

NEGOTIATED UNDERSTANDINGS OF THE ACADEMIC LITERACY PRACTICES OF TERTIARY EDUCATORS

Thesis submitted in fulfillment of the requirements for a Doctoral Degree in Education in
the Faculty of Education, College of Humanities, at the University of KwaZulu-Natal,
South Africa.

Promoter: Professor Michael Samuel

2006

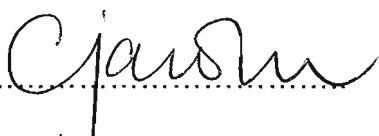
Cecilia Jacobs

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*The financial assistance of the Ernest Oppenheimer Memorial Trust, the Spencer Foundation
and the National Research Foundation towards this research is hereby acknowledged. Opinions
expressed and conclusions arrived at are those of the author and are not necessarily to be
attributed to any of the funding sources or the University.*

DECLARATION OF ORIGINALITY

I, the undersigned, declare that the work contained in this thesis is my original work and has not previously been submitted to any other institution for assessment purposes. Further, I have acknowledged all sources used and cited in the bibliography.

SIGNATURE: 

DATE: 9/5/2006

ACKNOWLEDGEMENTS

To my husband Keith, who knows me better than I know myself, you have been an inspiration. You knew with certainty that I would undertake this doctoral study long before I made the decision. Mia, you were the 'clear eyes' that brought the fresh perspective my study needed. You also helped me understand that the process of life is a web rather than concentric circles. Lee, you knew intuitively when I needed those hugs and kisses, which never failed to lower my stress levels. Monica, we were kindred spirits walking this journey together. Your weekly emails motivated me in ways you probably don't even realise and our shared conferencing was an absolute joy.

Michael, I knew from my first meeting with you that you would be my supervisor. Your gentle manner and incisive commentary provided just the right blend to extend me intellectually while building my confidence as a knowledge producer. The rigorous debate generated in the university seminar programme, which you co-ordinated, was invaluable. My fellow doctoral students and the committed staff who led the seminars were a fundamental part of shaping my thinking as I defended every stage of the study.

My colleagues in the WILRU, especially Chris, James, Jenny, Biddy and Penny, your interest and encouragement provided a safe space in which I could test my emerging thoughts. Arie, your close reading and detailed feedback on my early work drew a thread of logic through the chaos of my dream phase. Rhoda, your meticulous proofreading provided the finishing to the final body of work. To my disciplinary specialist colleagues in the department of Civil Engineering, who spurred me on with a mixture of teasing, pride, concern and love, I cherish the home you have provided for me. Finally, to those who inspired the study and whose insights provided me with the most fascinating data a researcher could hope for, the language and content integration project participants, I owe a huge debt of gratitude.

ABSTRACT

This study explores the process that occurred between a group of language lecturers and disciplinary specialists at a tertiary institution in South Africa as they negotiated common understandings of an integrated approach to the teaching of academic literacies. The focus of the study is on both the process underpinning this approach, as well as how the participants understood this process and constructed themselves within it. The unit of analysis in this study is the co-ordinated integrated approach to the teaching of academic literacies.

This is a retrospective case study that engaged participants in a process of reflection on their interactions, over the three-year life of an institutional project, which resulted from the collaboration of language lecturers and disciplinary specialists. The overarching approach to data production was narrative methodology. Drawing on life history research methods, various strategies (such as participant observation, survey of documentation, analysis of policy documents, stimulated recall, individual interviewing and focus group sessions) were used to collect data about participants' experiences retrospectively. Three levels of analysis were applied to the primary data set, which comprised the narrative interviews, freewrites and focus group sessions.

The findings from the study suggest that sustained interaction between language lecturers and disciplinary specialists is an important process in reshaping how both parties construct their roles and academic identities within higher education, a necessary element in shifting mindsets regarding the practice of academic literacy teaching in higher education. The most important factors in bringing about this shift are presented in the report as a theoretical model for the process of integrating academic literacies into disciplines. These factors and the processes linking them, represent important considerations when designing integrated approaches to the teaching of academic literacies, and are instrumental in bringing about changes regarding the practice of academic literacy teaching in higher education. The data suggest that the creation of productive institutional discursive spaces, which transgress narrow disciplinary boundaries, could bridge the separate academic lifeworlds of language lecturers and disciplinary specialists.

In a shift away from the 'study skills' view of academic literacy which supports an autonomous model of literacy, and the 'acculturation' view of academic literacy which supports an uncritical academic socialisation model, this study proposes a critical understanding of the teaching of discipline-specific academic literacies and introduces an inside/outside model of academic literacy teaching. This model proposes that disciplinary specialists need to be working within their disciplinary Discourse communities, while simultaneously having a critical overview of this 'insider' role, from outside of it. It is in engaging with language lecturers who are 'outsiders' to their disciplinary Discourses that disciplinary specialists find themselves at the margins of their own fields, and are able to view themselves as insiders from the outside, as it were. This shifting location from a purely insider perspective, to an insider perspective from the outside, shifts lecturers towards a critical understanding of the teaching of discipline-specific academic literacies. This model, and the study informing it, theorises the process by which this dual critical identity can be crafted in practice.

TABLE OF CONTENTS

<i>Title page</i>	<i>i</i>
<i>Declaration of originality</i>	<i>ii</i>
<i>Acknowledgements</i>	<i>iii</i>
<i>Abstract</i>	<i>iv</i>
<i>List of photographs</i>	<i>ix</i>
<i>List of tables</i>	<i>ix</i>
<i>List of figures</i>	<i>x</i>
Prologue	<i>xii</i>
Chapter 1: Background and context of the study	
1. Introduction	1
2. Rationale	3
3. Theoretical approach	5
4. Background	7
4.1 Changes in HE policy	8
4.2 Changes in AD practices	9
4.3 Shifts in the discipline of Applied Linguistics	12
4.4 Findings from Masters' research	15
5. Context	16
6.1 Nature of the research context (a tertiary institution)	16
6.2 Description of the research site (an institutional project)	18
6.3 Description of research participants	20
6.4 Research aims	22
6.5 Critical questions	25
6. Overview of structure of the thesis	25

Chapter 2: Literature review and theoretical framing

1. Introduction	27
2. Literature Review - approaches to the integration of language and content	27
2.1 Skills Approach	28
2.2 Cognitive Approach	30
2.3 Genre Approach	32
2.4 Critical Approach	34
3. Conceptual Framing	36
3.1 Macro framing: Social theories of knowledge construction	36
3.2 Meso framing: Critical approach to literacies as social practices	38
3.3 Micro framing	40
3.3.1 New Literacy Studies	40
3.3.2 Rhetorical Studies	46
4. Conclusions	50

Chapter 3: Research methodologies

1. Introduction	51
2. Research approach and design	52
2.1 A methodological continuum of research positions	53
2.2 Narrative approach	54
2.3 Grounded Theory	56
2.4 Research design	58
3. Data production plan	61
3.1 Participant observation	63
3.2 Survey of documentation	64
3.3 The memory rooms	65
3.4 The freewriting exercise	66
3.5 Personalised project portfolios	67
3.6 Visual representation	68
3.7 Narrative interviews	75
3.8 Focus group sessions	77

4. Data analysis	80
4.1 Discourse analysis	81
4.2 Grounded analysis	82
4.3 Representational analysis	83
4.4 Presentational analysis	84
5. Conclusions	86

Chapter 4: Data Analysis – Transdisciplinary collective

1. Introduction	88
2. Descriptive Framework	88
3. Transdisciplinary Collective	95
3.1 Sense of belonging	98
3.2 Processes of transdisciplinary engagement	101
3.3 Learnings through transdisciplinary engagement	109
3.4 Application of learnings	118
4. Conclusions	127

Chapter 5: Data Analysis – Collaborative partnerships

1. Introduction	131
2. Collaborative Partnerships	131
2.1 Collaborative interactions	133
2.2 Nature of the relationships	140
2.3 Power dynamics	154
2.4 Roles and responsibilities	163
3. Conclusions	176

Chapter 6: Data Analysis – Conceptualisations of academic literacies

1. Introduction	180
2. Conceptualisations of academic literacies	180

2.1	Academic literacy discourses	182
2.1.1	Language as an instrument of communication	182
2.1.2	Academic literacy and English proficiency	183
2.1.3	Students in deficit mode	184
2.2	Educational principles and practices	187
2.3	Characteristics of integration	192
2.4	Understandings of integration	197
2.4.1	Integration as disciplines	199
2.4.2	Integration as English proficiency	201
2.4.3	Integration as accessible language	203
2.4.4	Integration as Discourses	205
3.	Conclusions	210

Chapter 7: Theoretical Data Analysis - discussion of conclusions

1.	Introduction	212
2.	Academic identity	212
3.	Discursive spaces	232
4.	Conclusions	237

Chapter 8: Thesis

1.	Introduction	238
2.	The nature of Discourse	238
3.	Implications for the teaching of discipline-specific academic literacies	243
4.	Implications for academic development work in higher education	249
5.	Implications for higher education – Eziko	254
6.	Methodological meditations	259
7.	Conclusions	261

Epilogue	262
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<i>Bibliography</i>	269
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<i>Appendices</i>	288
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LIST OF PHOTOGRAPHS

Photograph 1:	Language and content integration project participants at first workshop	xii
Photograph 2:	Language and content integration project participants at second workshop	xiii
Photograph 3:	Collage of language and content integration group sessions at workshops	xiv
Photograph 4:	Series of published integrated workbooks by project participants	xiv
Photograph 5:	Language and content integration project participants at launch of Oxford series	xv

LIST OF TABLES

Table 1:	Summary of approaches to the integration of language and content	28
Table 2:	Data set	62
Table 3:	Structure of analysis chapters	94

LIST OF FIGURES

Figure 1:	Visual representation of project experience generated by participant A	xvi
Figure 2:	Visual representation of project experience generated by participant B	68
Figure 3:	Visual representation of project experience generated by participant C	69
Figure 4:	Visual representation of project experience generated by participant D	69
Figure 5:	Visual representation of project experience generated by participant E	70
Figure 6.1:	Visual representation of project experience generated by participant F	71
Figure 6.2:	Visual representation of project experience generated by participant F	71
Figure 6.3:	Visual representation of project experience generated by participant F	72
Figure 7:	Visual representation of project experience generated by participant G	73
Figure 8:	Visual representation of project experience generated by participant H	73
Figure 9:	Visual representation of project experience generated by participant I	74

Figure 10:	Visual representation of project experience generated by participant J	74
Figure 11:	Basic representation of a collaborative partnership between a language lecturer and a disciplinary specialist	89
Figure 12:	Basic representation of the transdisciplinary project team comprising partnerships between language lecturers and disciplinary specialists	90
Figure 13:	Basic representation of the community of language lecturers and the community of disciplinary specialists	92
Figure 14:	Basic representation of the transdisciplinary collective of tertiary educators	93
Figure 15:	Factors influencing the development of a transdisciplinary collective identity	126
Figure 16:	Factors influencing collaborative partnerships	175
Figure 17:	Continuum of understandings of language and content integration	208
Figure 18:	Factors influencing conceptualisations of academic literacies	210
Figure 19:	A model for the process of integrating academic literacies into disciplines	228
Figure 20:	Key 'filters' shaping integrated approaches to the teaching of academic literacies	231
Figure 21:	The nature of the discursive space	235

PROLOGUE

There's something interesting going on here, when you mix people from different backgrounds, different disciplines together, there's something interesting that goes on.¹

The words above reflect what interested me as a researcher.

What 'interesting things' happen when you mix tertiary educators from different disciplinary backgrounds?



Photograph 1: Language and content integration project participants at first workshop.

¹ The above quotation is from the data set of this study, as are all the quotations at the start of each chapter.

More specifically,

what 'interesting things' happen when you mix specialists from a range of disciplines with language lecturers?



Photograph 2: Language and content integration project participants at second workshop.



Photograph 3: Collage of language and content integration group sessions at workshops.

What ‘interesting things’ happen when you get such a group to teach together, think together and write together?



Photograph 4: Series of published integrated workbooks by project participants.

It was this broad enquiry that started the journey of exploration outlined in the pages that follow. I took this journey, along with a mix of language lecturers and specialists from a range of other disciplines.



Photograph 5: Language and content integration project participants at launch of Oxford series.

This is how one of the participants reflected on the experience:

“So crossing boundaries, I think crossing boundaries is about more than just interdisciplinarity, transdisciplinarity, integration. It’s also crossing your own boundaries. It’s crossing our own understandings of what you know now, and always having that permeable membrane around you. That you know that you can carry on expanding and growing. And that you also don’t just grow, you’re not just projecting yourself outwards, but you’re also inviting inward -

- it's like a two-way flow, you know, it's like this thing. That stuff flows in and flows out. It's like an open-headed thing -



Figure 1: Visual representation of project experience generated by participant A.

- it was that idea that somehow you're open to new ideas. And because you're open to them, it also becomes a very generating type of experience. Crossing the boundaries of the known and the expected and the predictable, and just saying anything could happen, you know. The world is full of possibility. You're only limited by the depth of your own vision. You're limited by your own understanding of what is possible and what is not. If you have that feeling of, 'Well that's as far as things can go', then you limit yourself ...

... The more I get into it, the more I'm being forced to grow beyond what I am. So I'm crossing my own boundaries. I'm crossing the boundaries of where I have seen my own limits. Where I've thought, 'No, I can't. I can't do that. I can't be that. Never. You must be joking. I've been here for so many years. How can I suddenly start doing things like that?' I know other people who have actually said, 'I'm not going further. I'm not going that route.' And I'm one of those people who is - although I'm terrified - I'm also not. I'm not the kind of person who lies down and dies. You know what I mean? Crossing the boundaries - it's always got to be tempered with reality."

Is the teaching of academic literacies within disciplines of study about how language lecturers and disciplinary specialists cross their respective disciplinary boundaries?

Is the teaching of academic literacies within disciplines of study about how language lecturers and disciplinary specialists cross the boundaries of their own conceptualisations of integrated approaches to academic literacy teaching?

Is the teaching of academic literacies within disciplines of study about how language lecturers and disciplinary specialists cross the boundaries of how they see themselves as academics?

