactly that, so they flashback and they look at where they come from, and how they are going to navigate themselves into their individual world but understanding also where they are going, going into schools...that that...uhm...would have very...very...we call them complex school, highly diverse schools that uhm...having children of all kinds of backgrounds. So, first it's about them, they have this access too, they are...in their multiple ways, u know...and...and...and they also need to use that access uh to become better for the world that looks like theirs or to appreciate the world that looks different from theirs...something like that.

K-S- Okay. Thank you sir so much for your time.

BONGANI- Okay.

English Education – Nicole

Interview transcript between Lecturer 2 (NICOLE³²) and Kershnee Sevnarayan (K-S) at the Wits Education Campus

K-S- What in your understanding constitutes the nature of English education?

NICOLE- Well English Education is a very broad uhm...area. So I think we've got to look at uh...getting our students to be versed in the subject knowledge but also understand the skills...what we mean by reading critically, writing well, speaking fluently and so forth.

K-S- Okay. So according to your understanding of English Literary Studies, do you believe that your fulfilling the requirements and the outcomes of the module?

NICOLE- Of this particular sociolinguistics module?

K-S- Yes.

NICOLE- Uhm...no...because the module, although its 6 weeks long...it's been lecture based...uhm...the students really haven't had no opportunity to write anything...so and that will only come up in the exam... but I think that's the nature of...of the way these modules are placed in the curriculum the time available for them. It just can't be helped the...the huge, huge classes. So it's very hard to students and have them write a lot what we're discussing in the lectures and that sort of thing because...the time isn't there.

K-S- Okay. How were you taught English Education and do you find yourself lecturing the same way as you were lectured?

NICOLE- Uhm...no I don't. I teach in bigger groups...when I first came to this particular area uhm...I...I was under...I was a qualified teacher of many years and I decided to go back to university later to do my, my honours and it was a smaller group and then again, with...the masters. So there was much, ample opportunity for uh...collaborative learning uh...group interaction...discussion uh...these large, huge lecture classes don't really allow for that.

K-S- Okay. What qualities do you feel higher education should equip all students with?

NICOLE- How to read effectively, uhm, sadly our students struggle with reading...uhm...and although they do have, our first year students course where they are taught reading strategies and so on, and so on...I suppose we should all be working with those, those uh...approaches but in the end, time is not on our side.

K-S- Okay. How do you construct your pedagogical practices to include all students?

NICOLE- When you say accommodate students, do you mean, to give them an opportunity to respond and so on, and so on?

³² NICOLE is a White female lecturer

K-S- Ya?

NICOLE- Well, I try to make it uhm...how should I put it...uhm...I don't want to be too formal...It's sometimes a dilemma for me. I sometimes think maybe it would be better if I had a beautifully constructed lecture that they just kept quiet and I gave them this lecture that they took notes, a very traditional transmission but I sometimes like to make it more casual and more of a story-telling approach and give them an opportunity to comment and so on...but they're shy! And then...these students, even if they could respond and know...what would have something to offer then they don't. I think that large classes can be intimidating.

K-S- Okay. What about assessment. How do you tailor your assessment strategies to benefit all students?

NICOLE- Uhm...it depends. Some of the courses are very accommodating. We recently had a first year course on, on a...stories, and folktales and legends and that type of genre and uhm...so we, we allowed them to....to write their own story....so they could take ownership of that....uhm...sometimes, there isn't that sort of choice. And there's a traditional academic essay.

K-S- Okay...during lectures...who dominates discussion during your English Education lecture?

NICOLE- I would say I do [Laughing].

K-S- Okay, what would you associate the dropout and the failure rate in your English Education group with?

NICOLE- I don't know...I never looked in to the figures and the data....I don't know what the dropout is....but some students do arrive and they struggle with....with the language....they, they are presented with a variety of English that they have probably not had much exposure to....uhm....they have to tune in to the lecturers voice, the rhythms of the speech uh....the swiftness of the delivery of the information.....struggling with note-taking, with quantities to read....I think many are overwhelmed....it's not that they can't but they initially feel over-whelmed and might give up too soon....uhmmm...ya...

K-S- If you could, how would you improve your pedagogical practices to benefit all students?

NICOLE- If I could, I think I would try to do less and do it in a deeper way and offer more opportunities for assessment that isn't only summative....so that there would be some opportunities for formative assessments and they could hone down on these skills and see where they are going. I mean, they'll do a course, they'll get an assignment...it'll be marked....They don't really know why they have done well or not....I am guilty of that fault

too. They often don't read the comments and don't use the rubrics given...uhm...and after the assignments are marked....they have to collect it, for example, outside my office here is a pile of assignments that was given to, out...back to the students last term...and then many didn't even bother to have fetched them.

K-S- Oh gosh...Taken all that we have said into consideration, do you believe all your students are given equal opportunity to acquire epistemological access in you English Education lectures?

NICOLE- Even though the numbers of the people, and there are constraints.... Yes, I think sometimes students...also at fault....we're available for consultation....they don't come....uhm....they, as I said earlier.....they're reluctant to participate in the large group situation....ya...

K-S- Thank you mam so much for your time....

NICOLE- Okay, pleasure!

Appendix C – Observation Schedule

Institution: _____

Date: _____

Observation Schedule

English Education/ English Literary Studies Lecture

Seating arrangement: _____

Lecture/Tutorial hall discourse: _____

Communication between lecturers and students and who dominates discourse? _____

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: _____

Final analysis of accommodation of students: _____

OBSES1³³ (TUTOR 1 - Ben)

Institution: Wits East Campus

Date: 12 May 2014

Observation Schedule

English Education/ English Literary Studies Lecture

Seating arrangement:

Learners are individually seated. The tutor assumes a front central position at the front of the class.

Tutorial discourse:

There is interaction between tutor and students. The class has a mixed variety of students in terms of race with more females than males. The tutor is Chinese male. Tutor uses a basic question and answer method to probe students. Students feel free to answer. Classroom seems to be quite disciplined. The tutor, according to Mgqwashu's (2007) premise of English Studies, includes ways about thinking and speaking about literary discourse which is presented in the literary text, The Serf, and other forms of communicating experiences, which is, as always, regarded as a social existence.

Communication between lecturers and students and who dominates discourse?

Four students (two Black girls and two White girls) dominate discussion from the students of approximately 22 students. The tutor stands fixed at the front of the classroom....The tutor make use of the chalkboard to name literary concepts, for example, 'metonymy'. They are currently studying the Serf by Roy Campbell. Students at the back are quiet and do not participate. The four girls at the front participate often. In examining the poem, the tutor, according to English Studies, examines ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

Tutor has a good understanding of the poem and questions/challenges the students understanding of it. He creates a friendly environment for students to answer. The tutor, according to a broad perspective of English Studies, allows students to have perspectives and visions, including re-visions, on the poem, that they would otherwise be denied and be unaware of (Pope, 1998).

Final analysis of accommodation of students:

At the end of the tutorial, the tutor asks the students what they want to do next....he gets the students involved in their learning. A select few students speak to tutor after the tutorial for a one-on-one clarification. In doing so, the tutor transcends the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and understandable (Mgqwashu, 2007).

³³ OBSES is an abbreviation for Observation Schedule for English Literary Studies. The number next to it represents the number of the schedule, for example, OBSES1, OBSES2, etc.

OBSSES2 (TUTOR 2 - Sandile)

Institution: Wits East Campus

Date: 13 May 2014

Observation Schedule

English Education/ English Literary Studies Lecture

Seating arrangement:

Students are sitting individually in their racial groups.

Tutorial discourse:

Tutor has a good knowledge of how essays should be written....Allows for students to give their understanding of the purpose of an introduction, body and conclusion for an essay.

Communication between lecturers and students and who dominates discourse.

This is merely a feedback session....students got their essay assignments back.... The tutor poses questions to students...students feel free to answer the tutor. They are answering in a calm, friendly environment....He spends a long time reading out an example of one of the best essay from his group...in doing this, he actually loses the attention of most of his students (e.g. students are on their cell phones or some heads on the desk). The tutor predominantly dominates discussion. From an English Studies perspective, this tutor imparts to students ways of thinking, writing, and speaking about argumentative essays as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007).

How are individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

There are no tutorial worksheets. The tutor tries to get students involved....students are lack interest, they are yawning and heads are on the desk. He uses most of the 45 minutes to dwell on that one essay....although...he does allow space for discussion. His own understanding of English Studies is reflected through his pedagogy when he examines ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).

Final analysis of accommodation of students:

No link between the lecture and tutorial. In the lecture, students were learning about *buildings roman* in a novel and in the tutorial, it's basically about how an essay should be written. From an English Studies perspective, the tutor could have presented ways of thinking, writing, and speaking about individual ideas as presented in literary essays, and distinguished between knowledge of and about language (Mgqwashu, 2007). In Pope's (1998) understanding of English Studies, this tutor allows students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of.

OBSSES3 (LECTURER 1 - Anne)

Institution: Wits East Campus

Date: 13 May 2014

Observation Schedule

English Education/ English Literary Studies Lecture

Seating arrangement:

Lecture theatre...students are seated in long rows...White kids seem to be located at the front and middle of the lecture hall...while the Black kids are predominantly at the back of the lecture hall with some of them at the front.

Lecture hall discourse:

Instead of transcending the particular and abstract concepts from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and understandable (Mgqwashu, 2007), the lecturer puts up a phrase on the board, “an apprenticeship to life” and “a search for meaningful existence within society” and she says to students, “This is easy right? You understand this now right?” Nobody answers and she moves to the next slide. A few kids do participate, mostly White male and female students...a Black girl and an Indian boy do answer a question but answers are kept short in comparison to the White kids. We get to see who is in possession of cultural capital and who is not afraid to expose theirs (Bourdieu, 1988).

Communication between lecturers and students and who dominates discourse?

Lecturer dominates discourse. She is trying to explain the concept of a buildings roman in a novel and she says to a whole lecture group of about 150 students, “Do you get what I’m saying, do you agree with me on this?” ... “Do you see how that works?” Sort of rhetorical questions...where students really don’t answer. She talks about how novels are about building yourself up and gives a brief example of Robinson Crusoe building himself up.. Not everybody knows the story of Robinson Crusoe... The lecturer dominates discussion. She remains at the lower end of the podium signifying a power role. Arguably, according to Pope (1998), the lecturer does not ideally allow space for students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of in the discipline. Instead of knowledge building taking place, knowledge-blindness is being perpetuated (Maton, 2014).

How are individual lecturers’ understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

The lecturer uses audio-visual aids effectively and has some interesting pictures on her presentation. She allows students to answer questions and she makes them feel like their comments are worthwhile and important. She does not focus on kids that are quiet and who are sitting at the back of the hall. Because of this, it may be argued; according to Pope (1998) that this lecturer does not expose esoteric ideas implicit in English Literary Studies knowledge structures in so far as it will merely produce a new orthodoxy and underwrite a new professional elite and as a result, knowledge-blindness will form part of the next morphogenetic cycle (Archer, 1996; Maton, 2014).

Final analysis of accommodation of students:

This lecturer according to Pope’s (1998) versions of the polarity of English (*See Figure 2.1*), may arguably embody the traditional approach to teaching English Literary Studies where she focuses on a canon of great works and embodies a single dominant cultural identity where she does not seem to rejoice multicultural differences in the lecture theatre.

OBSES4 (LECTURER 2 - Kathy)

Institution: Wits East Campus

Date: 13 May 2014

Observation Schedule

English Education/ English Literary Studies Lecture

Seating arrangement: Seated in rows in a lecture theatre....Lecturer affirms her position at the front...again, this lecturer does not move around to make use of the space around her.

Lecture hall discourse:

The lecturer is starting with the play "Sizwe Bansi is Dead" and she says, "I'm sure most of you have a familiarity with it?" The Black girls that I am seated with at the back of the lecture hall shout out, "NO!"...and then later again she once again assumes, "I'm sure most of you have been to the apartheid museum?" Not many students it seems have had the privilege it seems to have visited the apartheid museum judging by the nod of heads around me. According to Mkgqashu (2007), in the context of the study, this lecturer, with regard to the broader aims of English Studies, does not seem to transcend the particular and abstract from the physical and social context of the students in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable, understandable and clear.

Communication between lecturers and students and who dominates discourse?

The lecturer does pose questions to the students. The White students that are very articulate do respond. About two Black students who have a very good command of the English language also participate when questions are posed. The lecturer dominates discussion. Half an hour in to the lecture, most of the students heads are on the desk and they are sleeping...some students around me are listening to music...Pope (1998) would argue that instead of giving a history lesson on Athol Fugard, lecturers should be exposing esoteric ideas implicit in disciplinary knowledge in so far as they merely constitute a new orthodoxy and underwrite a new professional elite. Pope (1998, p.10) puts it aptly: disciplinary knowledge structures should be engaged with in both "critical and creative, theoretical and practical, historical and contemporary [ways]. For only in this way can texts be fully grasped as ongoing processes as well as achieved products, and words are used for experiment and exploration as well as analysis and argument".

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

Although she does examine ideological presences and pressures, typical writing practices in the lecture, and common or expected methods of inquiry (Mkgqashu, 2007) by posing questions to students, she, however, assumes that all students are available to equal opportunities...like going to a museum or having watched a play live... There is a clear lack of energy when lecturing.

Final analysis of accommodation of students:

The lecturer displays her email address in bold print on the projector for students to contact her. She is at the venue early and makes herself available to students before the lecture. In accordance with the broad aims of English Studies, this lecture, according to Pope (1998) does make space for all students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of during the lecture.