CHAPTER 1

BACKGROUND AND CONTEXT OF THE STUDY

So I think that perhaps we've become much more conscious of that notion of the integration of communication. I think that I'm much more questioning of the notion that there should be this enormous separation ... It's much more of an integration within ourselves, rather than simply saying it's integration between two people from two different disciplines coming together to present something.

1. Introduction

This study explores the process that occurred between a group of language lecturers and disciplinary specialists at a tertiary institution in South Africa, as they attempted to negotiate common understandings of integrated academic literacy practices. It provides insights into an institutional project that attempted to situate the teaching of academic literacies within the mainstream curricula of various disciplines of study.

The study researches the role of academic literacies (ALs) within disciplines of study and its implications for academic literacy (AL) teaching in higher education. The purpose of the study is to develop a better synergy between the academic literacies that are taught at tertiary level and the disciplinary knowledge that students are accessing. The study examines how tertiary educators construct their understandings of an integrated approach to the teaching of academic literacies. The term 'academic literacies' refers to the fluent control and mastery of the discipline specific norms, values and conventions for reading and writing as a means of exploring and constructing knowledge in higher education. An

'integrated approach' refers to embedding the teaching of reading and writing within the ways that particular academic disciplines use language.

The study makes a contribution to knowledge by extending contextual, theoretical and methodological boundaries. The research site, at a tertiary institution in South Africa, provides a context in which an integrated approach to the teaching of ALs was co-ordinated across a variety of academic disciplines over the three-year lifespan of an institutional project. This institutionally co-ordinated approach makes the research site a unique context both nationally and internationally. No reported studies in this field are located in a context of this nature. This institutionally co-ordinated approach was reported in the opening address (Jacobs, 2001) of a national conference on the integration of language and content. In his report on this conference (Baynham, 2001) the keynote speaker refers to the unique nature of the work at this institution, stating that he sees the work "as potentially a great strength, both to the research profile of (the institution) and to the South African Higher Education context as a whole". He further states that the "issues the (institutional) group are addressing are of considerable interest to the international research community".

The study extends theoretical boundaries by contributing towards filling a gap in existing academic literacy research around the area of how tertiary educators understand their AL teaching practices. Such understandings, particularly for disciplinary specialists, are an under-researched area in the field. This study contributes towards filling this gap by building theory around the academic literacy practices of tertiary educators and how they construct meanings and identities within the contexts of new approaches to the teaching of ALs. The study also attempts to theorise the dimensions that frame tertiary educator conceptions of ALs as a construct.

The study pushes methodological boundaries in that rather than locating the study paradigmatically and aligning it with a particular paradigm, the researcher

locates herself within methodologically appropriate strategies for data production. Examining what is methodologically appropriate at each phase of the data production process allows for the flexibility to pursue an iterative process of data collection, leading to the production of the kind of data required by the study. This innovative approach to methodological paradigms, the iterative process, as well as the data collection strategies employed in the study will be theorised in the methodology chapter as well as in the final chapter of this report.

2. Rationale

The practice of AL teaching at tertiary level in South Africa and internationally, has been through separate, generic, skills-based courses traditionally taught by language lecturers (also referred to as Academic Literacy practitioners) based in the field of education with language/literacy teaching expertise. The academic lifeworlds of Academic Literacy practitioners (the world of language and education) and discipline-based specialists (the world of academic disciplines) have been traditionally separate at tertiary institutions, leading to the construction of very different academic identities in these two groups of tertiary educators. This is in part due to the way in which the academy is structured, with separate academic departments for each discipline of study.

This separation also arises from a notion that the academic disciplines, through a range of subjects offered at different levels of study, are what constitute the mainstream curriculum, and that AL is a service subject/course existing only at the entry level of the curriculum. This notion is borne out by research findings (McKenna, 2004) on how AL is constructed at a tertiary institution in South Africa. These research findings reveal that the dominant understandings of AL are that language is simply an instrument of communication and that if students' surface language problems are remedied they will have no problem with disciplinary content. These understandings imply that lecturers do not need to reflect on how

language embodies the conventions and values of their disciplines, that separate add-on language classes are an effective way of dealing with AL, and that the content-driven way in which the disciplines are taught is beyond question.

Research into Academic Development (AD) practices at South African tertiary institutions, reported at South African national AD conferences over the past ten years (SAAAD Conference, 1994; SAAAD Conference, 1996; AD Conference, 2000; SAAAD Conference 2002, SAADA Conference 2003, SAADA Conference 2004), seem to indicate that such understandings of AL are generally the case at tertiary institutions across the country.

Research into AD at South African tertiary institutions (Volbrecht, 2002b) indicates that the mainstreaming of AD has been largely unsuccessful with AD still a marginal discourse in the tertiary sector. For the purposes of this study I will be using the following definition of AD:

“AD (Academic Development) is a systemic and systematic set of policies and practices in higher education, involving student development, staff development, curriculum development and organisational development, in a concerted effort to promote lifelong learning for the sake of individual, social and environmental well-being.” (Volbrecht, 2002b)

At most tertiary institutions AD work remains a marginal enterprise, with AD interventions, (many of which are academic literacy development interventions) added on to a largely unchanged mainstream curriculum. This relationship between AD and academic literacy development will be further explored in section 4.2 of this chapter. The National Plan for Higher Education (2001: 25-26) reports a similar picture regarding the add-on nature of AD work at South African higher education institutions. On assessing the proposals submitted by institutions countrywide to access earmarked funding, the National Plan reports that roughly half of the institutions submitted proposals that indicated a lack of

understanding regarding the role of AD programmes, as well as the need to integrate existing programmes into the academic activities of the institution.

The predominant focus of AL practices at South African tertiary institutions is still on student literacy (Volbrecht, 2002a), with very few institutions focussing on academic staff literacy, which sees literacy development in terms of the roles academics have to play as tertiary educators. International research on AD (Volbrecht, 2002b) sees staff development as crucial and a focus on academic staff development as the key to student, curriculum and in fact institutional development. How then does one address the separate academic and professional lifeworlds of AL practitioners and disciplinary specialists, deconstruct and then reconstruct the discourses that shape their understandings of AL, and refocus AL interventions on staff development?

3. Theoretical approach

Theories of social learning (Lave & Wenger, 1991; Lave & Chaiklin, 1993), the notion of 'communities of practice' (Wenger, 2002) and the literacy-as-social-practice approach (Gee, 1990 & 1998; Ivanic, 1998; Street, 1984 & 2003) all have important implications for transforming AL practices at tertiary institutions. Research on situated learning suggests that learning is located within the social practices and contexts of a given 'community of practice' and that learning involves a process of engagement in a 'community of practice'. Communities of practice can be broadly defined as groups of practitioners who work in a certain domain. The New Literacy Studies (NLS) theorists have applied social theories of learning to the development of literacies. One of the basic tenets of the NLS is that "reading, writing and meaning are always situated within specific social practices within specific Discourses" (Gee, 1998).

One of the implications of all of this for AL practices at tertiary institutions is that AL is best acquired by students when it is embedded within the contexts of particular academic disciplines, and where reading and writing are developed within the ways in which particular disciplines use language. Another implication is that students are best inducted into the Discourses of the various disciplines of study by modelling themselves on 'insiders', i.e. others who have mastered the Discourse and are a part of the Discourse community themselves. This would imply that disciplinary specialists (such as Engineering, Science, Business, Architecture and Law lecturers) at tertiary institutions are best placed to induct students into the Discourses of their disciplines, which will be further elaborated in the following chapter.

Turning to the notion of communities of practice, academic disciplines embodied in academics within departments at tertiary institutions would constitute communities of practice, since they share concrete, daily practices. The academic discipline however tends to form the basis of the community rather than issues of teaching and learning. Each of these academic discourse communities tend to operate in isolation due to the way in which academic institutions are structured and because their social practices in general, and literacy practices in particular, are often very different across disciplines. This isolation is very apparent in the separation of 'generic' academic literacies from discipline-based literacies in the practice of AL teaching. It appears that while the basis for academic communities of practice remain particular academic disciplines, this separation of AL teaching from mainstream teaching will continue.

This raises the issue of alternative approaches to AL teaching, which this study investigates. The study is suggesting that the creation of an institutional transdisciplinary community of practice of tertiary educators, where their professional roles as tertiary educators form the basis of the community rather than their disciplinary affiliation, might bridge the academic lifeworlds of AL

practitioners and disciplinary specialists. The research undertaken in this study hopes to shed some light on tertiary educator understandings of their own AL teaching practices and explore how they negotiate common understandings of integrated AL practices through transdisciplinary communities of practice in higher education.

Much of the empirical work arising from the NLS focuses on school and home-based literacies in children, such as Baker (1998), and on community-based and workplace literacies in adults (Barton & Hamilton, 1998; Baynham, 1995 & 2004; Gee et al, 1996). The 1990s saw an increase in empirical work focussing on literacy in higher education, often referred to in the literature as an 'academic literacies approach' to teaching (Lillis, 2001), rather than the teaching of academic literacies. This research however tends to focus on how *students* acquire ALs, particularly on developing writing in the higher education context, (Lea & Stierer, 2000; Lea & Street, 1998), and the implications thereof for the tertiary curriculum. However, the AL practices of *tertiary educators* and how they construct meanings and identities within new approaches to the teaching of ALs (particularly for disciplinary specialists), remains a somewhat under-researched area. It is this lacuna that my study hopes to address, by developing a theoretical framework for integrating ALs into disciplines of study, and contributing to the literacy-as-social-practice theories emerging from the NLS.

4. Background

Changes in HE policy, changes in the AD practices of tertiary educators, shifts in the discipline of Applied Linguistics, as well as findings from my Master's research into AL practices at a tertiary institution, form the backdrop to this study.

4.1 Changes in HE policy

The SAQA (South African Qualifications Authority) Act of 1995 and the reconceptualisation of curricula as outcomes-based qualifications, although regarded with trepidation by some quarters in the higher education sector, provides an enabling policy framework for a shift towards integrating academic development, and as a consequence academic literacy development, into the mainstream curriculum. SAQA policy dictates that critical cross-field outcomes (CCFOs), which are generic outcomes that inform all teaching and learning, have to be explicitly specified, taught and assessed in all curricula. A closer look at these CCFOs reveal that many of them, such as 'Communicating effectively', 'Collecting, analysing and organising information', and 'Working with others in teams', relate to academic literacy practices such as reading, speaking and writing. SAQA policy therefore dictates that academic literacy, as defined by the CCFOs, needs to be explicitly taught and assessed across all academic programmes offered in the HE sector. In addition to this, the National Plan for Higher Education (2001) speaks to assessments that need to measure whether learners have achieved the critical outcomes which cut across all fields of learning.

Section 2 of the National Plan for Higher Education which describes the kind of graduate needed for social and economic development in South Africa, states that "there is increasing evidence to suggest that narrowly technical skills are becoming less important than knowledge management and organisation skills" (pg 31). The 'Shape and Size' Task Team report on Higher Education (2000) states that employers want graduates who have not only technical skills, but also "a strong array of analytical skills and a solid grounding in writing, communication and presentation skills" (pg 85), which clearly speak to academic literacy development. Higher education policy thus provided an enabling framework for this study and could be invoked in support of it.

On the issue of integration of academic development programmes the National Plan is very clear when it states that “institutions should integrate academic development programmes into their overall academic and financial planning”. The state funding for AD is allocated, according to the National Plan, for “extended curricula in key subject areas” and based on “the recognition that curriculum-related approaches are critical to dealing with educational disadvantage, rather than reliance on supplementary support mechanisms” (pg 25). This reference in the National Plan, to Department of Education funding for AD programmes, signals a shift as AD programmes had previously enjoyed only soft/donor funding.

The revised version of the Funding of Public Higher Education: A new framework (2002) makes provision for two kinds of funding – formula-based (block grants) as well as earmarked funding for AD. According to Scott (2001), who was part of the ministerial commission on Foundation Course funding and structure, this state funding is the ultimate form of recognition, translating ‘symbolic’ policy into ‘substantive’ policy. This recurrent funding, formula-based and earmarked, is “essential for stabilising and developing quality-assured AD provision” (Scott, 2001). Earmarked funding is allocated for, among others, institutional development and redress. So SAQA policy, OBE, the National Plan and the funding framework would then appear to support the notion of integrated AD practices both symbolically and substantively. However, the challenge confronting this study, as well as educators in the HE sector generally, is to ensure that these policy changes translate into transformed practices and do not become simply a mechanistic exercise of rewriting old practices in a different way.

4.2 Changes in AD practices

Researchers in the field of academic development in South Africa, such as Boughey (2000), document shifts in the field from an *Academic Support (AS)*

approach, focussing on remedial student development, to an *Academic Development (AD)* approach, focussing on staff, curriculum and institutional development, in the late 1980s. Mehl (2000) refers to this shift in the field as a philosophical tension between *development* as opposed to *support*, underpinned by issues such as: "Was it a question of enabling the student to be ready for the unchanging institution? Or was it a matter of changing the institution to meet the student? Is AD/S peripheral to the main activities of the institution or is it intrinsic to the very nature of the enterprise?"

The AS approach, associated with the provision of add-on tutorials in language development and so-called study skills, was directed at small numbers of students identified as 'underprepared' for tertiary studies and tended to take place at previously advantaged HE institutions. However, when certain HE institutions deliberately increased access to tertiary education for students who had previously been denied such access, it resulted in greater numbers of students for whom English was not a first language and who were 'underprepared' for tertiary studies due to the inadequacies of the schooling systems they had been exposed to. This reality required tertiary educators to re-examine their approaches to teaching and learning. The AS approach, which aimed at 'fixing up' small numbers of students to better fit the ways of the HE institution, was now being called into question.

The challenge then became looking at how HE institutions could better meet the needs of what had become the majority of their students. This gave impetus to what was termed an AD approach which sought to bring about systemic changes at institutional level. Rather than focussing on students and patching up their perceived deficits, this approach was characterised by a focus on curriculum and staff development. Although the shift to an AD approach gained impetus in the 1990s through the debates occurring in the field and the innovative interventions at certain institutions, such as the University of the Western Cape, most tertiary institutions *de facto* continued to implement an AS approach with AD

practitioners providing add-on interventions for identified students. This much was clear from the interventions outlined in institutional proposals submitted during the year 2000 for access to state redress funding.