OBSEE1³⁴ (LECTURER 1 - Bongani)

Institution: Wits Education Campus

Date: 26 May 2014

Observation Schedule

English Education/ English Literary Studies Lecture

Seating arrangement:

Individually seated in a large classroom (not a conventional lecture theatre).

Lecture discourse: Not a lecture hall. Lecturer (Black male) treats the lecture like a tutorial. He continually poses questions to students. Students are free to participate and answer questions. Lecturer moves around classroom. Black and White girls at the front of the class participate. Most of the boys are at the back of the class. There are 65 students, but there are only 5 White students in the whole group. The lecturer makes space for all students to have alternative perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of (Pope, 1998, p.7).

Communication between lecturers and students and who dominates discourse?

Lecturer dominates and leads discussion. Students are noisy at the back of the class, they are quite disruptive. There are a few students, mostly girls, who participate in questions the lecturer asks. The lecturer's perspective of English Studies comes through in his communication with students when he speaks about individual existence in the form of the effect of language on society as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007).

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

Lecturer allows space for ALL students to participate and keeps the topic in motion even when it seems students want to deviate from the topic. The lecturer reflects the broader perspectives of English Studies in his pedagogy when he uses dialogue for experiment and exploration and analysis and argument (Pope, 1998). The lecturer is handled like a tutorial but a large one. Students are asked to read a passage from course pack and he asked students' reaction to the passage. He transcends the particular and abstract disciplinary knowledge from the physical and social context of students in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and clear to follow (Mgqwashu, 2007).

Final analysis of accommodation of students:

It is not made clear whether all the students are on the same level of understanding as those students who are speaking. Students are given equal access to participate. The topic for the day is linguistic profiling and how people are judged and categorised according to the way they speak. One incident that occurred in the lecture was that one White girl judges the president, Jacob Zuma and how he speaks. She says that she speaks way better than the president because her English is 'better' and she says that she laughs at him when he speaks. The Black students in the class start to attack what she says. The White boys start to defend her. She asserts herself from attack and says what she says has nothing to do with race but she is putting out her opinion from a socio-linguistics point of view. Students are exposed to English Studies perspectives when they encounter ideological presences and pressures, typical verbal practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).

³⁴ OBSEE is an abbreviation for Observation Schedule for English Education. The number next to it represents the number of the schedule, for example, OBSEE1, OBSEE2, etc.

OBSEE2 (LECTURER 2 - Nicole)

Institution: Wits Education Campus

Date: 28 May 2014

Observation Schedule

English Education/ English Literary Studies Lecture

Seating arrangement:

Traditional lecture theatre style. Students are seated according to their racial groups. Surprisingly in this lecture compared to the previous lecture, there are 25 White students, 60 Black students (including Indian and coloured students). The lecturer is White female. What is interesting is the racial dynamic in this lecture. It is parallel to the previous class which only had 5 White students where the lecturer was Black male.

Lecture hall discourse:

Lecturer stands at the central middle point at the bottom of the lecture theatre. Lecturer dominates discussion...Students are given the opportunity to talk to each other in pairs... There is a visible student-student relationship but evidently no student-lecturer interaction. She does, however, probe students to speak. By doing this, she prompts ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007). A White student says, "It is good that she speaks good English" and the lecturer responds, "What is good English?" By asking critical questions, the lecturer exposes esoteric ideas implicit in disciplinary knowledge structures in English Education (Pope, 1998).

Communication between lecturers and students and who dominates discourse?

It is the White students who answer the questions posed by the lecturer and they are seated at the bottom front of the lecture theatre. No Black student ever answers a single question in the first half of the lecture. In the second half of the lecture, the lecturer asks, "who would like to give their own story?" A Black girl also seated and the bottom front of the lecture theatre shares her story. She is very articulate in English. She does not have a Black accent. She says that her accent has afforded her many privileges because of her eloquent accent. She admits that she is treated differently from her Black peers because of her command of the English language. It may be argued that English Education examines ideological pressures and presences in the discipline and common or expected methods of inquiry (Mgqwashu, 2007).

How are individual lecturers' understandings of English Education/ English Literary Studies reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:

The lecturer gives an example of her own personal experience of being an educator. She poses questions for all students to answer. She talks about racial prejudice with regards to the accents of different racial groups and her stand is that she's against it. In doing so, she facilitates ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence (Mgqwashu, 2007).

Final analysis of accommodation of students:

All students are given an equal opportunity to speak but it is predominantly the White students who participate and respond to questions. Even though it is a large group of students, the lecturer allows space for students (in 3 minutes) to discuss racial prejudice examples in pairs. She transcends the particular and abstract disciplinary knowledge of sociolinguistics from the physical and social context of the students in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and understandable (Mgqwashu, 2007).

Appendix D - Document Analysis Schedule

{.....} have been used below to illustrate how the above section will be filled in

1	Type of Document: <i>{Assignment}</i>
2	Date(s): <i>{07 May 2014}</i>
3	Name and Status of the Author of Document: <i>{Miss Adam* – Lecturer}</i>
4	Position Held: <i>{Lecturer}</i>
5	For which Audience is the Document Written? <i>{Student}</i>
6	<p><i>Document Information (there are many possible ways to answer A-E)</i></p> <p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners.</p> <p>b. Which aspects of the document do you consider to have assisted you to understand the relationship between disciplinary knowledge structures and pedagogy?</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice?</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered.</p>

*** Pseudonyms have been used to ensure the confidentiality of participants involved**

DASES1³⁵

Appendix D

Document Analysis Schedule

1	Type of Document: Poetry Test English Literary Studies (see Appendix L)
2	Date(s): 1 st Semester 2014
3	Name and Status of the Author of Document: English lecturers
4	Position Held: Lecturers
5	For which Audience is the Document Written? Students
6	<p>Document Information (there are many possible ways to answer A-E)</p> <p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners. In line with the course description and what lecturers/tutors say about the discipline, the poetry test provides students with:</p> <ol style="list-style-type: none"> 1. basic skills for analysing various kinds of texts, e.g. poems, 2. the ability to construct an argument in essay form, and to substantiate arguments with analysis and textual evidence, and 3. the ability to understand and to meet the requirements of different kinds of questions. <p>b. Which aspects of the document do you consider to have assisted you to understand the relationship between disciplinary knowledge structures and pedagogy? Both poems in the test are African in nature, they deal with South African issues like politics and apartheid. The poems in the test examine ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007). The poetry tests allows students to have perspectives and visions, including re-visions, they would otherwise be denied and be unaware of in lectures and tutorials (Pope, 1998).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? Guidelines are given to the students in the test and students are asked to write about, among other things, the significance of the title, the voice of the speaker, subject matter and thematic concerns, style, tone, imagery and language. This is in line with what the course outline stipulates, where students acquire basic skills for analysing poetry. In so doing lecturers, through the poetry test, share their perspective of English Studies when they distinguish between knowledge <i>of</i> and <i>about</i> language, and knowledge <i>of</i> and <i>about</i> discourse communities (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment. As stated in the course outline, the test does require students to make use of basic skills to analyse a poem and write fluently and coherently on it. The test is a form of formative assessment and according to Mgqwashu (2007), the test will allow students to transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered. The poetry test could have been used as an opportunity to expose esoteric ideas implicit in disciplinary knowledge in so far as they merely constitute a new orthodoxy and underwrite a new professional elite (Pope, 1998).</p>

* Pseudonyms have been used to ensure the confidentiality of participants involved.

³⁵ DASES1 is an abbreviation for Document Analysis Schedule English Literary Studies. The number represents the number of documents analysed in the discipline.

DASES2

Appendix D

Document Analysis Schedule

1	Type of Document: Tutorial material- Poem (<i>The Serf</i> by Roy Campbell) (See Appendix K)
2	Date(s): 1 st Semester 2014
3	Name and Status of the Author of Document: English lecturers
4	Position Held: Lecturers
5	For which Audience is the Document Written? Students
6	<p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners.</p> <p>In line with the course description and what lecturers say about the discipline, the poem equips students with:</p> <ol style="list-style-type: none"> 7. basic skills for analysing various kinds of texts – poems, plays, short stories, films and novels, 8. guidance towards understanding literary scholarship, and 9. overall, an ability to read different kinds of texts and to write with fluency and clarity that will be of use in the study of other subjects, and that will enable them to proceed to English II <p>b. Which aspects of the document do you consider to have assisted you to understand the relationship between disciplinary knowledge structures and pedagogy?</p> <p>The poem includes issues focusing on master-servant relationships, white domination, and, amongst other issues, rebellion. <i>The Serf</i> is a South African poem and tutors attitudes about the poem are reflected in their attitude of English Studies when tutors choose disciplinary knowledge that is relevant to students' social contexts and makes space for students to have perspectives and visions, including re-visions, they would otherwise be denied and are unaware of in large lecture groups (Pope, 1998).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice?</p> <p>Words and phrases in the poems such as: "His heart, more deeply than he wounds the plain/Long by the rasping share of insult torn/Red clod, to which the war-cry once was rain.... The timeless, surly patience of the serf/That moves the nearest to the naked earth/And ploughs down palaces, and thrones, and towers", will appeal to students since it is a South African poem and the words inherent in the poem are a painful part of our history and even still applies today. The disciplinary knowledge of the poem allows students to transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment.</p> <p>Tutors are explaining this poem to the students as preparation for the poetry test. Tutors shares the broad perspective of English Studies which allows students to prepare for examining ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered.</p> <p>The course outline in English Literary Studies states that students should acquire the ability to understand and to meet the requirements of different kinds of questions, however, the <i>Serf</i> by Roy Campbell did not have accompanying questions that would serve as practice for the upcoming poetry test.</p>

* Pseudonyms have been used to ensure the confidentiality of participants involved.

DASES3

Appendix D

Document Analysis Schedule

1	Type of Document: Examination (English Literary Studies) (See Appendix M)
2	Date(s): 1 st Semester 2014
3	Name and Status of the Author of Document: English lecturers
4	Position Held: Lecturers
5	For which Audience is the Document Written? Students
6	<p>Document Information (there are many possible ways to answer A-E)</p> <p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners. In line with the course outline and lecturers/tutors understandings of their disciplines, in order for students to write the English Literary Studies examination, they should have acquired:</p> <ol style="list-style-type: none"> 1. basic skills for analysing various kinds of texts – poems, plays, short stories, films and novels, 2. an ability to engage with texts which make contextual demands (linguistic, geographical and historical), and 3. the ability to construct an argument in essay form, and to substantiate arguments with analysis and textual evidence. <p>b. Which aspects of the document do you consider to have assisted you to understand the relationship between disciplinary knowledge structures and pedagogy? The examination makes contextual demands on students to know and interpret three major literary works in the space of three hours. The students should be able to demonstrate an awareness of the plot, structure, themes, and characters inherent within the novels/plays. Lecturers/tutors understandings of English Studies come through when they transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, that may be transformed into something more generalisable (Mgqwashu, 2007).</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? The examination asks students, with reference to various topics, to critically analysis the structure, plot, dilemmas, and themes of the novels/plays. Lecturers' notions of English Studies and their pedagogic practices are reflected through the disciplinary knowledge structures in the examination when students examine ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment. The exam is in line with the course outline, which states that "students have to understand and meet the requirements of different kinds of questions" (See Appendix M).</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered. It would have been interesting and beneficial for students if lecturers allowed students in the examination to expose esoteric ideas implicit in disciplinary knowledge in so far as they merely constitute a new orthodoxy and underwrite a new professional elite (Pope, 1998).</p>

* Pseudonyms have been used to ensure the confidentiality of participants involved.

DASES4

Appendix D

Document Analysis Schedule

1	Type of Document: Course Outline (English Literary Studies) (See Appendix I)
2	Date(s): 1 st Semester 2014
3	Name and Status of the Author of Document: Course Coordinator
4	Position Held: Lecturers
5	For which Audience is the Document Written? Students
6	<p><i>Document Information (there are many possible ways to answer A-E)</i></p> <p>a. List three things that you think are important within the context of this document.</p> <ol style="list-style-type: none"> 1. There are clear outlines on what students can expect from the course, what lecturers expect of students, and the course is outlined quite briefly. 2. The thorough breakdown of the course is provided to allow students to know what to expect next. 3. Rules and regulations about the course and writing are provided. A list of extra reading material is also attached for students. <p>b. For what purpose was this document written? Quote from the document (if possible). The purpose of the course outline is to give students a sense of direction in the course...</p> <p>c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates? All students have to comply with the same rules and regulations. There is a large body of work to be completed in a short space of time. The course demands a lot of reading. On top of the prescribed reading, there is a list of additional reading in the course outline (See Appendix I).</p> <p>d. List aspects of the document that tell you about the socio-cultural identities of English Education/English Literary Studies employed in Higher education. The course outline is very rigid and firm. The course assumes that all students who register for the course will cope with the course. There is no mention of support programmes offered for students who are not coping with the module.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered. N/A</p>

* Pseudonyms have been used to ensure the confidentiality of participants involved.