It appears then, if one judges from the papers presented and the ensuing debates at the national AD conferences from 2000 to 2004 (AD Conference, 2000; SAAAD Conference, 2002; SAADA Conference, 2003; SAADA Conference, 2004), that most tertiary educators, especially those from Business, Science and Engineering-related disciplines, continue to be unaware of the language needs of their students and lack the educational expertise to analyse the literacy demands of the subjects they teach. They also appear to lack training in how to modify their curricula and teaching to meet the needs of their students and they harbour misconceptions of AL as a body of knowledge which can be taught, rather than practices operating within discourse communities into which students need to be inducted. This is particularly true of the Technikon/University of Technology sector, which tends to favour industrial rather than teaching experience in appointing academic staff. Thus many tertiary educators - and this is true of the institution in this case study - may not know how to create a language-rich learning environment or how to provide their students with linguistic access to the discourses of their chosen discipline of study.

In addition to this, tertiary educators generally define themselves as professionals in relation to their discipline rather than as professional educators, while tertiary educators at Technikons/Universities of Technology generally have an additional allegiance to the professional practice of their disciplines. This results in weak identification with the role of professional educator and a reluctance to engage in issues of teaching, learning and curriculum development. It appears then, that there is a need for the expansion of the disciplinary identity (and in some cases the professional practice identity) to include a professional educator identity among tertiary educators, as well as a need for such educators to be equipped with the necessary competencies to bring about appropriate

changes to their curricula and teaching strategies. This study investigates how some of these needs might be addressed through alternative approaches to the teaching of academic literacies.

4.3 Shifts in the discipline of Applied Linguistics

Many students at tertiary institutions in South Africa are not first language English speakers, denying them ready access to content information, which is taught through the medium of English at most tertiary institutions. One response to this situation has been a proliferation of support courses, particularly AL courses, introduced into the tertiary curriculum. Currently many AL courses are decontextualised, generic and are added on as extra subjects to an already overburdened curriculum. Literature (Barton & Hamilton, 1998; Barton and Ivanic, 1991; Baynham, 1995; Gee, 1998; Kress, 1997; Lankshear, 1997; Street, 1999) refers to such add-on decontextualised interventions as arising from an autonomous view of literacy, which sees literacy as a list of technical skills which can be taught in a decontextualised generic way. These theorists, referred to in the literature as the New Literacy Studies (NLS) group, challenge the autonomous view of literacy and see literacies as social practices embedded in context, as outlined earlier in this chapter.

The work of the NLS group signals a shift in the discipline of Applied Linguistics, the theoretical base of English language teaching, referred to in the literature as a 'social turn'. This 'social turn' will be discussed in greater detail in chapter 2. James Gee, a forerunner of the NLS group, is particularly critical of this autonomous view of literacy and the role that language and literacy teachers play in the teaching of decontextualised, generic language programmes, especially at tertiary level. He argues (1990) that any piece of language is only meaningful within some Discourse which recognises it, (and he cites academic disciplines as particularly clear examples of Discourses) and that people do not acquire Discourses by overt instruction and explanation.

Gee further argues that neither languages (such as English) nor skills (such as composition) are themselves Discourses, but rather two of the many props or tools used by various Discourses. He refers to these as 'general purpose' tools which are used in quite different ways in different Discourses, and which have little value when taught outside the mainstream academic programme in a decontextualised, generic way such as is often the case in Freshman Writing classes and Composition courses in the USA, and non-content-based ESL classes and AL courses in South Africa. Gee argues that at tertiary level, "it is Discourses like linguistics, philosophy, physics, or religion that ought to teach students to write in the act of teaching them to read, think, talk, value and act like linguists, philosophers, physicists, or people in religion do." (1990: 172), and that it is meaningless to teach languages or writing outside any Discourse since there is no reading, writing, or thinking outside a Discourse and the community that controls it.

He is particularly critical of language and literacy classes that construct what he refers to as "pseudo-Discourses of their own so that they can be the disciplinary monitors and gate keepers for the college community" (1990: 173). While gate-keeping and enterprise might be the political agenda behind the ESL Institute industry in the USA, in South Africa there are different underlying factors. It would seem that language and literacy classes at South African tertiary institutions are part of a marginalised AD enterprise characterised by a dependence on irregular soft funding, part-time or contract staff and very little power (of the gate-keeping variety or other) in the academy. The similarities between the USA and South Africa regarding language and literacy classes though, is that they often exist outside of the mainstream functioning of institutions and teach pseudo-Discourses about tertiary level writing, such as the expository essay, which has no meaning or relevance to the academic disciplines of study their students are engaged in.

If one follows Gee's argument, that "any Discourse requires masters to apprentice apprentices", and that "teachers must be masters of the Discourses they teach" (1990: 174), then attempts by language lecturers / AL practitioners to embed their teaching within the context of the disciplines of study that their students have chosen, is problematic. This study problematises this approach. Recent developments in AL research (Geisler, 1994a; Lea & Stierer, 2000; Lillis, 2001; Street, 2003) emphasise the need for tertiary educators to focus on discipline-specific strategies which would attempt to integrate ALs and disciplines of study, rather than adopt add-on generic, skills-based approaches which would typically teach decontextualised language and AL skills to students. Within the discipline-specific approach, language lecturers and disciplinary specialists would need to develop integrated curricula, teach and assess collaboratively, and in this way provide better access to disciplinary knowledge for their students while inducting them into the discourses of the discipline. It is this approach which forms the basis of this study, where the emphasis is not on providing add-on classes or fixing a perceived language 'deficit', but on developing linguistically sensitive, integrated mainstream curricula in collaboration with disciplinary experts who have mastered the Discourses of their particular disciplines.

Although research emphasises the need for discipline-specific strategies that integrate AL and disciplines of study, there are few empirical studies documenting such attempts. Those studies reported tend to focus on language lecturers' / AL practitioners' / ESL instructors' efforts to understand the discursive conventions of the fields of study in which their students are engaged (Carreon, 1996; Hallet, 1997; Bell, 1999; Fuentes, 2000) or they focus on students' difficulties with writing in the disciplines and the ineffectiveness of writing curricula to deal with this (Davies, 1997; Van Naerssen & Eastwood, 2001; Pulko & Parikh, 2002). While all of these studies point to the need for further research into the process of collaboration between language lecturers and disciplinary specialists, hardly any studies focus on this process, and where they do, the contexts tend to be at secondary level (Creese, 2002) or the focus is on the

practice of collaboration (Dinitz et al, 1997; Norgaard, 1999; Stewart et al, 2000) rather than the *process* of collaboration. This is a gap that this study hopes to fill.

4.4 Findings from my Master's research

In my Master's thesis (Jacobs, 1998) and elsewhere (Jacobs, 2000), I investigated an add-on, stand-alone AL approach and its potential to impact on the mainstream curriculum at the institution chosen as a research site for this study. My master's research showed that the potential of this stand-alone AL approach to impact on the mainstream curriculum of the institution was clearly not realised. In drawing conclusions as to why generic AL programmes fail, one of the factors pointed to the shortcomings inherent in the stand-alone model of AL and the fact that the dominant institutional view of AL was an autonomous one.

It appears that when AL is packaged and delivered in a stand-alone intervention, it provides tertiary educators of discipline-based courses with sufficient reason to remain the same. One of the findings arising from this research was that the key to transforming the AL practices at tertiary institutions lies in shifting prevailing institutional views of AL as an autonomous list of technical skills, to an understanding of ALs as situated social practices, deeply embedded in the contexts of disciplines. Such a paradigm shift would require disciplinary specialists to make explicit the literacy practices of their disciplines by integrating the explicit teaching of such literacies into their courses and by adapting their approaches to assessment, as well as through transforming the content-focussed courses they taught.

Without this paradigm shift, the disciplinary structures of the tertiary curriculum with its narrow subject boundaries, as well as the existing content-driven teaching practices, militate against the success of such an integrated model of intervention. Such a model focuses on the integration of ALs into existing

mainstream courses across the curriculum, rather than on insulating change in one area, as a stand-alone intervention tends to do. Informed by the literature and institutional research into unsuccessful add-on approaches, the tertiary institution investigated in this case study adopted a literacy-as-social-practice approach to the teaching of ALs.

5. Context

This section of the chapter provides an overview of the institutional context, a description of the research site, as well as an introduction to the research participants and the critical questions informing this study. This contextual detail is important as it has implications for the methodology and the analysis of the data. The methodological implications of a 'thick description' of the context are further elaborated in chapter three, while the implications of the context for data analysis are further elaborated in chapter 7.

5.1 Nature of the research context (a tertiary institution)

The research site is located at a University of Technology (previously a Technikon) in South Africa. Universities of Technology and Technikons in South Africa are autonomous higher education institutions, offering career-specific education, and technical training. In 1993, legislation expanded the qualifications offered by such institutions from diploma and certificate courses to include degree courses. Although this placed research and post-graduate studies on the agenda of Universities of Technology and Technikons, most of these institutions in South Africa still focus on the teaching of undergraduate courses to students who generally come from dysfunctional school environments and economically impoverished homes.

The University of Technology where the research site is located, is no exception. This institution has strong links with industry and values industrial experience in appointing its staff members. Consequently most of the lecturers are drawn from industrial or business-oriented backgrounds, with minimal, if any, formal qualifications or experience in the field of Education. While most lecturers have a strong sense of professional identity within their respective disciplines and in the practice of those disciplines, very few identify with the role of professional educator. With the offering of degrees at the institution, there has been much support for staff to improve their qualifications. Although staff development is considered an area of strategic importance at the institution, this is broadly interpreted as studies towards further qualifications within the discipline and not as developing staff capacity to be more effective educators.

The language of instruction at the institution is English, even though the student population is drawn from across the country and represents a range of linguistic backgrounds. The fact that a minority of the students have English as their first language presents an additional teaching and learning challenge for the lecturers. In addition to this, until fairly recently language was taught by a central language department, servicing the curriculum needs of the various faculties and academic departments. The only Language instruction in most academic programmes was taught as a mandatory offering, namely Communication Skills, which was a largely generic, stand-alone subject. With institutional research beginning to show the inherent problems associated with this approach to language instruction, and a growing realisation that language played an important role in the conceptual development of students, the institution began moving towards a more integrated approach to the teaching of language, or academic literacy as it was commonly referred to.

These debates around integration were brought into sharp focus as a result of some institutional restructuring, resulting in the decentralisation of the language department and the shifting of the language lecturers into the academic

departments of the various faculties at the institution. These shifts provided some impetus for language lecturers to embed their learning outcomes into the mainstream curricula of the various disciplines of study, by collaborating with the lecturers in these disciplines, rather than adopting the add-on model that had characterised their previous approaches. This rather fragmented and ad hoc collaboration of language lecturers and disciplinary specialists was significantly boosted by institutional donor funding allocated to advance the integrated approach through an institutionally co-ordinated project. This institutional project provided the research site for this study.

5.2 Description of the research site (an institutional project)

The institutional project provided a research context in which an integrated approach to the teaching of ALs was co-ordinated across a variety of academic disciplines over the three-year lifespan of the institutional project. This institutionally co-ordinated approach makes the research site a unique context both nationally and internationally as no reported studies in this field are located in a context of this nature.

The project partnered each of the nine language lecturers¹ at the institution with a disciplinary specialist, and sought to link and integrate the mandatory offering, Communication Skills, with a mandatory discipline-based subject in the first year of that particular programme of study. This linking and integration of the language and content curricula gave rise to the development of integrated teaching and learning materials. In the process of implementing these integrated materials, language lecturers (AL practitioners) and disciplinary specialists jointly designed and assessed student tasks and projects, team taught, and also reflected on their integration experiences within an action research framework.

¹ Although language is a discipline, and language lecturers are disciplinary specialists like their partners, I have chosen to refer to them as 'language lecturers' and their partners as 'disciplinary specialists' so as to distinguish the two groups in the analysis.

This integrated approach to AL was therefore realised through an institutionally co-ordinated project that focussed on creating new collaborative and integrated platforms or communities of practice from which lecturers could work differently than from the separate disciplinary bases to which they were accustomed. The project activities focussed on the development of the integrated materials (students' worksheets, reading texts, teaching aids, etc) that integrated content knowledge with AL skills. These materials were later published as integrated workbooks for students. Other project activities included team teaching, the design of joint tasks and collaborative assessment. The project also included a staff-development component through which issues of professional identity and the role of the tertiary educator were addressed. The staff development component consisted of an initial intensive six-day training course on the integration of language and content-based curricula, and a further fourteen training workshops focussing on materials development and building the research capacity of the participants over a period of three years. All partnerships were involved in team teaching and they were encouraged to view these joint lessons as an opportunity to engage in classroom-based action research. In addition to this, each partnership, as they were developing their draft materials, was given individual mentoring and feedback by the materials moderator.

The project participants broadly defined the integration of language and content as the provision of linguistic access to content knowledge. In order to achieve this there had to be what Mohan (1990) refers to as mutual support and co-operation between language lecturers and disciplinary specialists for the educational benefit of students. Language and content development were not regarded separately from each other, instead there was a focus on the intersection of language and disciplinary content and an attempt to transgress the narrow disciplinary and subject boundaries which characterise the tertiary curriculum. Language was generally understood to include not only grammar but also the organisation of discourse, and disciplinary content referred to the

programme of learning as it was conceptualised by the discipline specialist, and as the organisation of knowledge within the perspective of that discipline.

The project involved collaboration between lecturers from different disciplines (hereafter referred to as disciplinary specialists) and AL practitioners (hereafter referred to as language lecturers) who formed nine language/discipline partnerships. These nine partnerships in turn formed a transdisciplinary project team of tertiary educators, which was the institutional platform that networked the discipline-based collaborative partnerships between language lecturers and disciplinary specialists. The partnerships became the vehicle for integrating ALs into the respective disciplines by exploring the discursive practices of those disciplines, while the institutional project team provided a transdisciplinary 'transaction space' (Nowotny et al, 2001) for academics to explore their professional roles as tertiary educators. This study explores how these tertiary educators constructed their understandings of an integrated approach to the teaching of academic literacies, and examines the process that occurred between and among the partnerships as they attempted to negotiate common understandings of academic literacy (AL) practices within the mainstream tertiary curriculum.