DASEE1³⁶

Appendix D

Document Analysis Schedule

1	Type of Document: Course Outline (English Education)
2	Date(s): 1 st Semester 2014
3	Name and Status of the Author of Document: English lecturers
4	Position Held: Lecturers
5	For which Audience is the Document Written? Students
6	<p>Document Information (there are many possible ways to answer A-E)</p> <p>a. List three things that you think are important within the context of this document.</p> <ol style="list-style-type: none"> 1. The outline of the course is important to let students know what they can expect from the module. 2. A weekly schedule is provided to help students organise the module topics. 3. Readings are provided in the course pack. <p>b. For what purpose was this document was written? Quote from the document (if possible).</p> <p>To give students an understanding on what to expect from the module, “In this unit you will be introduced to key sociolinguistics themes such as language and identity, language attitudes, language varieties, language and race, and linguistic prejudice” (See Appendix J).</p> <p>c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates?</p> <p>There are a lot of aspects to be covered in a space of 7 weeks. Huge concepts are highlighted like in week 1, “Self- Identity and language attitudes”, and only given 1 week. Furthermore, each week deals with a new concept and there are lots of readings attached for each week. The students are in first year; surely this may be a little overwhelming?</p> <p>d. List aspects of the document that tell you about the socio-cultural identities of English Education/English Literary Studies employed in Higher education.</p> <p>The course outline states that at the end of this module, which focuses on the relationship between language and society, students should be able to apply their “awareness of language variation to explore available options for complex multilingual classrooms” (See Appendix J).</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered.</p> <ol style="list-style-type: none"> 1. The course outline says, “you are expected to read outside the course pack”....however, there is no additional list of reading provided to guide first year students. 2. No information on examination, there are no questions after each reading to test students understanding.

*** Pseudonyms have been used to ensure the confidentiality of participants involved**

³⁶ DASEE1 is an abbreviation for Document Analysis Schedule English Education. The number represents the number of documents analysed.

DASEE2

Appendix D

Document Analysis Schedule

1	Type of Document: Lecture Material- Poem (<i>Telephone Conversation</i>) and a cartoon ‘No non-Whites in my house’
2	Date(s): 1 st Semester 2014
3	Name and Status of the Author of Document: English course coordinator
4	Position Held: Lecturers
5	For which Audience is the Document Written? Students
6	<p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners. In line with the course description and what lecturers say about the discipline, the poem: 1. Introduces students to key sociolinguistic themes such as language and identity, language attitudes, language varieties, language and race and linguistic prejudice. 2. Will challenge students taken for granted assumptions about the role of language in society. 3. Will critically enable students to examine the relationship between language and society.</p> <p>b. Which aspects of the document do you consider to have assisted you to understand the relationship between disciplinary knowledge structures and pedagogy? The poem Telephone Conversation is a poem about racial discrimination on the grounds of skin colour. The poem is riddled with racial slurs and prejudice. In line with what the field of English Studies states (Mgqwashu, 2007) and lecturer pedagogy, the poem reveals ideological presences and pressures of racism and ways of thinking and speaking about individual existence with regard to language prejudices in society.</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? The poem is not accompanied by questions, but, from the poem itself, sentences like, “ARE YOU DARK? OR VERY LIGHT....You mean-like plain or milk chocolate?...THAT’S DARK, ISN’T IT?...” These words, along with the rest of the poem, constitute what English Studies is all about, which in turn impact on the pedagogical choices made by lecturers/tutors. The poem is associated with the goal of English Studies, to analyse ways in which language in literary and visual texts is used to create meanings about individual and group identities (Mgqwashu, 2007).</p> <p>d. List aspects of the document that tell you about assessment of students’ work and the role practitioners’ understandings of disciplinary structures have on assessment. English education in its course outline states that, “you will be encouraged to challenge your taken for granted assumptions about the role of language in society” and this worksheet does exactly that. It is plausible that students are learning South African literature as they would be able to identify with themes such as language and identity in their sociolinguistics module. This furthermore links to the assessment at the end of the module, the final examination (See Appendix O) where students are once again given a South African case study to draw on.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered. Since there are no questions available to test students’ understandings of the poem, issues such as transcending the particular and abstract from the physical and social context of the poem in order that the knowledge from this text be transformed into something more generalisable is missing (<i>ibid.</i>).</p>

* Pseudonyms have been used to ensure the confidentiality of participants involved

DASEE3

Appendix D

Document Analysis Schedule

1	Type of Document: Examination (English Education)
2	Date(s): 1 st Semester 2014
3	Name and Status of the Author of Document: English lecturers
4	Position Held: Lecturers
5	For which Audience is the Document Written? Students
6	<p>Document Information (there are many possible ways to answer A-E)</p> <p>a. List three things that you think are important in understanding how the discipline is defined and constructed by its practitioners. In line with the English Education course outline and lecturers' understandings of their discipline, the mid-year examination paper allows students to:</p> <ol style="list-style-type: none"> 1. be introduced to key sociolinguistics themes such as language and identity, language attitudes, language varieties, language and race, and linguistic prejudice, 2. explore the relationship between language and context as well as the position of English in the world, and 3. challenge their taken for granted assumptions about the role of language in society and to critically examine the relationship between language and society. <p>b. Which aspects of the document do you consider to have assisted you to understand the relationship between disciplinary knowledge structures and pedagogy? In line with the course outline, this document was written to examine students understanding of the relationship between language and society. Students will to chose one essay from two question where they will have to "Write an essay in which [they] analyse Candace's language biography" by focusing on the sociolinguistics terminology they would have acquired and learnt during lectures. For Mgqwashu (2007), lecturers display their perspective of English Studies through the setting of the examination question paper when they transcend the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable.</p> <p>c. What evidence in the document helps you understand the impact of disciplinary knowledge structures on pedagogic practice? Students have a choice in that they could answer between one of two questions. Instead of exposing esoteric knowledge (Pope, 1998) in the examination paper, both questions, however, are very similar and not all students will understand how "concepts of language variation, language and identity and linguistic prejudice are revealed" in the case study and in their own lives if they do not understand the use of complex terminology.</p> <p>d. List aspects of the document that tell you about assessment of students' work and the role practitioners' understandings of disciplinary structures have on assessment. The examination helps show how the concepts of language variation, language and identity and linguistic prejudice are revealed in society. For Pope (1998), this would allow students to have perspectives and visions, including re-visions, that they would otherwise be denied and be unaware of in lectures.</p> <p>e. Identify any question(s)/themes(s) in the document/s that you feel is (are) left unanswered. Since this is English Education and there are no method modules, there is no mention of the application of this knowledge to a classroom situation. The examination could have included ways of thinking and writing that would transcend the lecture disciplinary knowledge and associate that knowledge in a practical classroom context (Mgqwashu, 2007).</p>

* Pseudonyms have been used to ensure the confidentiality of participants involved.

Appendix E

Letter to Student

28 Newberry Crescent
Summerfields Estate
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Knowledge structures and pedagogic practices: A case study of English Education and English Literary Studies at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, your Head of School and your lecturers will never be linked with what will be said during the research sessions. Your name and your lecturers' names will never be used but a pseudonym will be supplied. Please note that you will not be given any monetary compensation for participating in this study. As a student of the University, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor or the research office of ethics:

Dr E.M. Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (046) 6038698
Email: E.Mgqwashu@ru.ac.za
Research office – Tel: (031) 2608350
Yours faithfully,
Mrs K. Sevnarayan

Declaration

“Knowledge structures and pedagogic practices”

I..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.

SIGNATURE OF STUDENT

DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, your Head of School and your lecturers will never be linked with what will be said during the research sessions. Your name and your lecturers' names will never be used but a pseudonym will be supplied. Please note that you will not be given any monetary compensation for participating in this study. As a student of the University, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mgqwashue@ukzn.ac.za

Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Jessica Elizabeth Ward (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.

Jessica Elizabeth Ward
SIGNATURE OF STUDENT

12/05/14
DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, your Head of School and your lecturers will never be linked with what will be said during the research sessions. Your name and your lecturers' names will never be used but a pseudonym will be supplied. Please note that you will not be given any monetary compensation for participating in this study. As a student of the University, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mgqwashue@ukzn.ac.za

Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Nicholas Simon Fabre..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.


SIGNATURE OF STUDENT

12/05/2014
DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, your Head of School and your lecturers will never be linked with what will be said during the research sessions. Your name and your lecturers' names will never be used but a pseudonym will be supplied. Please note that you will not be given any monetary compensation for participating in this study. As a student of the University, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mgqwashue@ukzn.ac.za

Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I.....Hlonpho Phatoe..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.

Hlonpho Phatoe
SIGNATURE OF STUDENT

12 May 2014
DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mgqwashue@ukzn.ac.za

Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Victoria Appelbaum (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.



SIGNATURE OF STUDENT

12/05/2014

DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mqgwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mqgwashue@ukzn.ac.za

Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Relebogile Mmonegi..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.

Mmonegi
SIGNATURE OF STUDENT

26 May 2014
DATE

SIGNATURE OF STUDENT

DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mgqwashue@ukzn.ac.za


Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Gavaza Mathebula (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.


SIGNATURE OF STUDENT

26 May 2014
DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mqgwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mqgwashue@ukzn.ac.za

Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Mtanganedzeni Matsila (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.

Mtanganedzeni Matsila
SIGNATURE OF STUDENT

26/05/2014
DATE

Letter to Student

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how your lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture and identity in English affects how your lecturers pedagogically construct their role which determines how you perform in the module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you to participate in my study. I will be interviewing you and I will be sitting in and observing some of your English lectures. I will also be analyzing some of your work from English 220, for example, the tutorial worksheets and assignment questions that your lecturers construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,

Telephone number: (031) 2603549

Email: Mgqwashue@ukzn.ac.za

Yours faithfully,
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Nkhasinathi Mathabela (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan for using me as a participant in her study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.

Nkhasinathi Mathabela
SIGNATURE OF STUDENT

26 / 05 / 14
DATE

Appendix F

Letter to Lecturer/Tutor

28 Newberry Crescent
Summerfields Estate
Verwoerdpark
Alberton
1449

07 January 2014

Dear Lecturer/Tutor

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Knowledge structures and pedagogic practices: A case study of English Education and English Literary Studies at the University of the Witwatersrand*. The project is concerned with how you as lecturers/tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how you pedagogically construct your role. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you and your students to participate in my study. I will be interviewing you and your students and will be sitting in and observing some of your English lectures. I will, moreover, be analyzing some of your students' work from English Studies, for example, the tutorial worksheets and assignment questions that you construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, the Head of Discipline and your students will never be linked with what will be said during the research sessions. Your name and your students' names will never be used, but pseudonyms will be supplied. As a lecturer/tutor of the University, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor or the research office of ethics:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (046) 6038698
Email: E.Mgqwashu@ru.ac.za
Research office – Tel: (031) 2608350

Yours faithfully
Mrs K. Sevnarayan

Declaration

"Knowledge structures and pedagogic practices"

I..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan to use me as a participant in her research.

I understand that I am at liberty to withdraw myself from the project at any time, should I desire to do so.

SIGNATURE OF LECTURER/TUTOR

DATE

Letter to Lecturer/ Tutor

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Lecturer/ Tutor

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how you as lecturers/ tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how you pedagogically construct your role. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you and your students to participate in my study. I will be interviewing you and your students and will be sitting in and observing some of your English lectures. I will, moreover, be analyzing some of your students' work from English Studies, for example, the tutorial worksheets and assignment questions that you construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I.....Yuan-Chih Yen..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan to use me as a participant in her research.

I understand that I am at liberty to withdraw myself from the project at any time, should I desire to do so.


SIGNATURE OF LECTURER

12/05/2014
DATE

Letter to Lecturer/ Tutor

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Lecturer/ Tutor

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how you as lecturers/ tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how you pedagogically construct your role. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you and your students to participate in my study. I will be interviewing you and your students and will be sitting in and observing some of your English lectures. I will, moreover, be analyzing some of your students' work from English Studies, for example, the tutorial worksheets and assignment questions that you construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

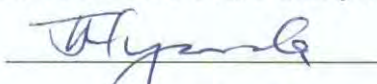
Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I.....JOSEPH NYANDA..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan to use me as a participant in her research.

I understand that I am at liberty to withdraw myself from the project at any time, should I desire to do so.


SIGNATURE OF LECTURER

13/05/2014
DATE

Letter to Lecturer/ Tutor

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Lecturer/ Tutor

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how you as lecturers/ tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how you pedagogically construct your role. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you and your students to participate in my study. I will be interviewing you and your students and will be sitting in and observing some of your English lectures. I will, moreover, be analyzing some of your students' work from English Studies, for example, the tutorial worksheets and assignment questions that you construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I.....COLETTE GORDON..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan to use me as a participant in her research.

I understand that I am at liberty to withdraw myself from the project at any time, should I desire to do so.


SIGNATURE OF LECTURER

12/05/2014
DATE

Letter to Lecturer/ Tutor

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Lecturer/ Tutor

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how you as lecturers/ tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how you pedagogically construct your role. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you and your students to participate in my study. I will be interviewing you and your students and will be sitting in and observing some of your English lectures. I will, moreover, be analyzing some of your students' work from English Studies, for example, the tutorial worksheets and assignment questions that you construct.

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Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

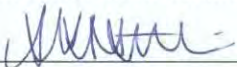
Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, SOFIA KOSTELAC (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan to use me as a participant in her research.

I understand that I am at liberty to withdraw myself from the project at any time, should I desire to do so.



SIGNATURE OF LECTURER

13/05/2014

DATE

Letter to Head of Discipline

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

To the Head of Discipline

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to conduct research in your Discipline. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how lecturers construct pedagogy in English. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how lecturers construct their role. Should you and the Head of School permit me to conduct the research, I would like to involve lecturers and students participate in my study. I will be interviewing lecturers and students and will be sitting in and observing some of the English lectures. I will, moreover, be analyzing some of the students' work from English, for example, the tutorial worksheets and assignment questions that lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, lecturers and the students will never be linked with what will be said during the research sessions. Lecturers' names and students' names will never be used but pseudonyms will be supplied. Students and lecturers will be given the opportunity to withdraw from this study should they desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

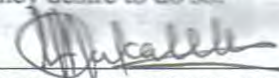
Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, LEICETI MACHALELI (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan in using lecturers and students within the Language Education Department as participants in her study.