5.3 Description of research participants

As the institutional project provided the research site for this study, the project participants became the research participants in this study. The project team consisted of 19 participants, as well as the project co-ordinator, who is also the researcher in this study. My project involvement as co-ordinator, and my position as researcher in this study raises issues of bias and I plan to address this through overtly stating my positionality and declaring what constitutes my ideological and theoretical basis throughout the study. This 'insider' position as researcher is further theorised and elaborated in chapter 3.

All of the 19 project participants were approached to participate in this study and 18 gave their consent. The 19 project participants consisted of ten disciplinary specialists and nine language lecturers. These 19 lecturers formed nine language/discipline partnerships, as described in the previous section. The nine partnerships spanned the following disciplines of study:

- ❑ Science
- ❑ Radiography
- ❑ Architecture
- ❑ Mechanical Engineering
- ❑ Electrical Engineering
- ❑ Law
- ❑ Marketing
- ❑ Human Resource Management
- ❑ Business Administration
- ❑ Public Administration

The language lecturers came from a variety of language/education-related backgrounds, ranging from literature and applied linguistics to language education. Of the nine lecturers, six hold masters' degrees (two of whom are currently engaged in doctoral studies), and three of them are currently busy completing their masters' studies. In addition to this, seven of these lecturers also hold an educational or a teaching qualification.

The disciplinary specialists on the other hand, while most came to the institution having spent significant time as practitioners in their professional fields, generally had lower academic credentials than the language lecturers and fewer had educational or teaching qualifications. Of the ten disciplinary specialists, three hold masters' degrees and three of them are currently busy completing their masters' studies; while two of them hold bachelors' degrees and the other two

hold higher diplomas. In addition to this, only four of these lecturers also hold an educational or a teaching qualification.

Across the group of project participants there was also varying levels of experience in teaching at tertiary level, ranging from eight years of teaching experience to nearly forty years in tertiary education.

5.4 Research aims

As previously mentioned, the research participants in this study are 18 lecturers, nine language lecturers and nine disciplinary specialists, all of whom participated in an institutional project which attempted to integrate ALs into the mainstream curricula of various disciplines through nine collaborative partnerships between language lecturers and disciplinary specialists from a range of academic disciplines. The decision to invite all project participants into the study rather than selecting a sample, was motivated by the research aim to explore participants' experiences in both their collaborative partnerships, as well as in the broader community comprising the project team.

The primary focus of this research is on how these language lecturers and disciplinary specialists negotiated common understandings of integrated academic literacy practices. The study analyses how this process influenced participants' conceptualisations of ALs, and also how they constructed their roles and professional identities both in their collaborative partnerships as well as in a wider discourse community of tertiary educators making up the team of participants in the institution-wide project.

The purpose of the study is to reflect on the experiences of the research participants, theorise the key issues that emerge within a literacy-as-social-practices conceptual framework, and draw tentative conclusions regarding the process of developing staff understandings of integrated approaches to the

teaching of ALs. The study also aims to provide a window into the world of language lecturers' and disciplinary specialists' experiences of changing approaches to AL development, and into their thinking regarding their roles and identities within an integrated approach to the teaching of ALs. This research objective is pursued through an exploration of the ways of enabling tertiary educators to shift from a view of AL as autonomous and generic, to an understanding of ALs as situated social practices, deeply embedded in the contexts of their particular disciplines.

As this is a retrospective study, participants were engaged in a process of reflection on their interactions over the three-year life of an institutional project, which resulted from the collaboration of language lecturers and disciplinary specialists and the intersection of their respective disciplines. The study then explored how language lecturers and disciplinary specialists negotiated common understandings of integrated academic literacy practices, and finally examined how that process might have influenced their conceptualisations of ALs, as well as how they constructed their roles and professional identities both within their respective partnerships and in the project team.

This study can be described as postpositivist educational research. The research design and methodological approaches in this study are determined by the research aims. As a reflective researcher, one of the purposes of the study is to evaluate my own research process and to gain a better understanding of the socio-academic context within which my research is conducted. My responsibility as a researcher is thus both to construct the lenses through which my research is accomplished, and to reflect on my social roles and positions in accomplishing my research. In pursuing this reflective process I constantly position and reposition myself as a researcher along a continuum of research positions: empiricist, interpretive, critical and poststructural. I would characterise my research practices generally as the critical use of modernist and post modernist

strategies. My choice of methodology is thus strongly tied to the research questions and aims, a choice which will be further elaborated in chapter 3.

The methods employed in this study include a survey of project documentation (such as project reports, external evaluator's reports, workshop notes, e-mails, participants' research papers, participants' integrated curriculum models, earlier drafts of integrated materials, published integrated materials, integrated assessment tasks, joint lesson plans, videotape and photographs), analysis of higher education policy documents, a survey of literature relating to approaches to the integration of ALs, as well as stimulated recall, individual interviewing and focus group sessions. The overarching approach to data production in the study is through narrative methodology, drawing on life history research methods to collect data about participants' experiences over the three years that they participated in the project. Towards this end the study includes photographs and various other project artefacts as visual stimuli, displayed in the data production space, in an effort to stimulate participants' recall of their project experiences and provide an environment for in-depth reflections. The space in which the data is produced thus becomes a methodological tool in the study, a phenomenon which will be expanded on in chapter 3.

Triangulation across methods and data sources ensure the credibility of the findings. Further efforts at ensuring credibility, such as peer debriefing and member checks, were implemented at each stage of the data collection process. The analysis of the data is represented concurrently in three layers, a descriptive analysis of the findings alongside a thematic analysis of the conclusions drawn from the findings, as well as a theoretical analysis discussing and evaluating those conclusions. The data analysis method used is discourse analysis, which is well suited to analysing what the research participants are mobilising through what they say (or don't say) and how they say it. Towards this end, two levels of analysis, representational and presentational, were employed. This too will be further elucidated in chapter 3.

5.5 Critical questions

The critical questions informing this study were formulated as follows:

- **How did collaborating language lecturers and disciplinary specialists negotiate an integrated approach to the teaching of academic literacies?**
- **How might the process of negotiation have influenced language lecturers' and disciplinary specialists' conceptualisations of integrated academic literacy practices?**
- **How do language lecturers and disciplinary specialists construct their respective roles and academic identities within an integrated approach to the teaching of academic literacies?**

At the core of this enquiry is an attempt to explore fundamentally different ways of thinking about the teaching of academic literacies and alternative paradigms within which to frame our thinking about academic development in tertiary education.

6. Overview of structure of the thesis

This chapter and the prologue before it, has attempted to provide the background to and context within which the study is located. In the next chapter, I review the literature surrounding approaches to the integration of academic literacies, as well as outline the conceptual frameworks informing the study.

Chapter three focuses on the research methodologies employed in answering the critical questions, by theorising the research approach and design, outlining the data production plan and elaborating the layered data analysis techniques used in the study. Chapter four provides the descriptive framework within which

the representational and presentational layers of analysis take place. The analysis spans chapters four to seven, which are arranged thematically, with each chapter representing a conceptual category developed from the themes and patterns emerging from the data. Chapter four analyses the first of four conceptual categories emerging from the initial grounded analysis, while chapter five provides a descriptive, thematic analysis of the second conceptual category. Together chapters four and five address the first critical question of the study.

Chapter six provides a descriptive, thematic analysis of the third conceptual category and addresses the second critical question of the study. Chapter seven analyses the fourth conceptual category and addresses the third critical question of the study, as well as theorising the notion of 'discursive spaces' emerging from the analysis chapters. Chapter eight is the final thesis chapter, which theorises the nature of Discourse in relation to the findings from the study, and discusses its implications for the practice of academic literacy teaching. This chapter also introduces new understandings of the teaching of academic literacies and presents a theoretical model for the design of integrated academic literacy teaching. Finally, this chapter outlines the implications of this model for academic development work generally, and for higher education broadly, while concluding with a reflection on the methodological implications of the study.

An epilogue follows the final chapter, where possible future threats to the conceptualisations of academic literacy teaching presented in the final chapter, are presented in the form of a narrative. The epilogue ends with a discussion of future directions for academic development and higher education in addressing these possible threats.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMING

I didn't understand what these education theories were about and what they were talking about, I didn't understand it at all ... the communication lecturers knew what was happening, you know, I didn't know what was happening at all.

1. Introduction

This chapter reviews the literature surrounding approaches to the integration of language and content over the past 30 years, and it outlines the conceptual frameworks informing the study. The chapter is divided into two main sections:

- Literature Review
- Conceptual Framing

2. Literature Review - approaches to the integration of language and content

The direction of the institutional project being examined in this study, the integration of language and content (ILC), was informed by a body of literature spanning the last three decades. The ILC approach, pioneered by Mohan (1986), signalled a shift away from ESL approaches which focussed on English second language learning, using content only as a vehicle for communicative language teaching and learning, referred to in the literature as content-based language teaching. Where ESL approaches tended to ignore conceptual development and discourse-specific learning, the integrated approach saw language as the major medium of learning and therefore crucial to the understanding of content.

Mohan makes a clear distinction between ILC, which focuses on learning language for academic purposes, and ESL perspectives, which consider the language learning only. Over the past three decades there have been developments in the integration of language and content with different approaches emerging over the years. In this review I will present a survey of approaches to the integration of language and content. Winberg (2000) presents a useful framework for tracing the development of approaches to the integration of language and content. She summarises these approaches in the following way:

Table 1: SUMMARY OF APPROACHES TO THE INTEGRATION OF LANGUAGE AND CONTENT				
	Skills Approach	Cognitive Approach	Genre Approach	Critical Approach
What?	ESP Study skills	Concept Development	Academic Discourse	Transformation; CLA
Why?	Aims to enable student to use appropriate language; apply study skills	Aims to affirm student; build concepts; LAC; (BICS/CALP)	Aims to empower student to access powerful discourses	Aims to critique current academic practice; create space for student's voice
How?	Teaches skills and behaviours	Builds on prior experience; Developmental	Informs about 'rules' of the discourse	Supports creativity research & critique
Who?	Mohan; Halliday.	Carrell, et al.; Cummins.	Ballard & Clancy; Taylor et al. Swales	Fairclough; Lee; Zamel; Bartholomae.

Winberg, C. (2000). *Authorship, authority and social responsibility in educational materials development*.

Paper in the Southern African Applied Linguistics Association Conference Proceedings, September 2000.

2.1 Skills Approach

Mohan's pioneering work, which draws on Halliday's (1978) systemic linguistics, falls within the ESP (English for specific purposes) tradition. Mohan defines the integration of language and content as, "mutual support and cooperation between language teachers and content teachers for the educational benefit of LEP (limited English proficiency) students", and does not regard language development and

content development in isolation from each other but rather focuses on the intersection of language, content and thinking objectives (1990). In this approach there is an emphasis on study skills and enabling students to use appropriate language in order to learn more effectively and be academically successful. Mohan defines 'language' as both the rules of sentence grammar and the organisation of discourse, and he defines 'content' as both the message of a sentence and the organisation of information within the perspective of a discipline.

His work is premised on the belief that the work of supporting language as a medium of learning to enable students to be academically successful, is an important educational aim which should underpin the teaching of all students, both LEP and English first-language speakers. He also claims that the integration of language, subject area knowledge and thinking skills requires careful systematic planning and monitoring and should not be left to chance. He challenges the assumption that any content course taught to a class of second-language learners is an excellent environment for second language learning, and points out that content classes would need to provide an environment where there were opportunities for sustained student talk as this was needed for the development of complex language use. Mohan's work, which was situated in a North American context, has had an increased uptake in Europe following the Bologna Declaration of June 1999.

The Bologna Declaration, a pledge by 29 European countries to reform the structures of their higher education systems in a convergent way, had as one of its goals the increased international competitiveness of European higher education, with a view to enhancing the employability and mobility of its citizens. This has resulted in a drive to see international dimensions incorporated into university programmes. One of the consequences of this drive towards internationalisation has been the increased provision of higher education, especially at the post-graduate level, through the medium of English. This move has revived interest in CLIL (Content and Language Integrated Learning), a generic term adopted in the 1990s, covering a range of educational approaches involving the integration of

language teaching into the learning of other subjects at secondary level. According to Marsh (2005) the essence of CLIL is in integration and its core is methodological. He claims that CLIL allows language to take its position at the centre of the whole educational enterprise, and that when CLIL is successfully implemented, all teachers consider themselves to be responsible for language development. CLIL studies have raised significant debates for research consideration, such as the importance of collaboration between the language teacher and the subject-matter teacher, an area that this study hopes to address. As with Mohan's work, CLIL distinguishes itself from ELT practice and ESL approaches which see language as the explicit object of study, and moves language into the realm of subject teaching.

Building on Mohan's earlier work (1973, 1979), theorists such as Cummins (1979, 1984) and Saville-Troike (1976, 1984) claimed that ESL programmes should go beyond the development of oral conversational skills and sentence-level language, to develop the cognitive-academic language proficiency required for academic success. This contribution has been characterized in the literature as a 'cognitive' approach to language learning.

2.2 Cognitive Approach

Theorists building on Mohan's work began to explore the knowledge structures of different disciplines in greater depth. In this approach there is an emphasis on affirming ESL students' home language, as theorists claim that there is a common underlying proficiency, with proficiency in one language contributing to the development of the other. Cummins' work on the interdependence of development has made a significant contribution to ILC in that it emphasised the importance of recognising and respecting the resources of both the home language and the second language and exploring the opportunities for positive transfer. Cummins' theory identifies two types of language proficiency: BICS (Basic interpersonal communicative skills) and CALP (Cognitive academic language proficiency). By distinguishing between these types of proficiency he has also drawn attention to

the different processes underpinning the acquisition of BICS and CALP. This has important implications for ICL especially at tertiary level where proficiency in CALP, which takes years to acquire, is paramount.

Cummins elaborated the distinction between BICS and CALP into two intersecting continua which highlighted the range of cognitive demands and contextual support involved in particular language tasks or activities. Cummins claims that language proficiency, whether home or second, is related to these two continua: context-embedded / context-reduced; cognitively undemanding / cognitively demanding. When a task is cognitively demanding and context reduced, as often is the case in an academic environment, the interdependence of home and second language proficiency is particularly important.

Also working within a cognitive approach are theorists such as Carrell (1987, 1988) who used schema theory to research reading instruction. She distinguished between formal schemata (knowledge about the structural configuration of texts) and content schemata (knowledge about the subject matter of text), and found that students had difficulty reading texts that did not relate to their area of study. This research highlighted the primary importance of the content of texts and pointed to the need for ESL teachers to become aware of the rhetorical organisation of texts. Although the cognitive approach tended to see texts as autonomous and language learning as something that happened only in students' heads, it did contribute to a growing awareness of the difficulties that students experienced when reading texts that were unfamiliar in both content and form.

Theorists working within the 'Skills approach', such as Mohan, are critical of Cummins' view of language proficiency. They problematise the notion of a common underlying proficiency, claiming that literacy skills are specific to particular cultures and communities, and questioning whether cross-cultural cognitive/linguistic elements can in fact be identified. They also question his concept of cognitive academic language proficiency, stating that it lacks clarity, making it difficult to identify. Despite these criticisms his work has made a valuable

contribution by highlighting the need to go beyond an ESL perspective, to incorporating home language development research. His work has also paved the way for the genre theorists who expanded Cummins' notion of working with students' prior knowledge of language and their home language proficiency, to include working with students' prior educational, cultural and personal experiences as the basis for their academic development.

2.3 Genre Approach

In this approach there is an emphasis on empowering students by giving them access to discourses which are powerful, particularly academic discourses. This is done by socialising them into expert discourse communities through making explicit the covert rules of these discourses and examining the distinctive text structures or genres they use. The idea of academic discourse as a socio-cultural activity with situated meanings draws on the work of Vygotsky (1962) which emphasised the role of language in the development of the mind, and Bruner (1983) who researched novice-expert learning interactions. Building on Cummins' work these theorists claimed that the basis of second language and academic development should be students' previous experiences with oral and written language. The focus of this approach is on language socialisation rather than on language acquisition, which had characterised earlier approaches. This approach was also born out of a different research tradition to the previous two approaches that have been outlined. Whereas the 'Skills approach' and the 'Cognitive approach' stem from a Natural Science tradition which attempts to find causal explanations, the 'Genre approach' stems from a Social Science tradition which seeks to explore how people make meaning of their social world.

Bhatia (2004) describes the genre approach as 'the study of situated linguistic behaviour in institutionalised academic or professional settings' (60/61), and he cites three different models of genre, emanating from Australia, America and Britain. According to Bhatia, the Australian view of genre (Martin, 1993) emphasises the textual properties of language and is referred to as the systemic-

functional model, the American view (Berkenkotter & Huckin, 1995) sees genre as essentially social action and is referred to as the rhetorical model of genre, while the British view (Swales, 1990) considers 'communicative purpose' to be important and is referred to as the ESP model of genre. Despite these different orientations there is much common ground in genre theory.

Theorists in this tradition, such as Ballard and Clancy (1988), Swales (1990) and Cope and Kalantzis (1993) focussed their research on understanding how individuals became competent members of social groups and what role language played in this process. Academic literacy was singled out as a special case of language socialisation as it had to do with how students integrated language and subject matter in their own development. The collaborative roles of language and content lecturers in supporting this process in their students' development was seen as crucial as language programmes alone could not provide the necessary support for students. Second language reading research from the cognitive approach, into the comprehensibility of reading text and how content schemata facilitated comprehension (Carrell, 1988), pointed genre theorists to the importance of the readers' prior content knowledge and how this prior knowledge interacted with the discourse properties of the text. This would seem to indicate that the content lecturers and their classrooms played a big and essential role in facilitating LEP students' developing understandings of content information.

Research into writing revealed similar findings to that of research into reading. McCutchen (1986) found that greater knowledge of the content domain of the writing topic was associated with greater cohesion in writing. However Hammond (1987), in researching practices at Australian primary schools, found that teachers had little conscious awareness of the genres they required of their students and thus found it difficult to offer constructive assistance to students who were having problems. This has important implications for ILC and collaborative partnerships between language and content lecturers. Genre theorists emphasise the importance of identifying and defining genres of writing or speaking in the content domain and making this explicit to students through descriptions. In order to help

their students understand how these genres function in the content domain, content lecturers would need a conscious awareness of the genres of their disciplines. It is here that, through analysing the distinctive text structures of their disciplines in collaboration with language lecturers, content lecturers could bring their implicit understandings of the genres of their disciplines to a level of consciousness that will enable them to help their students.

The work of the genre theorists laid important foundations for researchers adopting a critical approach. Theorists following a 'Critical approach' extended their work by placing emphasis on not only empowering students by giving them *access to* discourses which are powerful, but also by encouraging them to *engage with and critique* powerful discourses by making their own voices and understandings heard.

2.4 Critical Approach

In this approach there is an emphasis on critiquing the ways in which the academy structures knowledge and uses academic discourse. Theorists working in this critical paradigm have criticised the work of Cummins, stating that the BICS/CALP distinction reflects an autonomous perspective on language that ignores its location in social practices and power relations. His notion of CALP has also been criticised for attributing the academic failure of bilingual/minority students to low cognitive/academic proficiency rather than to inappropriate schooling, and in this way promoting a deficit theory (Edelsky, 1990; Edelsky et al., 1983; Martin-Jones & Romaine, 1986).

The critical approach is characterised by a focus on reading and writing as social practices, examined in the context of the social and cultural practices of which they form a part. By focussing on the social, these theorists attempted to reveal the workings of hierarchy, power and social injustice and create institutions which were less elitist and individualistic. This approach is associated with a larger 'social turn away from a focus on individuals and their private minds and towards interaction and social practice' (Gee, 1998:1) and builds on the work of other

movements such as situated cognition (Lave and Wenger, 1991), new science and technology studies (Latour, 1991), modern composition theory (Bazerman, 1989a; Swales, 1990) and postmodernism (Foucault, 1977; Fairclough, 1992b). Much of the work on socio-cultural approaches to literacy has centred around the notion of 'discourses'. This term has been used in a variety of ways in the literature and has taken on a variety of meanings. I will be following Gee's definition:

"A *Discourse* is a socially accepted association among ways of using language, of 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 (that one is playing) a socially meaningful 'role'." (Gee, 1990: 143)

Gee distinguishes between Discourse with a capital 'D', as defined above, and discourse with a little 'd', which he uses to refer to connected stretches of language that make sense (like conversations, arguments and essays) and which he sees as instances of Discourse. As previously mentioned, Gee refers to academic disciplines as particularly clear examples of Discourses and it is within the Discourses of particular academic disciplines and the roles within these Discourses that this study is located. On the issue of roles within Discourses, Gee identifies roles which are highly valued and less valued. He refers to less-valued roles as 'colonised' roles, which could be likened to the role that language lecturers play within disciplines of study, which they have not mastered, as they attempt to contextualise their language teaching. It could equally apply to the role that disciplinary specialists, outside the field of language education, play within the Discourse of language education as they attempt to meet the educational and language needs of their students. Gee describes colonised roles in the following way: 'people playing these less highly valued roles can internalise the negative evaluations of them, act out these negative evaluations in a variety of ways (however unconsciously), and thus perpetuate the negative evaluations to the advantage of the more highly-valued roles. These colonised roles often serve partly to point out the 'higher' nature of the more valued roles and the people filling

them.' (1990: 176). This study seeks to explore how language lecturers (AL practitioners) and disciplinary specialists negotiated common understandings of integrated academic literacy practices by examining their roles and academic identities in collaborative partnerships as well as in a wider discourse community of tertiary educators making up a team of participants in the aforementioned institutional project.

3. Conceptual Framing

The conceptual framing of this study will be discussed at three levels of theory: the macro, the meso and the micro. At the macro level this study is framed by social theories of knowledge construction, at the meso level it is framed by critical approaches to literacies as social practices, while the micro level framing draws on the New Literacy Studies and Rhetorical studies.

3.1 Macro framing: Social theories of knowledge construction

At the macro level of theory, this study is informed by a social paradigm, which sees knowledge as socially constructed and education as a social phenomenon. The ontology that informs both the worldview of the researcher and underpins the study is rooted in Hegel's dialectical method, which sees nothing as eternal or unchanging. This view of the world understands the development of nature as resulting from the struggle between contradictions within nature.

Marx and later Engels, building on Hegel's dialectics, applied this thinking to the contradictions inherent in society. While drawing on Hegel's idealism, they introduced a materialist view of the world, exposing the philosophical tension between idealism and materialism. They saw the contradictions in society as resulting from inequalities between the rich (ruling class) and the poor (working class). Marx and Engels applied a class analysis to understand society as a set of conflicting interests. They saw the societal dialectic as a struggle between the opposing interests of the ruling class (capital) and the working class (labour).

Marx and Engels' theory, of historical development through class conflict, saw the class struggle as necessary for human progress. They saw philosophy not just as a means of interpreting the world, but as a way of transforming the world. This 'critical approach' to theory, as it is characterised in current literature, forms the basis for the epistemological underpinning of this study. In adopting a critical approach, this study attempts to go beyond an interpretive analysis, by exploring patterns of inequality prevalent in the research context and drawing conclusions with a view to transforming practices that reproduce such inequalities.

Drawing on the work of Marx, as well as Durkheim (1893), who focused on the inter-relationships between systems of belief and the underlying social structures, Foucault (1970) explores the relationship between power and knowledge. He sees language as central to this relationship and his work makes frequent reference to the term 'discourse', which he sees as playing a central role in power relations. Foucault sees discourse as a system of representation that provides a language for talking about some topic. He argues that discourses construct topics while defining and producing the objects of our knowledge. Foucault's later work (1977) focuses on how abstract discourses have concrete, material effects on people. He examines how various disciplines construct discourses and how disciplinary specialists control access to knowledge through discourse. This study draws on Foucault's notion of disciplinary discourses while seeking to understand why these discourses prevent access to knowledge and how they can be made more explicit.

Bernstein (1990, 1996) extends Foucault's notion of discourse by examining how discourses function in the field of education. He argues that pedagogic discourses are constructed to achieve control of the educational environment and that such discourses reproduce class inequalities in society. His work forms part of a broader conceptual framework that sees learning as a fundamentally social phenomenon. Wenger (2002) refers to this framework as a social theory of learning and places it at the intersection of philosophy, social sciences and humanities, with contributions from fields such as anthropology, geography,

history, linguistics, literary criticism, philosophy, political economy and psychology. Wenger locates his social theory of learning framework somewhere between theories of social practice and theories of identity. While he frames his theory against the backdrop of these two theoretical traditions, he sees learning as caught in the middle because, "it is the vehicle for the evolution of practices and the inclusion of newcomers, while also the vehicle for the development and transformation of identities" (Wenger, 2002: 13). The study draws on this conceptual framework as it provides a way of understanding learning, and by implication teaching, as both shaping identity and as a social practice.

3.2 Meso framing: Critical approach to literacies as social practices

At a narrower level, this study is located at the nexus of what Gee (1998) refers to as a 'social turn' in the discipline of Applied Linguistics, and what Street (1999) refers to as a 'linguistic turn' in the social sciences. This framing draws on the work of theorists such as Bourdieu (1986), Habermas (1987) and Fairclough (1989, 1992a, 1992b), all of whom bring a linguistic perspective to social theory. Fairclough conceives of language as discourse, which in turn he sees as social practice determined by social structures. His earlier work introduces the notion of critical language study (CLS), where 'critical' refers to making explicit the connections between language, power and ideology, which may be hidden from people. Fairclough characterises CLS in terms of a number of theoretical propositions. One proposition is that discourse shapes and is shaped by society. Another is that discourse helps to constitute and change the three dimensions of the social, namely knowledge, social relations, and social identity. Fairclough also proposes that discourse is shaped by relations of power, which affects discourse conventions by 'investing' them with ideologies. He sees this process as contested because it is at stake in power struggles.

Fairclough views the relationship between language and society as internal and dialectical. All linguistic phenomena are seen as social, for example reading and writing are viewed as socially determined and as having social effects, while most

social phenomena are seen as linguistic, in the sense that the language activities which go on in social contexts shape those social processes and practices. Fairclough emphasises that the relationship between language and society is not symmetrical, stating that society forms the whole of which language is but one strand. Fairclough's later work introduces the notion of critical language awareness (CLA), which 'highlights critical awareness of non-transparent aspects of the social functioning of language' such as power relations (1992a: 13). CLA theory highlights the power dimension in literacy studies and is critical of New Literacy Studies (NLS) theory in this regard.

Fairclough's notion of CLA and NLS theories of Discourse have been extended by Janks and Ivanic (1992) who consider a critical 'awareness' or 'raised consciousness' of language to be insufficient in bringing about emancipation. Janks and Ivanic claim that CLA can be emancipatory only if it 'empowers people to successfully contest the practices which disempower them' (1996: 305). They state that the 'awareness' in CLA needs to be turned into 'action', and that the notion of Discourse is only emancipatory when it breaks the cycle of reproducing domination. It is this proposition that the study draws on in trying to determine how, through explicit teaching, disciplinary discourses could play an emancipatory role in empowering students to successfully contest the disciplinary practices that disempower them.

The critical approach to literacies as social practices has influenced the work of linguists, such as Gee (1998), who bring a social perspective to Applied Linguistics. This approach has its roots in ethnographic studies of literacy practices by theorists such as Scollon and Scollon (1981), and Heath (1983). These early ethnographers contributed to the notion of literacies as multiple rather than singular, such as home and school-based literacies, and they have brought valuable insights into how literacy practices in the school might conflict with literacy practices in the home. They also provide useful understandings of how the conflicting literacy practices of home and school might be addressed, by introducing the notion of 'apprenticeship'. This notion of apprenticeship also

appears in the work of Lave and Wenger (1991) who introduce to the literature the notions of 'situated learning', 'communities of practice' and 'legitimate peripheral participation'. They suggest that 'the proper unit of analysis of skilled human activity is a community of practice rather than an isolated individual' (Engeström, 2004), and that the mechanism for becoming competent is through legitimate peripheral participation in relevant communities of practice, which they see as a form of apprenticeship. Their work has been extended by a group of scholars who study literacy in its social context, and are referred to in the literature as the "New Literacy Studies" (NLS) group.