I understand that the students and lecturers are at liberty to withdraw from the project at any time, should they desire to do so.


SIGNATURE OF H.O.D

25/04/2014
DATE

Letter to Lecturer/ Tutor

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

Dear Lecturer/ Tutor

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how you as lecturers/ tutors construct pedagogy in the English module. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how you pedagogically construct your role. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you and your students to participate in my study. I will be interviewing you and your students and will be sitting in and observing some of your English lectures. I will, moreover, be analyzing some of your students' work from English Studies, for example, the tutorial worksheets and assignment questions that you construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, the Head of Discipline and your students will never be linked with what will be said during the research sessions. Your name and your students' names will never be used, but pseudonyms will be supplied. As a lecturer/ tutor of the University, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, Harriet BenLah Davis (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan to use me as a participant in her research.

I understand that I am at liberty to withdraw myself from the project at any time, should I desire to do so.

HB Davis

28/5/2014

SIGNATURE OF LECTURER

DATE

Appendix G

Letter to Head of Discipline/Division

28 Newberry Crescent
Summerfields Estate
Verwoerdpark
Alberton
1449

07 January 2014

To the Head of Discipline

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to conduct research in your Discipline/Division. I am a PhD student having a research project titled: *Knowledge structures and pedagogic practices: A case study of English Education and English Literary Studies at the University of the Witwatersrand*. The project is concerned with how lecturers construct pedagogy in English. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how lecturers construct their role. Should you and the Head of School permit me to conduct the research, I would like to involve lecturers and students participate in my study. I will be interviewing lecturers and students and will be sitting in and observing some of the English lectures. I will, moreover, be analyzing some of the students' work from English, for example, the tutorial worksheets and assignment questions that lecturers construct.

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Should you wish to get more information about this matter, you can contact my supervisor or the research office of ethics:

Dr E.M. Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (064) 6038698
Email: E.Mgqwashu@ru.ac.za
Research office – Tel: (031) 2608350

Yours faithfully
Mrs K. Sevnarayan

Declaration

"Knowledge structures and pedagogic practices"

I..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan in using lecturers and students within the Language Education Department as participants in her study.

I understand that the students and lecturers are at liberty to withdraw from the project at any time, should they desire to do so.

SIGNATURE OF HOD

DATE

Letter to Head of Department

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

To the Head of Department

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to conduct research in your Department. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how lecturers construct pedagogy in English. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how lecturers construct their role. Should you and the Head of School permit me to conduct the research, I would like to invite lecturers and students to participate in my study. I will be interviewing lecturers and students and will be sitting in and observing some of the English lectures. I will, moreover, be analyzing some of the students' work from English, for example, the tutorial worksheets and assignment questions that lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, lecturers and the students will never be linked with what will be said during the research sessions. Lecturers' names and students' names will never be used but pseudonyms will be supplied. Students and lecturers will be given the opportunity to withdraw from this study should they desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

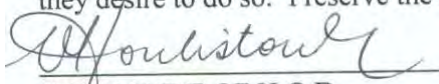
Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I.....Victor Harold Houlston..... (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan to invite lecturers and students within the English Department to participate in her study, on the terms outlined in the letter above.

I understand that the students and lecturers are at liberty to withdraw from the project at any time, should they desire to do so. I reserve the right to review the outcomes of the research before publication.


SIGNATURE OF H.O.D.

5 May 2014
DATE

Letter to Head of Discipline

11 Gemini Place
A205 Serengeti Flats
Verwoerdpark
Alberton
1449

07 January 2014

To the Head of Discipline

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to conduct research in your Discipline. I am a PhD student having a research project titled: *Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand*. The project is concerned with how lecturers construct pedagogy in English. I will, furthermore, be focusing on how disciplinary culture, identity and discourse in English affects how lecturers construct their role. Should you and the Head of School permit me to conduct the research, I would like to involve lecturers and students participate in my study. I will be interviewing lecturers and students and will be sitting in and observing some of the English lectures. I will, moreover, be analyzing some of the students' work from English, for example, the tutorial worksheets and assignment questions that lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, lecturers and the students will never be linked with what will be said during the research sessions. Lecturers' names and students' names will never be used but pseudonyms will be supplied. Students and lecturers will be given the opportunity to withdraw from this study should they desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Thank you

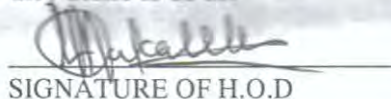
Yours faithfully
Mrs K. Sevnarayan

Declaration

"Pedagogic practices and discourse communities"

I, LEICETI MACHALELI (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Mrs Sevnarayan in using lecturers and students within the Language Education Department as participants in her study.

I understand that the students and lecturers are at liberty to withdraw from the project at any time, should they desire to do so.


SIGNATURE OF H.O.D

25/04/2014
DATE

Appendix H

Ethical Clearance Certificate

(Awaiting)

Appendix I

COURSE OUTLINE ENGLISH LITERARY STUDIES ENGLISH I WORK SCHEDULE 2014

Modules ENGL1003 and ENGL1001

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REGISTRATION

You must register BOTH with the Faculty of Humanities (or Law, Commerce or Science) AND with the Department of English. If you have not done so during the university registration process, or are unsure

about the forms, please speak to the English Department administrative officer, Ms Ndala, or the course conveners, Dr Adler or Dr Gordon. All staff contact details are in the back of this booklet.

THIS IS VERY IMPORTANT – *Students who do not comply with this regulation may actually fail the course on a technicality. This is to be avoided at all costs.*

* **Faculty Registration Form**: listing all your subjects and modules for the year (signed by the Dean).

* **Departmental Registration Form**: This ensures that you are assigned to a tutorial group.

WHAT YOU CAN EXPECT FROM US

- Lectures begin promptly, are well prepared and provide leading ideas about the set texts. They do not provide ‘exam fodder’.
 - Tutorials begin promptly, and are designed for:
 - discussion of short stories or poems, facilitated by the tutor but **based on student preparation and participation**
 - development of skills of reasoning, analysis and essay-writing (presentation, preparation and organisation)
 - discussion of students’ questions arising from lectures
- Tests and essays are returned, marked and annotated, within three weeks of submission.
- Lecturers and tutors are available for consultation, to help with questions relating to all aspects of the course, for two hours per week, at advertised times (check staff office doors for times).
- Term marks are posted before the examinations, in May and October.

WHAT WE EXPECT FROM YOU

- You are required to read all set works, complete all written assignments and attend **four lectures and two tutorials** per week.
- Attendance at tutorials is **compulsory** and registers are carefully kept. If you cannot attend a tutorial, you **must provide a medical certificate or other suitable written explanation**.
- Attendance at tutorials includes appropriate **preparation**: reading the set text and completing any written exercises.
- You must observe the courtesies of the academy. If your behaviour in lectures and tutorials is disruptive because of lateness, use of cellphones and other devices, rudeness, or inappropriate conversation, you may be asked to leave. This could lead to refusal of permission to write the examination.
- You must write all tests and submit all essays timeously. It is your responsibility **to keep copies of your essays and marked tests**. Marked essays and tests that are not collected will be disposed of for re-cycling.
- It is your responsibility to check your term mark in May and October and assist in rectifying any errors or omissions without delay.
- You should respect the professional status of lecturers by observing their **consultation times**, as advertised, and using suitable protocols in e-mail and telephonic communication.

WHAT YOU CAN EXPECT FROM ENGLISH I

- basic skills for analyzing various kinds of texts – poems, plays, short stories, films and novels;
- an ability to engage with texts which make contextual demands (linguistic, geographical and historical);
- an understanding of some of the major literary conventions and genres;
- the ability to engage with critical debates and use secondary material for the elucidation of texts;
- the ability to construct an argument in essay form, and to substantiate arguments with analysis and textual evidence;
- the ability to understand and to meet the requirements of different kinds of questions;
- guidance towards understanding literary scholarship;
- overall, an ability to read different kinds of texts and to write with fluency and clarity that will be of use in the study of other subjects, and that will enable you to proceed to English II.

THE ROLE OF ENGLISH COURSE CONVENERS

English I is supervised and overseen by two course conveners, namely **Dr Michelle Adler and Dr Colette Gordon**. If you have difficulties or queries relating to any aspect of English 1, which cannot be resolved by your tutor or lecturer, you may consult either course convener during their consultation hours. Please check the last page of this work schedule for their office and email details.

OUTLINE OF THE COURSES

First Semester: ENGL1003 GLOBAL LITERATURE AND FILM

How do literary and cinematic texts work? How do readers/viewers engage with books and films? Focusing on the storytelling strategies employed in prose and film narratives, this course equips students to engage in informed analysis of both “literary” and “popular” texts drawn from new global literatures, including Africa and Asia.

<u>First Quarter</u> Indian Literature and Film
Arundhati Roy, <i>The God of Small Things</i>
Aravind Adiga, <i>The White Tiger</i>
E.M. Forster, <i>Passage to India</i>
TUTORIALS: Departmental Anthology of Indian Short Stories

<u>Second Quarter</u> South African Literature
Craig Freimond (dir.), <i>Material</i> (film)
Herman Charles Bosman, <i>Mafikeng Road</i>
Sello Duiker, <i>Thirteen Cents</i>
Athol Fugard, <i>Sizwe Banzji is Dead</i>
TUTORIALS: Departmental Anthology of South African Poetry

Second Semester: ENGL1001 ENGLISH LITERATURE IN CONTEXT

Why is the context of a work so crucial to interpretation and understanding? How do authors interact with their historical and cultural settings? Students explore further the breadth and diversity of literature in English, focusing on prose, plays, poetry and films from America and the Renaissance.

<u>Third Quarter</u> American Literature
F. Scott Fitzgerald, <i>The Great Gatsby</i>
Tennessee Williams, <i>Cat on a Hot Tin Roof</i>
Richard Wright, <i>Black Boy</i>
Toni Morrison, <i>The Bluest Eye</i>
American Poetry
TUTORIALS: Departmental Anthology of American Poetry

<u>Fourth Quarter</u> Renaissance Literature
William Shakespeare, <i>Antony and Cleopatra</i>
William Shakespeare, <i>Midsummer's Night Dream</i>
<i>Al Pacino (dir.), Looking for Richard</i> (film)
Renaissance Poetry
TUTORIALS: Departmental Anthology of Renaissance Poetry

- ***You must bring the appropriate texts to lectures and tutorials.***
- ***Students who have been given a BOOK BURSARY must please fetch the relevant books from the English Department, at the beginning of***

each semester.

LECTURE TIMETABLE

Note: Depending on your timetable, you will be placed on either the A or the D diagonal for lectures and tutorials. You are **NOT** expected to attend both diagonals.

First Quarter: Indian Literature

<i>A Diagonal Lectures</i>		<i>D Diagonal Lectures</i>	
Mondays 8:00 – 8:45	U10	Mondays 12:30 – 13:15	U10
Tuesdays 10:15 – 11:00	U10	Tuesdays 14:15 – 15:00	U10
Wednesdays 12:30 – 13:15	U10	Thursdays 9:00 – 9:45	U10
Thursdays 14:15 – 15:00	U10	Fridays 10:15 – 11:00	U10

Subject Lecturer	Weeks
Introduction to Course	<i>1</i>
<i>The God of Small Things</i> Dr Adler	<i>1-3</i>
<i>The White Tiger</i> Prof Titlestad	<i>4-5</i>
<i>Passage to India</i> Mr Trengove-Jones	<i>6-7</i>

FIRST QUARTER TUTORIALS

Anthology of Indian Short Stories
(to be distributed in class)

A Diagonal (2 tutorials per week)

Groups 1 – 6	Groups 7 – 12
Mondays 9:00; Thursdays 15.15	Tuesdays 11:15; Thursdays 15.15

D Diagonal (2 tutorials per week)

Groups 13 – 18	Groups 19 – 24
Thursdays 8:00; Tuesdays 15.15	Fridays 11:15; Tuesdays 15.15

**PLEASE CONSULT THE ENGLISH I NOTICE BOARD FOR DETAILS OF YOUR TUTORIAL
GROUP, TUTOR'S NAME AND VENUE
LECTURE TIMETABLE**

Second Quarter: South African Literature

<i>A Diagonal</i>		<i>D Diagonal</i>	
Mondays 8:00 – 8:45	U10	Mondays 12:30 – 13:15	U10
Tuesdays 10:15 – 11:00	U10	Tuesdays 14:15 – 15:00	U10
Wednesdays 12:30 – 13:15	U10	Thursdays 9:00 – 9:45	U10
Thursdays 14:15 – 15:00	U10	Fridays 10:15 – 11:00	U10

Subject Lecturer	Weeks
<i>Material</i> Ms Mania	<i>1-2</i>
<i>Mafeking Road</i> Prof. Thurman	<i>2-4</i>
<i>Thirteen Cents</i> Dr Gordon	<i>4-5</i>
<i>Sizwe Banzi is Dead</i> Ms. Kostelac	<i>6-7</i>
Exam briefing	Last Lecture

SECOND QUARTER TUTORIALS

Anthology of South African Poetry
(to be distributed in class)

A Diagonal (2 tutorials per week)

Groups 1 – 6	Groups 7 – 12
Mondays 9:00; Thursdays 15.15	Tuesdays 11:15; Thursdays 15.15

D Diagonal (2 tutorials per week)