3.3 Micro framing

At the micro level this study is framed by two theoretical traditions, New Literacy Studies and Rhetorical Studies. While there are many synergies between these two theoretical traditions, they have different roots. New Literacy Studies has its roots in Anthropology and Linguistics, while Rhetorical Studies shares roots with the modern fields of Rhetoric, Composition Studies and Literary Studies. This study will attempt to bring these two theoretical traditions into dialogue with each other.

3.3.1 New Literacy Studies

New Literacy Studies is rooted in the ethnographic studies of anthropologist Brian Street (1984, 1993, 1997, 1999, 2003) who researched literacy practices in different communities across different countries. His work proposes an ideological model of literacy, claiming that literacy practices are deeply embedded in the ideologies prevailing in society and those informing the paradigms of individuals. He thus sees literacy as embedded in the power relationships prevailing in society. He strongly opposes the autonomous model of literacy, which sees literacy as a generic list of technical skills, easily transferable from one context to another. Building on the work of earlier ethnographers, Street expands on the notion of multiple literacies, examining how literacies vary across contexts and how home literacies are dominated by more powerful schooled literacies. He also brings a

particular understanding to the term 'social' and conceptualises it beyond simply visible interactions in the context of a particular situation, to include less visible aspects such as institutional and ideological social practices. His current work (Street, 2005) is extending notions of *literacy* as social practice by applying it to *numeracy*. This study is framed within the ideological model of literacy and draws on the conceptualisation of literacies as multiple, differing from one social context to another, from one domain to another, and from one academic discipline to another.

James Gee (1990, 1996, 1998, 2003), a linguist who is also regarded as one of the founders of the NLS group, has contributed to a theory of literacy-as-social-practice through his theorising the notion of Discourse, as defined in section 2.4. He distinguishes between language, literacies and Discourses, viewing language as the correct usage of the structures and forms making up the grammar of a language, while seeing literacies as encompassing more than just being able to read and write proficiently. For Gee literacies include knowing how to read and write in particular contexts, which proficiency alone will not necessarily achieve. He sees Discourses as encompassing more than language or literacies, to include not only ways of speaking, reading and writing within particular contexts, but also ways of behaving, interacting, valuing, thinking and believing, that are acceptable within specific groups of people in particular contexts. This study will be drawing on Gee's definition of Discourse in order to understand the literacy practices of disciplines of study.

In line with Street's thinking, Gee regards Discourses as ideological, in that they are historically and socially defined, and because they reveal the values and belief systems of discourse communities. He also regards mainstream Discourses as powerful because they are associated with groups who have social standing and, what Bourdieu (1986) refers to as, 'cultural capital'. Gee's theory of Discourses further proposes that members of Discourse communities are often uncritical of the Discourses they use, while being simultaneously critical of the Discourses of other Discourse communities, especially less powerful ones. This leads to the

marginalisation of less powerful Discourses, which are often identified in relation to other more powerful Discourses. This ideological framing of Discourses is explored in this study.

This study draws on three core theoretical constructs emanating from Gee's more recent work (2003), namely, 'semiotic domains', 'affinity groups' and 'design grammars'. These three theoretical constructs inform the way in which this study is framed and understood. Gee sees semiotic domains as embodied contexts along with their distinctive social practices through which content is constantly changed and negotiated, and cites academic disciplines as examples of semiotic domains. This view understands academic disciplines as dynamic spaces inhabited by people and their meaning-making interactions through words, sounds, gestures and images, rather than static objects defined as a body of content knowledge. Closely associated with the notion of semiotic domains is the notion of affinity groups, which refers to groups of people who share semiotic domains and amongst whom knowledge, skills, tools and resources are distributed in complex systems. These affinity groups share sets of practices, goals, values and norms associated with the semiotic domain, and can be regarded as 'insiders'. According to Gee, 'mastering a semiotic domain involves joining an affinity group as an apprentice'. However, he states that affinity groups consist of people who have differentially mastered the domain.

This understanding of academic disciplines as semiotic domains, leads to understandings of students as apprentices to affinity groups of which their lecturers are members. Learning is therefore seen as a process of becoming fluent in the social practices through which meaning is made in a semiotic domain. Learning is thus linked to the third theoretical construct, that of design grammars. According to Gee every semiotic domain has a design grammar, which is a set of principles or patterns through which materials in the domain are combined to communicate complex meanings. He distinguishes between the 'internal design grammar', which he refers to as the ways in which the content of the semiotic domain is presented, and the 'external design grammar', which he refers to as the

on-going social practices that determine the principles and patterns through which the semiotic domain communicates meanings. In order to learn authentically and participate in an affinity group, a student must master the design grammars of the semiotic domain. Critical learning, according to Gee, is achieved through an understanding of both the internal and the external design grammar of a semiotic domain, and is crucial for a meta-understanding of the semiotic domain:

“The learner needs to learn not only how to understand and produce meanings in a particular semiotic domain that are recognizable to those affiliated with the domain, but, in addition, how to think about the domain at a ‘meta’ level ... how to produce meanings that, while recognizable, are seen as somehow novel or unpredictable.” (Gee, 2003: 23)

It is this level of understanding that enables affinity group members to make novel contributions that critique and reshape the social practices of a given semiotic domain. This understanding of learning has important implications for the practice of academic literacy teaching in higher education, and informs the conceptual framing of this study. Some of the implications for academic literacy teaching which this study will explore are, how disciplinary specialists can bring about meta reflection on disciplinary discourses in their students, and how this meta reflection can empower students to challenge disciplinary discourses through the novel meanings they bring to the discipline.

Gee’s earlier work (1990) introduces the notions of primary (home) and secondary Discourses (such as schooled, academic and disciplinary), and critiques the way in which home Discourses, which are not closely aligned to school or academic Discourses, are regarded as deficient rather than different. Gee asserts that secondary Discourses are acquired subconsciously, by ‘meaningful exposure’ to models in ‘functional settings’, and that it does not involve overt teaching, but rather a process of practice within those Discourse communities/affinity groups. However, Gee (1990, 67) points out that ‘one cannot practise a skill one has not been exposed to’ and one ‘cannot engage in a social practice one has not been

socialized into.' This has implications for how students are acculturated into academic or disciplinary Discourses operating in semiotic domains at tertiary level, the focus of this study.

The implications are that students at tertiary level are best inducted into the Discourses of their semiotic domains (disciplines of study) through a process of scaffolded and supported interaction with disciplinary specialists ('insiders') who have already mastered the Discourse and are themselves part of that disciplinary Discourse community or affinity group. Gee (2001a) in his keynote address to the International Literacy Conference (ILC), describes 'insiders' as a group of people who have differentially mastered a domain, but who share norms, values and knowledge about what constitutes degrees of mastery in the domain. He further describes 'mastery of a domain' as creative understanding of the domain, which is achieved by knowing how meanings in the domain are constructed by the design grammar (a set of principles or patterns in terms of which materials in the domain are combined to communicate complex meanings) of the domain.

This study seeks to challenge such uncritical acculturation, as 'insiders' often provide, which would serve to perpetuate the inequalities experienced by students whose primary Discourses do not provide a good precursor for the academic and disciplinary Discourses of tertiary education. This in turn has implications for the role of language lecturers ('outsiders'), whom Gee claims, stand 'at the very heart of the most crucial educational, cultural and political issues of our time' (1990, 68). The choice they face, according to Gee, is either to be complicit in apprenticing students to the dominant disciplinary-based social practices, thereby co-operating in their own marginalisation and furthering the interests of the powerful in our society, or they can 'accept the paradox of literacy as a form of inter-ethnic communication which often involves conflicts of values and identities' and accept that their role includes socialising students into a world view that is critical, comparative and 'with a constant sense of the possibilities for change'. How language lecturers in higher education have exercised this choice, is apparent in

the ways in which academic literacies are understood and taught in the tertiary curriculum.

The teaching of academic literacies in higher education has tended to focus on what Ivanic (2001) refers to as an 'acculturation' view of academic literacy. This view sees the focus of academic literacy teaching as the acculturation of students into the literacy practices of the institution, in most cases, as well as the discipline of study, in some cases. This uncritical approach to the teaching of academic literacies results in the reproduction of structures and practices in higher education that continue to exclude students whose home literacies do not neatly match the institutional literacies. Recent developments within the NLS movement (Lea & Street, 1998; Lea & Stierer, 2000; Lillis, 2001), referred to in the literature as an 'academic literacies perspective', apply theories of power and discourse to ways of understanding academic literacies in general and student writing in higher education in particular.

This work explores what it means to be critical in the context of academic literacy teaching and presents new ways of thinking about 'academic literacies'. It challenges understandings that see academic literacies as a description of the kinds of things that students need to do, or skills they need to have, in order to succeed at academic work, as higher education currently configures such success. This 'study skills' understanding of academic literacies, according to Lea et al (1998, 2000), supports an autonomous model and leads to separate remedial classes focusing on surface language and 'atomised' skills. This group also challenges understandings that see academic literacies as a theoretical lens for making sense of the practices taking place in higher education. This 'academic socialisation' understanding, in their opinion, unproblematically inculcates students into the culture of higher education and uncritically enculturates them into disciplinary discourses, without challenging institutional practices to change. This 'academic socialisation' model locates the teaching of academic literacies within disciplines but fails to explore how knowledge is constructed in these disciplines and how student identities are constituted in relation to this knowledge. In

challenging these two approaches, this group of researchers propose an 'academic literacies' approach to course design and pedagogy. This model focuses on how meaning is constituted and knowledge constructed within academic disciplines, and also takes account of broader institutional relationships of power and authority and the implications of these for student identities. This model sees institutions as sites of power constituted in discourses, and student literacies as constitutive and contested. This understanding of academic literacies provides the platform from which the data from this empirical study can be analysed.

3.3.2 Rhetorical Studies

The rhetorical view of language analyses language in purposive use and concerns itself with how texts are produced, how they manifest themselves and how they are used within organised social settings. According to Klein's (1996) text, discourse and rhetoric function as boundary concepts. So the emphasis that rhetorical studies places on text, has resulted in its emergence as a field cutting across the disciplinary boundaries of sociology, psychology, anthropology, law, and a range of traditional disciplines in the humanities. Within what Klein describes as a broad 'rhetorical turn' in scholarship, rhetorical studies now exemplify the complex boundary work of interdisciplinary fields. Bazerman (1989b) describes rhetorical studies as a loosely-defined area, reflected by names such as 'composition', 'teaching of writing', 'rhetoric', 'the study of written language' and 'literacy studies'. The early 1970s saw the area of 'composition studies', through its expanding research agenda and scholarly work, influencing how rhetorical studies defined itself. Despite the teaching of composition being characterised as 'service', and the practitioners regarded as 'laborers in the undergroves of academe' (Klein, 1996: 67), composition studies has made significant contributions to the field of rhetorical studies.

Composition Studies redefined itself as the WAC (writing across the curriculum) movement in the early 1970s, as it took a new direction towards attempts to

improve students' writing across the curriculum. The early work of the WAC movement focussed on teaching writing in generic ways and was based on the understanding that writing is a complex process integrally related to thinking. In the mid 1980s the WAC movement saw itself expanding into the workplaces that students were entering after completion of their studies (Engeström, 1987; Odell & Goswami, 1985), and studies focussed on the ways writing was being used in the world of work. Samuels (2004) characterises the work of the WAC movement as an approach to higher education that 'pushes us to see knowledge as being socially constructed through shared acts of collaboration that cut across disciplinary borders.' This theoretical framing provides the basis for the approach adopted in this study, namely where language lecturers and disciplinary specialists collaborate across their disciplinary boundaries, in an effort to teach 'the rhetorical structures of disciplinary knowledge' (Bazerman & Paradis, 1991).

Although most early WAC programmes shared broad principles that linked writing and thinking, two strands with differing instructional emphases were emerging, creating what Bamberg (2000) refers to as a 'theoretical dichotomy'. One strand focussed on writing as a tool for learning, and was characterised as 'cognitive' in the literature, while the other strand focussed on teaching disciplinary conventions and genres, and was characterised as 'rhetorical' in the literature (McLeod, 1989). By the early 1990s these strands raised debates in the WAC movement about the role of writing and the nature of learning in the university curriculum. With a growing body of rhetorical research on writing in the disciplines, Bazerman (1991) proposed a shift in focus for the WAC movement, from generic writing workshops to the teaching of specialised disciplinary discourses. This body of research ushered in a new direction for rhetorical studies, referred to in the literature as WID (writing in the disciplines).

Most of the studies at the forefront of the WID movement are located in the disciplines of Science, Engineering and Technology (Bazerman, 1989a; Gross, 1990; Myers, 1990; Norgaard, 1999), and are centrally concerned with 'science's amazing capacity to generate solid, applicable, bridge-supporting, missile-

launching, eclipse-predicting knowledge, but which happen(s) to find that such knowledge grows mostly in scientists' negotiations with each other, rather than in their negotiations with nature' (Harris, 1991). These findings have led WID researchers to propose a rhetorical theory of literacy that sees literacy as socially constructed and argues that the linguistic resources individuals draw on to produce text (whether spoken or written) are shaped by a lifetime of interaction with others. This proposition is closely aligned to the way that the New Literacy Studies understands literacies, however, researchers in the Rhetorical Studies tradition have gone further into theorising the nature of expertise.