Groups 13 – 18	Groups 19 – 24
Thursdays 8:00; Tuesdays 15.15	Fridays 11:15; Tuesdays 15.15

PLEASE CONSULT THE ENGLISH I NOTICE BOARD FOR DETAILS OF YOUR TUTORIAL GROUP, TUTOR'S NAME AND VENUE

LECTURE TIMETABLE

Third Quarter: American Literature

<i>A Diagonal</i>		<i>D Diagonal</i>	
Mondays 8:00 – 8:45	U10	Mondays 12:30 – 13:15	U10
Tuesdays 10:15 – 11:00	U10	Tuesdays 14:15 – 15:00	U10
Wednesdays 12:30 – 13:15	U10	Thursdays 9:00 – 9:45	U10
Thursdays 14:15 – 15:00	U10	Fridays 10:15 – 11:00	U10

Subject Lecturer	Weeks
<i>The Great Gatsby</i> Dr. van Schalkwyk	<i>1-2</i>
<i>Cat on a Hot Tin Roof</i> Prof. Williams	<i>3-4</i>
<i>Black Boy</i> Prof. Muponde	<i>4-6</i>
<i>The Bluest Eye</i> Ms Kostelac	<i>6-7</i>

THIRD QUARTER TUTORIALS

Anthology of American Poetry
(to be distributed in class)

***A Diagonal* (2 tutorials per week)**

Groups 1 – 6	Groups 7 – 12
Mondays 9:00; Thursdays 15.15	Tuesdays 11:15; Thursdays 15.15

***D Diagonal* (2 tutorials per week)**

Groups 13 – 18	Groups 19 – 24
Thursdays 8:00; Tuesdays 15.15	Fridays 11:15; Tuesdays 15.15

**PLEASE CONSULT THE ENGLISH I NOTICE BOARD FOR DETAILS OF YOUR TUTORIAL
GROUP, TUTOR'S NAME AND VENUE
LECTURE TIMETABLE**

Fourth Quarter: Renaissance Literature

<i>A Diagonal</i>		<i>D Diagonal</i>	
Mondays 8:00 – 8:45	U10	Mondays 12:30 – 13:15	U10
Tuesdays 10:15 – 11:00	U10	Tuesdays 14:15 – 15:00	U10
Wednesdays 12:30 – 13:15	U10	Thursdays 9:00 – 9:45	U10
Thursdays 14:15 – 15:00	U10	Fridays 10:15 – 11:00	U10

Subject Lecturer	Weeks
<i>Antony and Cleopatra</i> Dr Gordon	<i>1-2</i>
<i>Midsummer Night's Dream</i> Ms Fannuchi	<i>3-4</i>
<i>Looking for Richard</i> (film) Prof. Thurman	<i>5-6</i>
Exam briefing	Last lecture

FOURTH QUARTER TUTORIALS

Anthology of Renaissance Poetry
(to be distributed in class)

***A Diagonal* (2 tutorials per week)**

Groups 1 – 6	Groups 7 – 12
Mondays 9:00; Thursdays 15.15	Tuesdays 11:15; Thursdays 15.15

***D Diagonal* (2 tutorials per week)**

Groups 13 – 18	Groups 19 – 24
Thursdays 8:00; Tuesdays 15.15	Fridays 11:15; Tuesdays 15.15

PLEASE CONSULT THE ENGLISH I NOTICE BOARD FOR DETAILS OF YOUR TUTORIAL

GROUP, TUTOR'S NAME AND VENUE
WRITTEN WORK

The **assignment or test topics** for each quarter will appear in your tutorial hand-out. You must write **all** the assignments set. The maximum length for each essay is **1500 words** (six pages of 1.5 spacing).

Two assignments or tests are set for each quarter, a total of 8 for the year. Each assignment or test has equal weighting in terms of marks, and together they count towards your final English 1 mark. Although you will receive detailed assignment or test topics in a tutorial handout, the following outline should give you some idea of what to expect:

Quarter 1:

1. A 'portfolio' of short pieces of writing, incorporating key aspects of literary scholarship and writing skills that prepare you for the long essay.
2. Long essay, based on a text or texts you have studied.

Quarter 2:

3. Long essay, based on a text or texts you have studied.
4. Test, based on texts you have studied.

Quarter 3:

5. Long Essay, based on a text or texts you have studied.
6. Long Essay, based on a text or texts you have studied.

Quarter 4:

7. Long Essay, based on a text or texts you have studied.
8. Test, based on texts you have studied.

NOTE: Together, the 8 assignments or tests count for 50% of your final mark. Exams count for the other 50%.

Presentation of Essays

- Adequate margins (**at least 2cm on each side of the page: left, right, head, foot**) must be left for the marker to write comments.
- Essays should preferably be typed (12 point font with 1.5 spacing). If not, make sure that your handwriting is **legible** and the overall presentation is **neat**. Essays that cannot be read cannot be marked.
- **Proof-reading** is essential before you submit your essay. Careless grammatical and spelling mistakes give a bad impression and compromise your work. We recommend that you check your work by reading it aloud.
- Essay pages must be **numbered** and **stapled** together.
- A **Departmental cover sheet** must be attached. This cover sheet includes a **PLAGIARISM DECLARATION** and without it your essay will not be marked.
- Academic essays must adhere to **formal criteria**, as discussed below. If this is not done, a marker may return your essay for rewriting.

The Academic Essay

The ability to write well is not a mystical talent, but a skill that is learned and developed.

— Betty Mattix Dietsch

- Prepare for writing by *reading*, *reflecting*, and *planning*.
- Your GENERAL AIM should be to write a *clearly expressed, logically organised* essay which focuses on the *topic* which you have chosen, and which conveys your own individual thoughts and responses.
- Your essay must offer an ARGUMENT for the case which you are making. Almost all essay topics require you to present an argument in favour of or against some proposition. An argument presupposes the *development* of a line of reasoning, so as to *persuade* the reader of the validity of your views.
- Effective arguments are *well-supported* with textual evidence. However, merely quoting from the text is not enough. Careful and *specific discussion* and *analysis* of key passages is necessary to substantiate your argument.
- Analysis and *interpretation* of a text.

Use of Sources

Certain standard procedures must be followed for the proper identification of *primary* and *secondary* sources in your essay:

TITLES:

- Titles of plays and novels must be typed in italics or underlined. For example, *Romeo and Juliet* or Heat and Dust. This applies to all published works.
- Titles of poems, short stories, essays, and critical articles should be enclosed in single quotation marks. For example, 'Ode on a Grecian Urn', 'The Birth Certificate'.

QUOTATIONS:

- Quotations must be enclosed in double quotation marks.
- Quotations in *prose* of not more than three or four lines may be introduced smoothly into the flow of the paragraph.
- Longer prose quotations should be set out as separate paragraphs and *indented* on both sides so that they stand out clearly. This does not need quotation marks.
- Verse passages (from a poem or play) of a line or line and a half may be quoted without being set out separately, but two or more lines must be set out as verse. This does not need quotation marks.
- Words/passages omitted from a quotation should be indicated by an **ellipsis** (three dots . . .)
- When a quotation itself includes a quotation, you should use single quotation marks (' ') for the whole and double quotation marks (" ") for the inner quotation.

You must be scrupulous about quoting accurately, and in the case of poetry, you must follow the exact lineation of the original.

DOCUMENTATION AND REFERENCES

- If you quote repeatedly from a particular set text, acknowledge your reference once fully, as shown below.
- After that, references to novels can be indicated by a page number in parenthesis (for example, p. 123).
- References to short poems can be marked by line numbers in parenthesis (for example, lines 97–101).

- For plays, you should list act, scene and line numbers in parenthesis (for example, I.ii.57–59 or 1.2.57–59). This is a reference to Act 1, Scene 2, lines 57–59 of a particular play.

REFERENCE LIST:

- The last page of your essay must contain a COMPLETE list of the works you have consulted for your essay.
- The list is alphabetical, beginning with the first letter of the author's SURNAME.
- When you include a direct or an indirect quotation from a critic, you MUST acknowledge it. Each entry in your bibliography will consist of the following:
 1. Author's name.
 2. Title of work.
 3. Publication details.
 4. Date of publication.

Examples

Book:

Smith, John. *The Dubious Joys of Literature*. London: Angel Press, 2001.

Journal article:

James, Belinda, 'The Art of Writing', *English Literary Studies in Africa* 12 (2005): 123–45.

Article from an anthology (i.e. a collection):

Bryce, Kyle, 'Rhetoric and Argument'. *Writing for Enjoyment*. Ed. A.B. Green. Johannesburg: Wits University Press, 2000.

Electronic and Online Sources:

H. Potter. 'Playing Quidditch Like a Pro'. Sports in LaLa Land, 4 July 1999. Available URL:

<http://www.lalaland.com.sports/int/1999.html>

(Ensure that you type the URL correctly, since mistyping the online location will be considered a referencing error.)

PLAGIARISM AND COLLUSION

1. What is plagiarism?

Plagiarism is the "failure to acknowledge the ideas or writing of another" or "presentation of the ideas or writing of another as one's own" and should be read to cover intentional and unintentional failure to acknowledge the ideas of others. In this context "others" means any other person including a student, academic, professional, published author or other resource such as the internet. The University of the Witwatersrand, Johannesburg believes that failing to acknowledge the use of ideas of others constitutes an important breach of the values and conventions of the academic enterprise.

(*University of the Witwatersrand Senate Policy on Plagiarism*).

2. The plagiarism declaration:

All work submitted **must** include the following plagiarism declaration (which can be downloaded on Wits-e). By signing this, you are acknowledging that you understand what plagiarism is and that you are aware of the repercussions if it is discovered that your work is plagiarized.

I _____ Student number: _____	
am a student registered for _____ in the year _____.	
I hereby declare the following:	
<ul style="list-style-type: none">• I am aware that plagiarism (the use of someone else's work without their permission and/or without acknowledging the original source) is wrong.• I confirm that the work submitted for assessment for the above course is my own unaided work except where I have explicitly indicated otherwise.• I have followed the required conventions in referencing the thoughts and ideas of others.• I understand that the University of the Witwatersrand may take disciplinary action against me if there is a belief that this is not my own unaided work or that I have failed to acknowledge the source of the ideas or words in my writing.	
Signature: _____	Date: _____

3. Penalties for plagiarism

ALL CASES OF PLAGIARISM WILL BE RECORDED WITH THE FACULTY PLAGIARISM OFFICE. MAJOR OR REPEATED OFFENCES WILL RECEIVE A MAXIMUM MARK OF 5% AND CAN LEAD TO DISCIPLINARY ACTION.

4. Support offered

The School of Literature, Language & Media is aware that a great deal of plagiarism offences can be avoided if proper support is offered to students with regards to their academic writing and referencing in particular.

Students will be given a lecture on plagiarism within each 1st year course.

Students will also be reminded of the following resources that are available to them, should any guidance be needed regarding plagiarism:

- Run the essay through **TurnItIn** before submitting it. This can be done by any student registered at Wits through the eLSI's homepage (elearn.wits.ac.za)
- Consult your course conveners (either arrive at their open office hours without a booking, email them to request an appointment, or try your chances by knocking on their door) or long essay/dissertation supervisor. If your course convener or supervisor is not available for any reason, ask another member of the department.
- The Wits Writing Centre, where a one on one consultation can be booked in order to develop the argument of an essay.

5. Further information about avoiding plagiarism

Definition of plagiarism: “the reproduction of someone else’s words, ideas, or findings, and presenting them as one’s own without proper acknowledgment.”

(www.latrobe.edu.au/transition/uni-speak.html)

Analysing literary texts is about your own thoughts and engagement with the material, not lifting the ideas of others and hoping they will think for you. Plagiarism is simply a form of academic theft. To avoid this crime, make sure you follow these rules:

- Never use the ideas of someone else (published author, friend, foe, or anonymous internet blogger) and pretend that they are yours.
- Never copy-and-paste from websites.
- Acknowledge every source you use by including a **bibliography or reference list** in every assignment you submit.
- Use **quotation marks** to indicate a direct quote.
- When paraphrasing, explicitly state where the idea comes from. (See pp.9-10 in this handbook for referencing guidelines.) Summarising the words of someone else is plagiarism, unless you acknowledge the source of your information.

For example:

- i. The *Sparknotes* version:

“In the midst of a raging war, a plane evacuating a group of schoolboys from Britain is shot down over a deserted tropical island. Two of the boys, Ralph and Piggy, discover a conch shell on the beach, and Piggy realizes it could be used as a horn to summon the other boys. Once assembled, the boys set about electing a leader and devising a way to be rescued. They choose Ralph as their leader, and Ralph appoints another boy, Jack, to be in charge of the boys who will hunt food for the entire group.”

- ii. “Jane Smith’s” version:

While a war is going on, an airplane taking some schoolboys from England is shot down over a tropical island that is deserted. Ralph and Piggy, two of the boys, discover a shell called a conch on the sand, and Piggy decides it can be used to call the other boys by using it as a horn. Once they assemble, the boys appoint a leader and devise a way to be rescued. They choose Ralph as their leader, and he chooses another boy, Jack, to be in charge of the boys who will find food for the rest of the group.

While a few words have been changed in the second version, the basic structure of the sentences and the ideas come from *Sparknotes*. Just because you change a few words, or alter the order of these in a sentence, does not mean this is now acceptable to pass off as your own work. (Plagiarising in this way is common, but very easy to notice because it is often just a summary of the plot of a novel and does not refer to the assignment question or show any evidence of analytical skill.)