Bazerman (1994) argues that the discursive systems in our society are so complex that to attain a central and powerful role in any discourse requires a huge investment of energy, training and social activity. Because of this, he argues that few individuals move to the centre of discursive systems, and that those who occupy powerful positions in any one discursive system are unlikely to have such a role in any other discursive system. These propositions speak to the nature of expertise, and have implications for this study. Applying Bazerman's theoretical propositions to higher education would suggest that tertiary educators who are experts in their respective academic disciplines (such as SET or Business Studies) are unlikely to be experts in other academic disciplines (such as Education or Linguistics). However, Bazerman proposes that it is much more typical that individuals have subordinate roles within a variety of discursive systems, and are guided by professional intermediaries who orientate them to those particular discursive systems. This proposition will be applied to this study to establish whether language lecturers in higher education, who are typically experts only in their own field, should attempt to themselves become experts in the disciplines where they teach, or whether they should draw on the expertise of disciplinary specialists to orientate themselves to the discursive systems of the discipline. This proposition will be applied to the disciplinary specialists in the study as well, to establish whether they should draw on the expertise of language lecturers to orientate themselves to Educational and Linguistic theories.

The implications of Bazerman's propositions for the practice of teaching, however, are slightly different. He contends that all teachers are concerned with socialising students into discursive systems and facilitating students' moves from one discursive system to another, however he also points out that the discursive systems of disciplines remain largely invisible. This would require disciplinary specialists to make the discursive systems of their disciplines visible and explicit for their students, however New Literacy Studies assert that understandings of the discursive systems of disciplines exist at a tacit level for disciplinary experts. Geisler's (1994a) theory on the nature of expertise within the academy would support the view that the tacit knowledge that disciplinary specialists have, of the rhetorical processes of their disciplines, is not made available to students explicitly until the end of their undergraduate studies or even after.

Geisler asserts that expertise is achieved through the interaction of two dimensions of knowledge, the 'domain content' and the 'rhetorical process'. According to Geisler, gaining expertise in the 'domain content' involves working with abstract representations of disciplines and applying those abstractions within different contexts and adapting them to case-specific data. Her studies show that while 'domain content' expertise is generally developed during the undergraduate years in higher education, the knowledge of undergraduate students continues to lack a 'rhetorical dimension', which refers to an understanding of the complex relationships between the author of a text and the intended audience, as well as the broader social context within which such a text operates. The 'rhetorical dimension' of a field or discipline would entail knowing when, where, to whom and how to communicate the 'domain content' knowledge. Geisler claims that the 'rhetorical process' underpinning knowledge in disciplines, remains hidden for most students because they are taught to view texts as 'repositories of knowledge, completely explicit in their content but utterly opaque in their rhetorical construction' (1994b, 39). Both Geisler and Gee agree that knowledge of the 'rhetorical process' has a tacit dimension, which makes it difficult for experts to articulate, and therefore difficult for students to learn - an understanding on which this study builds by exploring empirically how this tacit dimension can be made

explicit through a process of interaction between language lecturers and disciplinary specialists.

4. Conclusions

One of the tenets of Rhetorical Studies is that writing takes on different forms across different disciplinary fields because of the differing social practices of particular disciplines. This view strongly opposes the notion that writing can be reduced to a set of skills transferable from one academic context to another or that texts are autonomous and naïve representations of formal knowledge. In this respect there is synergy between the New Literacy Studies and Rhetorical Studies. Although these two fields emanate from different theoretical and research traditions, the 'rhetorical turn' in scholarship (Klein, 1996), the 'linguistic turn' in social sciences (Street, 1999), and the 'social turn' in applied linguistics (Gee, 1998) all happened at roughly the same time in academia. However, while New Literacy Studies sees disciplinary 'insiders' as being in the best position to deconstruct the rhetorical dimension of knowledge, Rhetorical Studies continues to argue that teachers of writing, by virtue of being at home in the reading and writing of text, are best placed to deliver the rhetorical dimension of knowledge. This study draws on both of these insights and empirically explores how, through the interaction of disciplinary specialists and language lecturers, the rhetorical dimension of knowledge might be deconstructed for students. The study also explores how the shared expertise that each of these parties brings to higher education, might facilitate the explicit teaching of the tacit, rhetorical dimension of knowledge.

CHAPTER 3

THE RESEARCH METHODOLOGIES

I think that way of reflecting on it is very good because when you're in the middle of it, it's very difficult, because then you grasp at all sorts of things. But afterwards, you're standing back and as time moves away from it, you have a perspective on it as well.

1. Introduction

This chapter outlines the research methodologies employed in answering the critical research questions of this study:

- How did collaborating language lecturers and disciplinary specialists negotiate an integrated approach to the teaching of academic literacies?
- How might the process of negotiation have influenced language lecturers' and disciplinary specialists' conceptualisations of integrated academic literacy practices?
- How do language lecturers and disciplinary specialists construct their respective roles and academic identities within an integrated approach to the teaching of academic literacies?

This is a retrospective study where participants were engaged in a process of reflection on a three-year slice of their professional lives as tertiary educators. During this three-year slice of their lives, the research participants were involved in an institutional project that aimed to situate the teaching of academic literacies (ALs) within the mainstream curricula of various disciplines of study. This aim was pursued through the close collaboration of language lecturers and

disciplinary specialists in an integrated approach to the teaching of ALs. The nature of this project has been fully explicated in the introductory chapter.

The data produced in this study provides insights into the processes underpinning this integrated approach, as well as the implications of this approach for participants' conceptualisations of integrated academic literacy practices, and the construction of their academic identities.

This chapter is divided into three main sections:

- Research approach and design
- Data production plan
- Data analysis

2. Research approach and design

In pushing methodological boundaries, this study immersed itself in what Lather (1991) refers to as the proliferation of paradigms. Rather than locating the study paradigmatically and aligning it with a particular paradigm, I examined what was methodologically appropriate at each phase of the data production process. By locating myself within methodologically appropriate strategies for data production, I had the flexibility to pursue an iterative process of data collection, where each layer of the data production process became a springboard for a deeper probing into an integrated approach to the teaching of ALs, leading to the production of the kind of data required by the study.

As the focus of my research was to qualitatively explore and examine the processes underpinning an integrated approach to the teaching of ALs, as well as the implications of this approach for participants' conceptualisations of integrated academic literacy practices, and the construction of their professional identities, it would be characterised as educational research and fall within the applied research tradition. Lather (1991) has pointed out the inadequacies of

positivist research for the production of curricular knowledge in the face of the essential 'indeterminacy of human experience', but there are dangers in assuming that a particular approach is inherently appropriate or inappropriate, rather than context-dependent. I favoured research approaches that complemented the dynamics of integrated approaches through lecturer collaboration, and which had methodological rigour and significance in terms of my research aims. My study could thus be described as postpositivist educational research, which is directed towards new ways of conceptualising the teaching of ALs through an approach that integrates ALs within disciplines of study.

2.1 A methodological continuum of research positions

As a reflective researcher, my central objectives included formulating criteria by which to evaluate my own research and to gain a better understanding of the complexities of the context within which my research was conducted. I continued then, to position and reposition myself as a researcher along multiple axes and continua, choosing to see categories and frameworks, not as fixed and monolithic, but as moveable and flexible along a continuum of research positions: empiricist, interpretive, critical and poststructural. Shifting positions along the continuum translated into choices for investigating the processes underpinning an approach that integrated ALs within disciplines of study, and representing the voices central to such processes. I would characterise my research practices as the critical use of modernist and post modernist strategies. A range of research methods – statistical, descriptive, case study, survey, ethnographic, narrative – are available to researchers. I do not see these as inherently belonging or not belonging to epistemological positions, but as more or less useful intersections along a methodological continuum of research positions, which range from empiricist through interpretive and critical to poststructural. My choice of case study method was thus strongly tied to the research questions and aims.

Yin (2003, 9) claims that case studies arise out of a desire to understand complex social phenomena, and are a suitable choice for researchers asking 'how' or 'why' questions 'about a contemporary set of events, over which the investigator has little or no control'. This was the case in the study being reported here. The research site, a tertiary institution in the Western Cape, provided a context in which an integrated approach to the teaching of academic literacies was co-ordinated across a variety of academic disciplines over the three-year lifespan of an institutional project. This institutionally co-ordinated approach made the research site a unique context both nationally and internationally, and ideal for case study as a method. As mentioned in chapter 1, no reported studies in this field are located in a context of this nature.

2.2 Narrative approach

Although the overarching approach to generating data for this study was narrative methodology, I also employed participant observation and the analysis of project documentation (such as project reports, external evaluator's reports, workshop notes, emails, participants' research papers, participants' integrated curriculum models, earlier drafts of integrated materials, published integrated materials, integrated assessment tasks, joint lesson plans, videotape and photographs) as an initial strategy in setting the scene for the narrative interviews, as well as directed focus group sessions as a follow-up to the narrative interviews. Narrative methodology was chosen to trace tertiary educators' experience of changing approaches to AL teaching as well as to explore their understandings of integrated academic literacy practices and their perceptions of the changing roles and identities of tertiary educators. I drew on my observations as a participant in the project, as well as on life history research methods, such as stimulated recall and freewriting, to collect data about the participants' past experiences over the three years that they had participated in the aforementioned institutional project. Given that the project had already taken

place, a 'real time' case study was not possible, and life history research methods thus suited the retrospective nature of the study.

The importance and value of life history and biographical narrative research is now well established as a qualitative methodology in studies of teacher education (Goodson & Sikes, 2001; Goodson & Numan, 2003). Life history and biography have been used to good effect in developing an understanding of the interplay between teachers' individual identities and the socio-historical context in which they take place. The main rationale for the choice of life history research methods in this study was because it is:

- A tool which enables research participants to reflect on past experiences;
- A tool for understanding the complexity of the lived experiences of others - ie the researcher can get an in-depth understanding of the complex reality of the tertiary educator's experiences, thoughts, feelings, etc.;
- A tool for constructing and reconstructing meaning from lived experience - by its nature, life history methods place the research participants in the role of story teller, so they are constantly interpreting and reinterpreting events, this means that they become co-producers of knowledge in the research process;
- A tool for self-development of research participants through reflection - this is a reflective process and enables the research participant to use the narrative interview, for example, as a learning and growing experience;
- A tool for knowledge production, as non-narrative knowledge can be produced from narrative.

However, the limitations of this method need to be recognised. The data generated is co-constructed and retrospective and therefore cannot be treated as a representation of what actually happened, if this is in fact what the researcher desires. This limitation is especially worrisome for researchers concerned with, what literature refers to as, descriptive validity (Maxwell, 1992), where the accurate description of reality is an abiding concern. In order to draw conclusions the researcher needs to get 'behind the story-telling' as it were, by analysing

what the research participants are mobilising through what they say and how they say it, and by drawing out parallels across the storytellers so that inferences can be made about reality and multiple experiences can be analysed against a theoretical framework. In this way, the notion of life history research can be extended to include both the retrospective and the actual.

2.3 Grounded Theory

In my research, which draws on grounded theory (GT) approaches, the emphasis is not on how accurately the data describes reality, but rather on the abstractions or concepts that fit a pattern emerging from the data, what Maxwell (1992) refers to as theoretical validity. The purpose of the data, in a GT approach, is conceptualisation and the production of theory, an abstraction from time, place, and people. This abstraction 'puts the focus on concepts that fit and are relevant' and frees the researcher from the accuracy problem (Glaser, 2002). In employing the descriptive method, the researcher needs to remember that the data produced is 'narrated' information, not reality (Deuten & Rip, 2000), but in the GT approach, which is a conceptual method, the researcher is not concerned with accurate description but with constant comparison of the data to discover what categories latently pattern out (Glaser, 2002). The onus is therefore on the researcher to carefully compare much data from many different participants. The data is internally validated by looking at many cases of the same phenomenon, when jointly collecting and coding data.

The purpose of employing narrative and life history methods in this study was to enable the research participants to reflect on their experiences in a way that would produce deep, rich data. According to Labov (1997), it is when participants 'change mode', such as from answering predetermined interview questions to telling their stories in an informal and relaxed mode, that they produce elaborated narratives containing important insights. Thus, the interviewing process in this study was largely a passive listening on the part of the researcher. In the GT

approach however, while the initial purpose of interviews is to elicit without interrupting the narrator, later data production (such as the focus group sessions in this study) involves focussed questions based on emergent categories. Ethnographers such as Lather (1991), Widdershoven (1993), St Pierre & Pillow (2000) and Tierney (2002) point out that the narratives produced by research participants are not unproblematic. Data produced in this way is as a result of a negotiated relationship between the researcher and narrator. As the researcher determines who narrates, and provides the topic around which the story is to be told, the relationship between researcher and narrator is asymmetrical. The researcher needs to be constantly aware of this asymmetry as the descriptive data analysis proceeds, to avoid sanitising the quality of the data produced (Reissman, 1993). In GT however, 'all is data' (Glaser, 2001) and researcher influence is not seen as impacting on the quality of the data. According to Glaser (2002), GT sees 'researcher impact on data as just one more variable to consider whenever it emerges as relevant. It is like all GT categories and properties; it must earn its relevance.' Researcher bias is thus seen as part of the research, not something to be covered up, and a vital variable to weave into the constant comparative analysis.

Although this study was conducted retrospectively, my position as researcher was not innocent. I had been the project manager of, and a participant in, the institutional project through which the integrated approach to the teaching of academic literacies had been co-ordinated. In addition to that I was also a language lecturer at the institution, all of which needed to be factored into the data analysis. I have chosen to include myself in the data set, as a participant observer of the three-year process being analysed in this study, as I bring my first-hand observations and 'insider' understandings of the process to bear in how I managed the iterative data production process, and in the analysis of the data. My positionality is seen as an important variable to be woven into the constant comparative analysis required of the GT approach.

2.4 Research design

The research site chosen for this case study is a higher education institution in South Africa. As previously mentioned, this site was chosen as it represented a context in which an integrated approach to the teaching of academic literacies was co-ordinated across a variety of academic disciplines over a period of three years. It is this institutionally co-ordinated approach that makes the research site unique in that the phenomenon being studied, an integrated approach to the teaching of academic literacies, was applied and co-ordinated across ten different disciplines of study. This provides a research environment in which constant comparative analysis can take place, an important factor for ensuring theoretical validity.