4. Avoid: <http://www.sparknotes.com>, <http://www.wikipedia.org>, <http://www.enotes.com/> and similar websites designed to give you easy access to general information. Visiting these sites is tempting because they offer to simplify themes, images, plots, and meanings of short stories and novels. But visiting them, even if you do not plagiarise from them, is risky because it often encourages you to use the ideas offered instead of thinking of your own ideas.

To make absolutely sure you have not plagiarised, follow this checklist before you submit an assignment:

- i. I have a reference page where all the sources I consulted are acknowledged. If I do not, and I have consulted sources in the preparation of my assignment, I must then include one.
- ii. In my essay all direct quotes used are in quotation marks and are followed by a reference in parenthesis acknowledging where they come from (you should, where possible, refer to the specific page number in your work).
- iii. All indirect quotes, even if I have paraphrased the original words, are followed by a reference acknowledging where they come from.
- iv. All ideas **not** my own (that appear in my assignment) are **not** presented as if they are my original thoughts.
- v. Where I have used sources from the internet, they are recognised as university-level, academically-approved websites. Electronic databases such as J-STOR, which can be accessed through the Wits library web-pages, are highly appropriate.
- vi. I have not copied the words of anyone without expressly stating/showing that they are not my own.
- vii. My assignment is my own original work.
- viii. The cover sheet/plagiarism declaration form that **must** accompany every essay you submit is a legally-binding document. If you have made any false declarations, you are effectively committing perjury.

All instances of plagiarism are serious offences which can have serious consequences for the student, including suspension from the university. They can also lead to criminal and civil action.

PROCEDURES FOR SUBMISSION OF ASSIGNMENTS

1. **Bring TWO copies** of your essay to Room SH3023 in the English Department, on the due date specified in this Work Schedule.
2. **Submission times** are usually between 12 noon and 2pm. Any changes will be posted well in advance.
3. Both essays will be date-stamped. Keep one copy for your records.
4. A list of defaulters will be posted on the English I Notice Board.
5. Essays handed in after 2 pm on the due date must be given to the Secretary, who will record the time on the essay. These essays will receive a penalty of 5%, e.g. if the allocated mark is 60%, you will receive 55%.
6. Essays handed in on the following day will receive a penalty of 10%.
7. Essays handed in after this will receive 0.
8. Essays are not to be handed to tutors, put into essay boxes, slipped under doors, or left in pigeonholes. These essays will be considered as defaults and will be penalised accordingly.
9. Requests for extensions must be addressed directly to the course conveners and should be accompanied by a medical certificate or other suitable official documentation.
10. No member of staff other than the Course Conveners may grant an extension

Return of Essays

- Essays will normally be returned by your tutor in class.
- Tutors will retain unclaimed essays for a month after the return date, after which they will be disposed of for re-cycling.

Mark Moderation

- You are strongly encouraged to discuss your marked essay with your tutor in his or her consultation period. Your tutors want to help you: give them the opportunity to do so.
- You should feel free to ask for a fuller discussion of the weaknesses of the essay if the mark was significantly lower than you had expected (though this may be done only within ten days of the return of the essay).
- If you feel your essay qualifies for moderation by another marker, please ask the first marker to forward the essay with an accompanying note to the Course Supervisor who deals with ALL requests for moderation.
- **Essays in which a marker has proved plagiarism or collusion are not open for moderation.**
- **Moderation should not be regarded as a re-mark, but as a means of ensuring that markers concur in grading an essay.**

Due Dates and Return Dates for Essays and Tests

Note: It is possible that in some circumstances the dates and times of tests or essay submissions could be changed. In such an eventuality, you will be informed well in advance.

Subject	Due Date
1. Portfolio of short written pieces	Tuesday 4 March (Diagonal D students) & Thursday 6 March (Diagonal A students)
2. Long essay on <i>The God of Small Things</i>	Tuesday 25 March (Diagonal D students) & Thursday 27 March (Diagonal A students)
3. Long Essay on <i>Material</i>	Tuesday 22 April (Diagonal D students) & Thursday 24 April (Diagonal A students)
4. South African Poetry Test	Tuesday 13 May (Diagonal D students) &

	Thursday 15 May (Diagonal A students)
5. Long Essay on <i>The Great Gatsby</i>	Tuesday 12 August (Diagonal D students) & Thursday 14 August (Diagonal A students)
6. Long Essay on <i>Black Boy</i>	Tuesday 2 September (Diagonal D students) & Thursday 4 September (Diagonal A students)
7. Long Essay on <i>Antony and Cleopatra</i>	Tuesday 7 October (Diagonal D students) & Thursday 9 October (Diagonal A students)
8. Renaissance Poetry Test	Tuesday 21 October (Diagonal D students)& Thursday 23 October (Diagonal A students)

Recommended General Resource Books:

Expression, style and usage: Martin Cutts, *The Oxford Guide to Plain English*, William Strunk, *The Elements of Style* or M Swann, *Basic English Usage*

Grammar: Angus Rose and Richard Purkis, *English Grammar: A Reference Book for Schools and Colleges*

Punctuation: Lynne Tryss, *Eats, Shoots and Leaves*

Vocabulary: *Concise Oxford Dictionary*, or *Collins Compact Dictionary*, or *Collins Concise Dictionary*, or *Longmans Dictionary of Contemporary English*. *Longman Language Activator*.

Critical vocabulary: M H Abrams, *A Glossary of Literary Terms* or B Moon, *Literary Terms: A Practical Glossary*

TUTORIAL PARTICIPATION MARK

Your tutors will award you a mark out of 5 based on your attendance at, preparation for and contribution to classes. This mark will be added to your essay at the end of each quarter. Please see sliding scale below.

Tutorials are an opportunity for you to share your ideas, which should be informed by a sensitive reading of the chosen material, with your tutors and fellow students. As such, you should view the participation mark as an incentive. The more effort you put into preparation for and contributions to your tutorials, the greater the rewards will be. The following is provided as a guideline for your benefit:

- 5 A mark of 5 will be awarded for full attendance and demonstration of full preparation, together with sustained and constructive contributions to the tutorial discussion
- 4 Full attendance accompanied by demonstration of careful preparation, along with regular and pertinent contributions to the tutorial discussion

- 3 Regular attendance (80% of tutorials) with strong evidence of preparation and contribution
- 2 Regular attendance (80% of tutorials) with good evidence of preparation and contribution
- 1 Regular attendance (80 % of tutorials) with some evidence of preparation and contribution
- 0 Irregular attendance with no evidence of preparation or contribution

Preparation includes bringing a copy of the appropriate departmental anthology or set text to class and having read the required material in advance.

Your final participation mark will constitute 5% of your overall course work mark.

EXAMINATIONS

As the courses are semester-long, you are required to write two exams: mid-year and end-of-year. Each exam is three hours long and you will be required to answer three questions. Each answer is equally weighted and you should therefore spend approximately one hour per answer.

Passing or failing a module, or achieving a particular class, is not simply a matter of arriving at an arithmetical total, for it is the duty of the external examiner to consider the performance of all students clustered above as well as below all borderlines, and to make recommendations concerning such students. It is the normal practice of the Department to accept these recommendations, not only because it is one of the main functions of the external examiner to safeguard our standards, but also because the external examiner alone has the advantage of reading the full range of a borderline student's answers.

Questions do not require the repetition of lecture notes, and you will not pass if you simply repeat what you have heard in class. You must show evidence of having read the text thoughtfully and will be asked to apply the question to your knowledge of the book.

Please note that in terms of the Senate Standing orders: **'Misreading of the examination timetable will not be condoned.'**

ALLOCATION OF PERCENTAGES

Please remember that you must write all your essays. Defaults will be counted as a mark of 0. In other words, where there is a default, the marks for all the essays including the default(s) will be averaged out, with each assignment effective.

At the end of each semester, before the exams, a full list of essay marks will be posted on the notice-board. It is your responsibility to check this list carefully for errors. Please be sure to do so, and to report any apparent discrepancies immediately to the Course Co-ordinator.

Essays and class tests count for a total of 50% of the final mark, the other 50% representing the exam mark.

NOTE:

- If you do not receive an essay back three weeks after the submission date, check with your tutor. If there are any further problems, please speak to one of the course conveners.
- Always keep printed as well as electronic copies of all assignments.
- Retain your 'Turnitin' Report for each essay.
- When your test is returned to you, keep it for future reference.
- Check your semester mark and year mark as soon as they are posted on the English 1 notice board. Any discrepancies or omissions should be reported to the course conveners immediately.
- **NOTE:** if you do not report missing marks or discrepancies, you could fail English 1 on a technicality.

GENERAL

CONSULTATION TIMES:

Please make full use of the two consultation periods that each member of staff offers every week, on any matter concerning your work. Consultation times will be displayed on the office doors of your lecturers, or can be obtained from the departmental secretary. If, for some reason, you are unable to come at the specified times, please arrange before or after your tutorial to see your tutor at another time. Tutors welcome these opportunities for individual discussion.

WRITING CENTRE (Wartenweiler Library)

The University Writing Centre will offer a place for you to read drafts of your essays and to think about revision. The specially trained writing centre consultants will not coach you on the content of your essays or edit your work, but rather they will listen to your ideas and provide a sounding board to test the persuasiveness and effectiveness of your writing. Writing centres are in no way a remedial facility but are a place for all students to read their work, talk out their ideas, get over a writing block. In North America, writing centres have proved an efficient and simple way of facilitating writing and general academic discussion within a very diverse academic community. If you have any specific queries about the Writing Centre, you may make an appointment with Ms Natalie Paoli, the English Department and Writing Centre liaison officer, during her consultation times.

MEDIA LIBRARY

You are urged to make full use of video material available in the Media Library. Videos are particularly helpful in reinforcing the reading of a text, and in suggesting other interpretations.

Video showings of novels and plays will be arranged, and details of these will be posted on the English 100 notice-board; but you should in addition use your own initiative in listening to tapes and watching material that will help to build a background for the periods and works you are studying. Always feel free to consult the librarians, and to ask for their advice and help.

CLASS REPRESENTATIVES

The Faculty of Humanities Students' Council arranges early each year for class representatives to be elected. Their task is to keep the department informed about student requests, suggestions, uncertainties and problems, and to ensure that departmental notices are brought to the attention of students. The names of the class representatives will be posted on the notice boards. You are encouraged to speak to them about any aspect of the course. Messages for the class representatives can be left with the secretary. Regular meetings are held between the class representatives, the course co-ordinator, and the head of department.

Seminar groups may also elect a spokesperson to represent the group to the supervisor of the course, or to other members of staff.

Department of English, Third Floor, Senate House
List of Staff Members

STAFF	ROOM	PHONE	E-MAIL
Dr Michelle Adler	SH 3009	717-4124	michelle.adler@wits.ac.za
Professor Gerald Gaylard	SH 3024	717-4105	gerald.gaylard@wits.ac.za
Professor Victor Houliston	SH 3015	717-4106	victor.houliston@wits.ac.za
Ms Sofia Kostelac	SH3010	717-4120	sofia.kostelac@wits.ac.za
Ms Sonia Fanucchi	SH 3016	717-4104	Sonia.fanucchi@wits.ac.za
Professor Robert Muponde	SH 3021	717-4118	robert.muponde@wits.ac.za
Ms Moipone Ndala	SH 3019	717-4110	moipone.ndala@wits.ac.za
Dr Colette Gordon	SH 3017	717-4104	colette.gordon@wits.ac.za
Professor Chris Thurman	SH 3018	717-4113	christopher.thurman@wits.ac.za
Professor Michael Titlestad	SH3020	717-4115	michael.titlestad@wits.ac.za
Mr Tim Trengove-Jones	SH 3012	717-4101	timothy.trengove-jones@wits.ac.za
Professor Merle Williams	SH3013	717-4119	merle.williams@wits.ac.za
De Simon van Schalkwyk	SH3011	717-4111	Simon.vanschalkwyk@wits.ac.za

Dr M Adler and Dr C Gordon are the course conveners of English 1 in 2014. The English Department Administrative Officer, Ms M Ndala, will be available to help with general enquiries. Formal requests concerning your academic work should be addressed to Dr Adler or Dr Gordon, in writing.

In addition the Department employs the following Teaching Assistants, who you may contact and consult regarding their specific portfolios, during their consultation times, to be posted on their office door:

Name	Portfolio	Office	Email
Ms N Paoli	Writing Fellow and Writing Centre Liaison	SH3023	paolinatalie@gmail.com
Mr J Nyanda	Feedback and Evaluation	SH3023	josiahnyanda@yahoo.com
Mr Carl van Wyk	Plagiarism and Referencing	SH3023	karlnicholasvanwyk@gmail.com

E-mail protocol: Lecturers are professional people. If you communicate with a lecturer or tutor by e-mail, you should use proper forms of address and a polite tone and register, otherwise you should expect no reply.

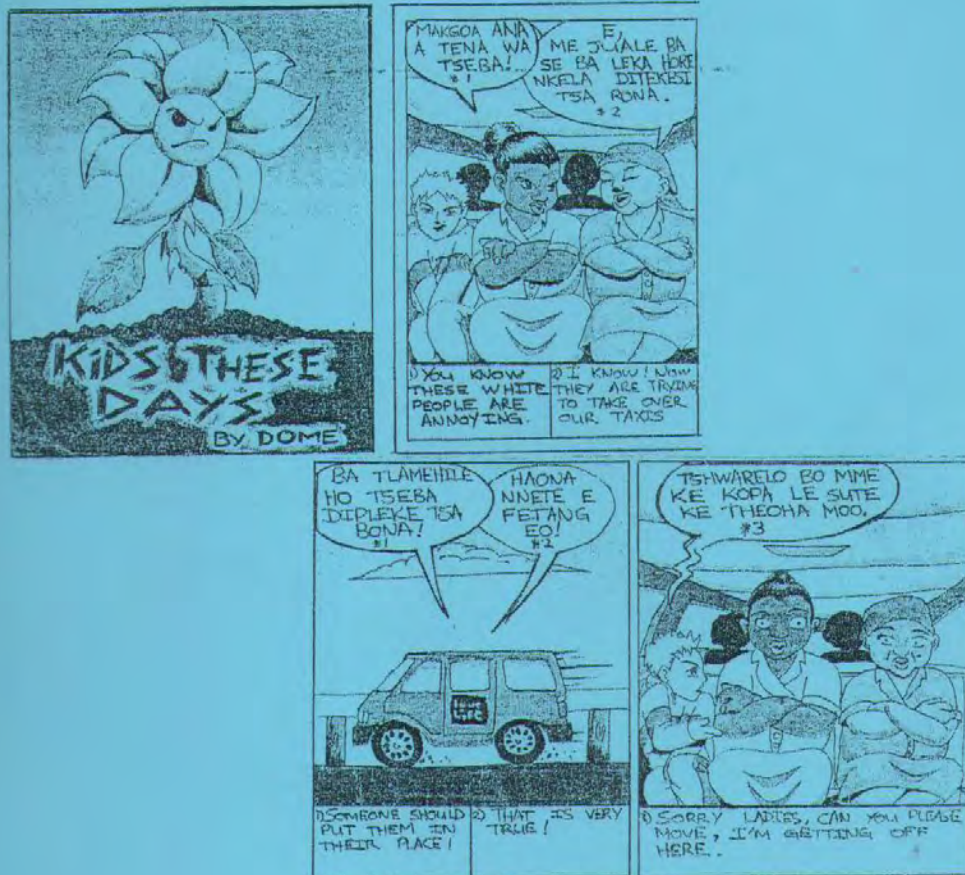
Appendix J

COURSE OUTLINE ENGLISH EDUCATION

Wits School of Education
English 1

Language and Society: an introduction to sociolinguistics

First Semester 2014



Compilers:
Belinda Mendelowitz
Kerryn Dixon
Ana Ferreira

English 1, 2014

Language and society: an introduction to sociolinguistics

LECTURERS:

Professor Leketi Makalela (Office L166)

Dr Vis Moodley (Office I73)

Harriet Davis (Office L161)

COURSE OUTLINE

In this unit you will be introduced to key sociolinguistics themes such as language and identity, language attitudes, language varieties, language and race, and linguistic prejudice. We will explore the relationship between language and context as well as the position of English in the world. A range of texts including language narratives and multimedia texts will be used to illustrate some of the core sociolinguistic concepts such as dialect, register, idiolect, sociolect, accent, and Standard English. You will be encouraged to challenge your taken for granted assumptions about the role of language in society and to critically examine the relationship between language and society. In the end, you will apply your awareness of language variation to explore available options for complex multilingual classrooms. *While the core readings were selected carefully to stimulate your thoughts on language and society, you are expected to read outside of the course pack both to deepen your knowledge of the content and to challenge some of the claims made.*

WEEKLY SCHEDULE

Week	Topic	Core readings	Extended readings	Tasks
1	Self, identity and language attitudes	Pp. 1-10	Student biographies (pp. 11-23)	Interview each other about language histories; Debating <i>ekasi</i> articles
2	Language, context and culture	Pp. 24-29	Student biographies (pp. 30-34)	Write own language biographies; Discuss the bios.
3	Language variation (1)	Afrikaaps Video; Notes to be provided	Find own readings on the following concepts: dialect, sociolect, idiolect, and accent. Re-read newspaper articles on roots (pp-10).	Using socio-ling. concepts to discuss video
4	Language variation (2)	Pp. 35-47	Find extra readings on World Englishes, gender, urban, and youth varieties (e.g., Kasi-taal)	Researching lang variation
5	Language, ethnicity and race	Pp. 48- 58	Find related cartoons and newspaper clips	Researching lang and race
6	Linguistic profiling and prejudice	Pp. 59-74	Read the City Press article on: http://www.citypress.co.za/news/non-whites-house/	Discuss experiences of linguistic profiling
7	Wrap up & implications of language variation in diverse classrooms	Pp. 75-77	Find own readings about classroom code alternation	Discuss applications to classroom

Note: Additional readings may be made available as the course progresses.

Appendix K

TUTORIAL WORK – POETRY – ENGLISH LITERARY STUDIES

THE SERF

His naked skin clothed in the torrid mist
That puffs in smoke around the patient hooves,
The ploughman drives, a slow somnambulist,
And through the green his crimson furrow grooves.
His heart, more deeply than he wounds the plain,
Long by the rasping share of insult torn,
Red clod, to which the war-cry once was rain
And tribal spears the fatal sheaves of corn,
Lies fallow now. But as the turf divides
I see in the slow progress of his strides
Over the toppled clods and falling flowers,
The timeless, surly patience of the serf
That moves the nearest to the naked earth
And ploughs down palaces, and thrones, and towers.

Roy Campbell (1901-1957)

Appendix L

POETRY TEST ENGLISH LITERARY STUDIES ENGLISH 1003 POETRY TEST

Date: Tuesday 13 May 2014

Instructions:

- Read both questions carefully. Please select ONE of the following questions.
- Your response should be in the form of an essay.
- Make use of the contextual information and the guidelines provided.
- You have 5 minutes to read the poem and the question, and 40 minutes to write your essay response.

Question 1:

Background information: South African poet Gabeba Baderoon (born in 1969) has published several poetry anthologies, participated in poetry festivals all over the world, and has taught at universities in South Africa, Europe and the USA. Her poetry explores the intimate landscapes of love, memory and loss, showing how our past shapes us. The poem below was published in 2006.

How Not to Stop, by Gabeba Baderoon

Pa came to collect us from school
in his White Valiant, the stern drive home.
Pa sat at the head of the table,
not talking at supper.
Pa stood in the driveway
with his back to us, throwing
seed into the wind with quick slings
of the hand, drawing the pigeons
as though he'd called them.
Pa carved his own domino set;
on weekend games sly as chess, slapped
the final piece on the wood table.
Pa drove us home past the house
he built, from which his family was removed
in 1968, never looking again
in its direction.
Pa bought his leaf tea and hard cheddar
from Queen Bess supermarket and bread
at Protea bakery, the same shops
down the street from their old house.
Pa rehearsed how not to stop, not to get out
and walk to the front door he had made.

In this poem, Gabea Baderoon combines subtle political protest, everyday experience, and the pathos of memory. Write a critical analysis of the poem, focusing on these three aspects, and paying attention to the following guidelines:

- i. The significance of the title
- ii. The voice of the speaker
- iii. Subject matter and central thematic concerns of the poem
- iv. Style, tone and language
- v. The different layers of 'memory' in the poem
- vi. Any other features of the poem you think are relevant.

OR:

Question 2:

Background information: South African poet Wally Mongane Serote was born in Sophiatown in 1944. He rose to prominence in the 1970s as one of the so-called "Soweto Poets", who were influenced by the Black Consciousness movement, and whose poetry centred around themes of political activism and protest. The poem below was written in the 1970s.

City Johannesburg, by Wally Mongane Serote

This way I salute you:
My hand pulses to my back trousers pocket
Or into my inner jacket pocket
For my pass, my life,
Jo'burg City.

My hand like a starved snake rears my pockets
For my thin, ever lean wallet,
While my stomach groans a friendly smile to hunger,
Jo'burg City.
My stomach also devours coppers and papers
Don't you know?
Jo'burg City, I salute you;
When I run out, or roar in a bus to you,
I leave behind me, my love,
My comic houses and people, my dongas and my ever-whirling dust,
My death,
That's so related to me as a wink to the eye.
Jo'burg City
I travel on your Black and White and roboted roads,
Through your thick iron breath that you inhale
At six in the morning and exhale from five noon.
Jo'burg City
That is the time when I come to you,
When your neon flowers flaunt from your electrical wind,
That is the time when I leave you,

When your neon flowers flaunt their way through the falling darkness
 On your cement trees.
 And as I go back, to my love,
 My dongas, my dust, my people, my death,
 Where death lurks in the dark like a blade in the flesh,
 I can feel your roots, anchoring your might, my feebleness
 In my flesh, in my mind, in my blood,
 And everything about you says it,
 That, that is all you need of me.
 Jo'burg City, Johannesburg,
 Listen when I tell you,
 There is no fun, nothing, in it,
 When you leave the women and men with such frozen expressions,
 Expressions that have tears like furrows of soil erosion,
 Jo'burg City, you are dry like death,
 Jo'burg City, Johannesburg, Jo'burg City.

In this poem about the struggle for everyday survival in apartheid Johannesburg, the speaker's feelings towards the city are complex and ambivalent. Focusing on this 'love-hate relationship' to the city, write a critical analysis of the poem, paying particular attention to the following guidelines:

- i. The representation of the setting
- ii. The relationship between speaker and setting
- iii. Subject matter and central thematic concerns of the poem
- iv. Style, tone, structure and language
- v. The use of imagery, particularly personification
- vi. Any other features of the poem you consider relevant.

Appendix M

ENGLISH 1 EXAMINATION- ENGLISH LITERARY STUDIES

08:30

30/05/2013

EX: HALL

3 hrs

/ /2013

EXAMS OFFICE
USE ONLY

University of the Witwatersrand, Johannesburg

Course or Topic No(s)

ENGL 1003

Course or Topic Name(s)
Paper No and Title

GLOBAL LITERATURE AND FILM

Examination to be held
during the month(s) of:

MAY 2013

Year of Study

FIRST

Degree/Diploma for which
this course is prescribed

BACHELOR OF ARTS

Faculty or Faculties
presenting candidates

HUMANITIES

Internal Examiner(s) and
Telephone Extension(s)

MS. SOFIA KOSTELAC x 74120
DR. JOHN MASTERSON x 74111
DR. COLETTE GORDON x 74104

External Examiner

PROFESSOR DAVID MEDALIE

Special Materials Required

NONE

Time Allowance

THREE HOURS

Instructions to Candidates

Answer **THREE** questions, **ONE** from Section A, **ONE**
from Section B **AND ONE OTHER** from **EITHER**
Section A **OR B**

Answer each question in a **SEPARATE** answer book

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Answer **THREE** questions, **ONE** from Section A, **ONE** from Section B **AND ONE OTHER** from **EITHER** Section A or B

Answer each question in a SEPARATE answer booklet.

SECTION A: First Quarter Lecture Material

1. Roy, *The God of Small Things* (Prof. M. Titlestad)

In the years to come they would replay this scene in their heads. As children. As teenagers. As adults. Had they been deceived into doing what they did? Had they been tricked into condemnation?

Write an essay in which you contextualize this passage in terms of the novel's plot and explore Baby Kochama's cruelty towards the twins in terms of both its motivation and consequences.

OR

2. Swarup, *Q&A* (Dr. C. Gordon)

'You mean you just guessed the answers and by pure luck got twelve out of twelve correct?'

'No. I didn't guess those answers. I knew them.'

'You knew the answers?'

'Yes. To all the questions.'

'Then where does luck come into the picture?'

'Well, wasn't I lucky that they only asked those questions to which I knew the answers?'

Discuss the theme of luck in *Q&A*. How does the structure of the book (the quiz show format) engage with this theme? You may find it useful to draw comparisons with Beaufoy and Boyle's approach in the film *Slumdog Millionaire*, but your focus should be on the novel.

PTO for rest of Section A

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MAY EXAMINATION 2013**

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OR

3. Adiga, *The White Tiger* (Dr. J. Masterson)

Dim streetlights were glowing down onto the pavement on either side of the traffic; and in that orange-hued half-light, I could see multitudes of small, thin, grimy people squatting, waiting for a bus to take them somewhere, or with nowhere to go and about to unfurl a mattress and sleep right there. These poor bastards had come from the Darkness to Delhi to find some light – but they were still in the darkness. Hundreds of them, there seemed to be, on either side of the traffic, and their life was entirely unaffected by the jam. Were they even aware that there was a jam? We were like two separate cities – inside and outside the dark egg. I knew I was in the right city. But my father, if he were alive, would be sitting on that pavement, cooking some rice gruel for dinner, and getting ready to lie down and sleep under a streetlamp, and I couldn't stop thinking of that and recognizing his features in some beggar out there. So I was in some way out of the car too, even while I was driving it.

After an hour of thrashing through the traffic, we got home at last to Buckingham B Block. But the torture wasn't over.

As he was getting out of the car, the Mongoose tapped his pockets, looked confused for a moment, and said, 'I've lost a rupee.'

He snapped his fingers at me.

'Get down on your knees. Look for it on the floor of the car.'

I got down on my knees. I sniffed in between the mats like a dog, all in search of that one rupee.

Write a close critical analysis of the above passage. How and why does it correspond with some of the major preoccupations of *The White Tiger* as a whole?

End of Section A

PTO for Section B

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MAY EXAMINATION 2013

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SECTION B: Second Quarter Lecture Material

4. Bosman, *Mafeking Road and Other Stories* (Prof. C. Thurman)

In their introduction to the fiftieth anniversary edition of *Mafeking Road and other stories*, Craig Mackenzie and Stephen Gray describe Oom Schalk Lourens as 'both a comic character and a skillful narrator, a backveld bumpkin and a far-sighted sage.'

Write an essay in which you consider how this description may apply in three of Oom Schalk's narratives. Refer to three stories to justify your response.

OR

5. Mda, *Heart of Redness* (Prof. M. Titlestad)

The 'Believers', the 'Unbelievers', John Dalton and Camagu have different ambitions for the future of Qolorha-by-Sea. Consider the ways in which their various plans for the community engage notions of tradition and modernity.

OR

PTO for rest of Section B

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MAY EXAMINATION 2013**

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6. Fugard, Kani, Ntshona, *Sizwe Banzi is Dead* (Mrs. J. Nudelman)

In his *Notebooks*, Fugard writes: 'Survival can involve betrayal of everything – beliefs, values, ideals, - except life itself.' (Fugard 1968).

Explain your understanding of Fugard's statement in relation to *Sizwe Banzi is Dead*, taking heed of the political context in which the play was written. Your answer should draw on the structure of the play as well as the characters and their dilemmas.

OR

7. dir. Freimond, *Material* (Ms. K. Manià)

Ebrahim: You think my life is a joke? I'm asking you a question. Is my life a joke, Cassim?

Cassim: No.

Ebrahim: Then why do you stand in a bar telling jokes about my life? When Faheem told me you were a comedian, I didn't believe him at first. Your mother tells me, I don't know *this thing* – this comedy. So I think, maybe she's right. Maybe I don't. So tonight I went to look at *that* place. Full of drinking and smoking and swearing. And everything *haram* [forbidden/sinful]! And I watch you wash the dirty laundry of your family in front of an audience of laughing drunkards. Watch you make fun of my argument with your uncle. You think that's funny? You think it was funny to watch the bulldozers smash people's houses – people's shops – their entire lives? And then tell them: 'don't worry, you can go to the Plaza.' You think that's funny? ...

PTO for rest of question 7/Section B

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I stood up to that bloody government and what they were doing to our people so that my son can one day stand in a bar and tell jokes about my life? So that my own son can stab me in the back like my brother? And everyone else did. You think that's funny? Go pack your bags, my boy. As of tomorrow, I want you out – out of my house.

Via a close reading of this extract of dialogue, write an essay which carefully analyses the way in which comedy functions as both a redemptive and, at times, destructive force in the film *Material*. Your critique should consider how the legacy of apartheid and the impact of traditional culture (when exposed to the social conditions of modernity) affect the characters' respective responses to postapartheid comedy.

END OF PAPER

Appendix N

LECTURE MATERIAL – ENGLISH EDUCATION

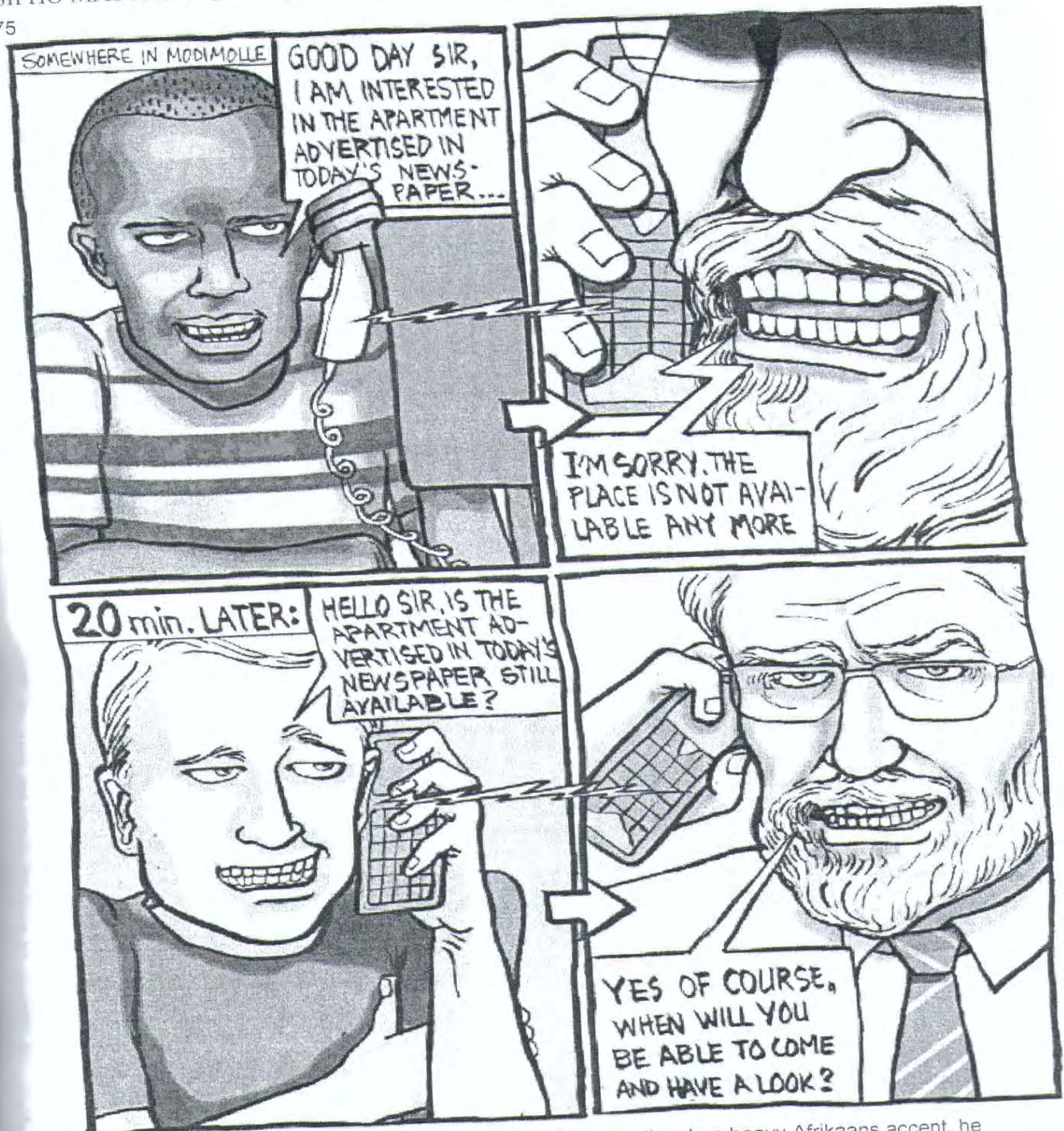
Telephone Conversation Wole Soyinka

The price seemed reasonable, location
Indifferent. The landlady swore she lived
Off premises. Nothing remained
But self-confession. "Madam", I warned,
"I hate a wasted journey - I am African."
Silence. Silenced transmission of pressurized good-breeding. Voice, when it came,
Lipstick coated, long gold-rolled
Cigarette-holder pipped. Caught I was, foully.
"HOW DARK?" ...I had not misheard.... "ARE YOU LIGHT OR VERY DARK?" Button B.
Button A. Stench
Of rancid breath of public hide-and-speak.
Red booth. Red pillar-box. Red double-tiered
Omnibus squelching tar.
It was real! Shamed
By ill-mannered silence, surrender
Pushed dumbfoundment to beg simplification.
Considerate she was, varying the emphasis-
"ARE YOU DARK? OR VERY LIGHT" Revelation came
"You mean- like plain or milk chocolate?"
Her accent was clinical, crushing in its light
Impersonality. Rapidly, wave-length adjusted
I chose. "West African sepia"__ and as afterthought.
"Down in my passport." Silence for spectroscopic
Flight of fancy, till truthfulness chaged her accent
Hard on the mouthpiece "WHAT'S THAT?" conceding "DON'T KNOW WHAT THAT IS."
"Like brunette."
"THAT'S DARK, ISN'T IT?"
"Not altogether.
Facially, I am brunette, but madam you should see the rest of me. Palm of my hand, soles of
my feet.
Are a peroxide blonde. Friction, caused-
Foolishly madam- by sitting down, has turned
My bottom raven black- One moment madam! - sensing
Her receiver rearing on the thunderclap
About my ears- "Madam," I pleaded, "wouldn't you rather
See for yourself?"

Rental racism: 'No non-whites in my house'

SIPHO MASONDO @vercingetorics 12 January 2014 14:00

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The man on the other end of the line made no attempt at niceties. In a heavy Afrikaans accent, he asked: "What nationality are you?"

Sensing what was coming, I responded: "I'm South African."

And then he dropped the bombshell: "I'm sorry sir, this place is not available to non-whites."

Source: City Press online (74) (<http://www.citypress.co.za/news/non-whites-house>)

Appendix O

ENGLISH 1 EXAMINATION- ENGLISH EDUCATION

SECTION A

Read the following Language biography and responded to the questions that follow:

Biography 1 – Candace

THE IDENTITY CRISIS MY LANGUAGE CREATED

It never occurred to me that language plays a big role in my identity. Although I only speak two “common” languages, I feel as if these two “simple” languages give me multiple identities. My languages have left me with an identity crisis.

I’m Candace, born in Lenasia and raised in many different places. I was called “the confused race” by high school friends because I have a half Black and half coloured mother, a “full blown” coloured (that’s the term they use in the coloured community) father and a White British step-father. I know it’s a lot but it’s what makes the person that I am. I live with my mother and father number two (step-father) and visit my biological father when I want to, which is most of the time. I have different languages and identities in my two homes.

I speak two different kinds of English. It sounds strange but it’s true. When I speak English to my coloured family, which is on my father’s side, I speak what the coloured community call “broken English”. My description of this type of English is humorous. Words are mispronounced and sometimes people create their own words that they think you would understand because the word is derived from an Afrikaans word. I feel as if I haven’t received a proper English education when I speak “broken English”. To me it’s like speak the worst and lowest form of English. Oscar Wilde once said, “Today we have everything in common with the Americans, except of course the language.” I relate to that because I feel I have a lot in common with my father and his family except the kinds of English we speak, except our language.

Oscar Wilde implies that the Americans don’t speak the “Queen’s English”. They don’t speak “proper” English. That’s exactly what I think about the English my coloured family speak.

I come from a place called Eldorado Park. It’s on the South West end of Johannesburg.

When I go there to visit my father’s family I automatically change the English I speak and the way I pronounce words to accommodate the “broken English” they speak.

Even though I don’t like this language, it interests me. So many people use this form of English and everywhere in any coloured area that you go to, people speak their own kind of “broken English” but amazingly they all understand each other. Some of the words they create make no sense to an English speaker but complete sense to an Afrikaans speaker. “Broken English” saddens me and also sometimes irritates me but as much as it makes me feel strange speaking it, I feel I have to speak it to communicate easily with people in coloured communities. When I speak the English I learned at my schools and at home from my step-father, my family think I do that to act White. My grandmother makes comments like “Just because your mother married a White man now you think you White!” It irritates me. Just because I speak the language better than they do, why should I be criticised about that? My family make me feel bad about my version of English but that’s who I am and who cares if I sound White. To avoid hearing critical comments I just speak their version of English.

In most of the coloured communities I’m either looked upon as a “coconut” or called one. “She’s coloured but she keeps her White” is the “broken English” comment I

always hear. I don't declare myself coloured if it means speaking "broken English", creating my own school uniform, owning the world's gold and going around telling people "I'm a coloured". No thank you, I'd rather let me language label me a coconut. The other type of English that I speak is seen as "proper" English. My mother and step-father always received comments like "Your children speak so well". My stepfather is British and I've lived with him since I was three. He taught me the English language as he learned it. The English that I speak when I'm on this side of my family feels natural and doesn't make me feel bad or strange in any way. One classification I have never been able to get rid of is "coconut". Even in the White community I'm sometimes labelled as a "coconut". It's as if every community or racial environment

I'm in I'm seen as something I'm not meant to be. "It is because I am smart and speak perfect English. That is why people treat me differently" (Matlwa, 2007). This is taken from an extract from Coconut that I can relate to. In the coloured community I'm a coconut because I speak well and in the White community it's almost as if it's not expected that I can speak so well because of my race.

I also speak Afrikaans. I learned how to speak the language when I was growing up. My parents' families both spoke Afrikaans and therefore I just picked up on the language. Afrikaans is my get out of jail free card. I express my opinions and emotions best in Afrikaans. I speak the language when I feel it's appropriate or when I have to due to communication barriers. Afrikaans is my happy, feel good language. All the best jokes are in Afrikaans and the language has a wonderful way of getting my message across.

My languages make me feel unsure and uncertain about my identity. I know where I come from but I don't feel as if I fit in there just because of the difference between the English I speak and the English they speak in Eldorado Park. There are so many assumptions and expectations on the type of English I speak or the way I speak English just because of my race. I feel as if I have two different environments. I'm comfortable speaking any of the languages I speak to people who aren't critical or judgmental of the way I speak. It seems unreal yet amazing that my languages have a big role in my identity.

I have concluded that my languages created the person that I am. No matter what language I speak or how I speak a certain language, there will always be a critical comment or someone will disapprove. My languages irritate me but also advantage me. I will just have to live with having two different identities because choosing one between the two doesn't seem possible to me. I don't think I could function without one of them, which means I have an identity. Language is so wonderful and powerful. It does more than create communication links.

QUESTIONS:

You have a choice of questions. Choose to answer EITHER 1 or 2. Your essay should be 3-4 A4 pages in length.

EITHER:

1. Write an essay in which you **analyse** Candace's language biography showing how the concepts of language variation, language and identity and linguistic prejudice are revealed in her account. Then using your own personal language experiences, reflect on how ONE of these three concepts is relevant in your own life.

OR:

2. Write an essay in which you **analyse** Candace's language biography showing how the concepts of language variation, language and identity and linguistic prejudice are revealed in her account. State how your understanding of the relationship between language and society has been shaped and changed by this Sociolinguistics module, **focusing on your prejudices and attitudes to your own and others' use of languages.**