While qualitative research is seldom concerned with generalisability as a way of ensuring external validity, recent work (Payne & Williams, 2005) points to the importance of planning for anticipated 'moderatum' generalisations in the research design, and for explicitly formulating generalisations within the context of supporting evidence. However, what is of more general concern in qualitative studies, in an effort to validate such studies, is what Lincoln and Guba (1985) refer to as 'transferability'. Transferability is about 'thick description', where the onus is on the researcher to provide rich, contextual detail that would enable the reader to determine how transferable, or not, the researcher's insights and interpretations are within their own context. Within the GT approach, which by its nature is about conceptualisation and the production of theory, generalisation takes place through the development of a theory that has transferability across contexts. My study attempts to do both, by providing thick contextual description, as well as theoretical abstraction free from the details of time, place, and people.

Maxwell (1992) raises an interesting methodological perspective when he says that 'the value of a qualitative study may depend on its lack of external generalizability in a statistical sense; it may provide an account of a setting or

population that is illuminating as an extreme case or 'ideal type'. This may be true of this study, which might be making an important contribution to theory, precisely because the context was not typical of attempts to integrate ALs into the mainstream curriculum. A more typical scenario would be isolated and fragmented attempts, often by individuals working without institutional co-ordination, as sketched in the introductory chapter to this report. The context reported in this study, where a common approach was happening simultaneously in many different institutional sites yet all connected through an institutional project can be seen as an extreme case or an 'ideal type'. Its research value is then in illuminating the processes underpinning this unusual case, which in turn could address similar possibilities at other higher education sites. It also has research value in providing a more compelling argument for how the integration of ALs into the mainstream curriculum might be done differently, than would a study of more typical approaches to the integration of ALs.

The unit of analysis in this study was the co-ordinated integrated approach to the teaching of academic literacies. The focus of the study was on both the process underpinning this approach, as well as on how the participants understood this process and constructed themselves within it. The process involved collaboration between lecturers from different disciplines (disciplinary specialists) and AL practitioners (language lecturers) who formed nine language/content partnerships. These nine partnerships in turn formed a transdisciplinary project team of tertiary educators, which was the institutional platform that networked the discipline-based collaborative partnerships between language lecturers and disciplinary specialists. As outlined in chapter 1, these partnerships became the vehicle for integrating ALs into the disciplines by exploring the discursive practices of those disciplines, while the institutional project team provided the transdisciplinary 'transaction space' where these academics could explore their professional roles as tertiary educators. These levels of interaction are further elucidated and mapped out diagrammatically as a descriptive framework in the following chapter.

Sampling was not applied in the first round of data production, in an effort to achieve theoretical validity, which requires that the researcher compares much data from many different participants. This also builds the credibility of the data, what Lincoln and Guba (1985) refer to as 'referential adequacy' or a well-developed data corpus. Towards these ends all participants involved in the institutionally co-ordinated project were invited into the research study. Of the 19 tertiary educators who had participated in the project, 18 agreed to participate in the research study. The nineteenth project participant had since left the institution and was unwilling to invest the time required for the narrative interview. All of the 18 participants gave their informed consent to the study through their signing of consent forms (see Appendix A) and as researcher, I assured them of confidentiality and agreed to protect their anonymity, as well as that of the institution. Both confidentiality and anonymity were important ethical considerations for this study, as all of the 18 participants were employed as academics at the institution, at the time of the study, and the data could pose a threat to collegiality.

In the second round of data production, which was based on emergent categories from the first round of data, some theoretical sampling (Strauss, 1987) was used for the final focus group sessions. The goals of this type of sampling are to make sure that the researcher has 'adequately understood the variation in the phenomena of interest in the setting, and to test developing ideas about that setting by selecting phenomena that are crucial to the validity of those ideas' (Maxwell, 1992). These developing ideas, emerging from the first round of data, were then distributed to all participants as a preliminary analysis of the data and formed the basis for two of the focus group sessions. Lincoln and Guba (1985) refer to this process as member checks, which further builds the credibility of the data. The technique of 'purposive' (Cohen and Manion, 1994), or 'purposeful' (Patton, 1990) sampling was also applied to the final focus group session, where the developed categories and their developing relationships, were tested with a

group of eight participants, selected from the original 18 participants. The criteria for selection were:

- Equal numbers of language lecturers and disciplinary specialists
- Range of disciplines
- Ability to articulate conceptualisations
- Typicality of emerging constructs.

These criteria were regarded as important because in testing the developing theoretical constructs, the participants needed to be typical sources of these constructs and needed to have the ability to articulate their thinking in order to engage with the constructs. Theoretical sampling, such as this, requires that the participants sampled provide the researcher with the maximum opportunity to discover variations among concepts and to densify categories in terms of their properties and dimensions (Strauss and Corbin, 1998). As disciplinarity was an emerging construct, which seemed to relate to how the participants understood the unit of analysis and constructed themselves within it, the first two criteria were also regarded as crucial to the sampling.

3. Data production plan

As the focus of the study was on the process underpinning an integrated approach to the teaching of academic literacies, as well as on how the participants understood this process and constructed themselves within it, it was appropriate to use 'ex post facto' (Freeman, 1996b) data rather than real time data. However, this type of data required a data production plan that enabled participants to recall and reflect on past experiences. My strategies included different methods of stimulated recall such as a 'memory room' and personalised portfolios, also reflective freewriting, visual representations, in-depth narrative interviews and focus group sessions. Each of these strategies will be fully discussed in the following section.

In an effort to build internal validity and ensure the credibility of the findings, the data production plan triangulated the data in three ways: method, source and form. This triangulation is summarised in the table below:

Table 2: DATA SET		
METHOD	SOURCE	FORM
Participant observation over the three-year lifespan of the institutional project	Researcher	Observation notes, e-mails, photographs, video footage, reports, workshop documentation, feedback and evaluation sheets, reflective statements.
Survey of documentation to create memory room, produce project timeline, develop personalised portfolios	Project documentation, researcher	'memory rooms' ¹ , reports, planning documents, schedules, workshop flipcharts, e-mails, photographs, integrated materials, integrated books etc.
Stimulated recall through 'memory room' to produce freewrites [14]	Project documentation, researcher, project participants	Handwritten, typed
Stimulated recall through personalised project portfolios as a reflective tool to produce visual representations [18]	Project documentation, researcher, project participants	Individual portfolio for each consenting participant containing: guidelines for visual representation, freewrite, project timeline, workshop documentation, photographs, e-mails, project schedules, reports, materials moderator's feedback, lesson plans, press clips, conference documentation, book launch documentation etc.

¹ I would like to acknowledge Michael Samuel's coining of the term 'memory room' to describe how I used space as a methodological tool.

Stimulated recall through personalised project portfolios to produce visual representations [18]	All consenting project participants	Collages, comic strips, drawings, mindmaps
Individual narrative interviews with visual representation and freewrite as interview schedules [18]	All consenting project participants, researcher, freewrite, visual representation.	Audio tapes, video tapes, verbatim transcripts
Focus groups [3]	Language lecturers, disciplinary specialists, mixed group, researcher, preliminary analysis of narrative interviews, interview quotes.	Audio tapes, video tapes, verbatim transcripts

The data collection methods were further triangulated through data production techniques that explored three different modalities of communicative expression, oral, written and visual. The oral mode was explored through the narrative interviews and the focus group sessions, while the written mode was explored through the freewrites and the project portfolios, and the visual mode was explored through the visual representations created by the participants, as well as the memory rooms prepared by the researcher.

3.1 Participant observation

My position as project manager of, and participant in, the three-year institutional project had allowed me to observe first-hand many of the processes reflected on by the participants in this study. I was present at all gatherings of the transdisciplinary collective, as well as a number of meetings involving the collaborative partnerships over a three-year period. I also had numerous one-on-one sessions with participants throughout the lifespan of the project. My observations were recorded through observation notes made during meetings and workshops, e-mails sent to participants in the project, photographs and video

footage from various project events, regular project reports written for a range of stakeholders, workshop documents such as flipcharts, feedback and evaluation sheets, as well as reflective statements written at various points during the project. This documentation provided a secondary data set against which I was able to verify many of the processes reflected by participants in their freewrites, narrative interviews and focus groups, which comprised the primary data set.

3.2 Survey of documentation

All available project documentation - such as reports, planning documents, schedules, workshop notes and flipcharts, e-mails, participants' research papers, participants' integrated curriculum models, earlier drafts of integrated materials, in-house integrated books, published integrated books, integrated assessment tasks, joint lesson plans, videotape and photographs - was surveyed. The purpose of the survey of project documentation was threefold:

- To produce a project timeline
- To create a 'memory room' (s)
- To develop personalised project portfolios.

The above three strategies were all in preparation for the stimulated recall sessions which were a crucial part of the process towards producing the deep, rich data required to answer the research questions of this study.

The project timeline was an important document as it traced the history and development of the project across its three-year life span. This cued the researcher into project milestones that would form the basic structure of the personalised portfolios. It was also included right at the start of each personalised portfolio as an historical account to trigger the reflections of each participant. The survey of project documentation also provided the researcher with the resources with which to create the memory rooms and personalised project portfolios.

3.3 The memory rooms

The memory rooms were created using various project resources surveyed in the documentation survey process, in an effort to stimulate participants' recall of their project experiences and provide an environment for in-depth reflections. The memory rooms were used as a methodological space in two ways in the data production process. In the first instance it was created as a space to house all project participants for a collaborative freewriting exercise, and in the second instance it was created as space within which to conduct the individual narrative interviews. The memory rooms were a large part of the stimulated recall strategy employed in this study.

The first memory room was a large space and one with which the project participants were familiar, as it had been the venue where the first of two project workshops had taken place. It was a venue in which the project team of 20 participants had spent a full week together, at the start of the project. The choice of venue was an important part of the data collection process as the space itself was charged with memories for the participants, a factor which many of them noted as they mingled with fellow participants in the memory room (see Appendix B) and took in the visual displays of project memorabilia on the walls and tables in the venue. The memorabilia consisted mainly of photographs, workshop flipchart sheets, books, banners, charts, schedules, programmes, flyers and so on, marking various stages in the life of the project.

The second memory room was a smaller, more intimate space where the individual narrative interviews were conducted. It was also a space with which the participants were familiar, as it had been my office space in the time when I had managed the project. All participants had consulted with me, on various project-related issues, in this space, at different times in the life of the project, so it too was charged with memories for participants. This room was set up in much the same way as the first memory room, with visual displays of project

memorabilia on the walls and surfaces in the room. The effect of the space as a methodological tool, in recreating memories for the participants, was very evident in the interviews. A number of participants commented on this during the interviews and some even pointed to some of the visuals as they told the stories of their lives in the project during the narrative interviews.

3.4 The freewriting exercise

All project participants were invited to participate in a freewriting exercise. The freewriting session was set up as part of a gathering that had a broader objective than simply data production. The session was also a celebration of the publication of the integrated materials that the participants had collaboratively produced. Before the freewriting session, all participants had an opportunity to mingle with their fellow participants, partake of some eats and drinks, and take in the project memorabilia displayed in the memory room. This lasted about 45 minutes. A verbal explanation of the research objective and the purpose of the freewriting exercise was given to the group of participants. They were then asked to freewrite on their lived experience of the project (see Appendix C). The participants were invited to focus on any aspects of their project experience and to write about those aspects that first came to mind or which stood out for them when they thought about their project experiences, good or bad. No further guidelines were given as to the content or the length of the freewrite and no time limit was set for the exercise. Most participants wrote for between 20 and 30 minutes. Of the 12 who attended the session, 11 produced freewrites and one person indicated that he would prefer to write at a later stage and send it to me.

A follow-up e-mail was sent to the eight participants who had not attended the freewriting session, as well as the one person who had attended the session and who had promised to write at a later stage. The e-mail invited them to produce freewrites to be included in the data set. Of the nine participants who were e-mailed, three produced freewrites, making a total of 14 freewrites included in the

data set. These freewrites formed part of the personalised project portfolios prepared for each participant by the researcher, and they became the 'interview schedule' for the second half of each narrative interview, to be further discussed in section 3.7.

3.5 Personalised project portfolios

The researcher compiled, printed, and bound a personalised project portfolio for each of the 18 participants who had consented to the study. The portfolios, which were an average length of about 85 pages, contained various pieces of project documentation representing their participation in the project, and consisted of two types of resources, generic and specific. Some sections were of a generic nature and formed part of all the portfolios, such as the project timeline, workshop notes, programmes and schedules, group e-mails, various project planning documents, flyers and leaflets, articles and press releases. Some sections were specific to the individual or the partnership and appeared only in the portfolio of that individual or partnership, such as photographs, freewrites, partnership planning documents, partnership integrated curriculum models, individualised feedback sheets in response to draft materials produced during the project, joint lesson plans, feedback on lesson plans, integrated assessment tasks, conference abstracts and written feedback on conference presentations and research papers.

The purpose of the portfolio was twofold, to stimulate participants' recall of their project experiences in preparation for the narrative interviews, and to serve as a reflective tool to aid participants in their creation of a visual representation of their lived experiences of the project. The project portfolios each had a covering letter (see Appendix D), which explained to the participants the purpose of the portfolio, and also outlined the requirements and purpose of the visual representation which each participant was requested to create in preparation for the narrative interview.

3.6 Visual representation

Each of the 18 participants was requested to create a visual representation of their lived experiences as a project participant. As with the freewriting exercise, they were given the freedom to focus on any aspects of their project experiences, particularly those aspects that first came to mind and those issues which stood out for them as they reflected on the project. They were also asked to reflect both the good and the bad experiences in the visual, by focussing on moments, feelings, people, activities, processes, places or events that were significant to them.

The form of the visual representation was left entirely up to the individual participant but some suggestions made in the covering letter were, a collage, a diagrammatic representation, a hand-drawn picture or sketch, or a combination of these forms. The suggested size was A3. Of the 18 participants, 17 created the visual representation as requested. One participant declined as she felt that she was not artistic by nature. The visual representations took on a range of forms. Some visual representations took the form of a mindmap, such as the example below:



Figure 2: Visual representation of project experience generated by participant B.

Other visual representations were in the form of collages, as in this example:



Figure 3: Visual representation of project experience generated by participant C.

One of the visual representations was in the form of a comic strip:



Figure 4: Visual representation of project experience generated by participant D.

One of the visual representations was in the form of a drawing (see figure 1), while some participants used resources from the personalised portfolio as a basis for their visual representations, as in the example below:

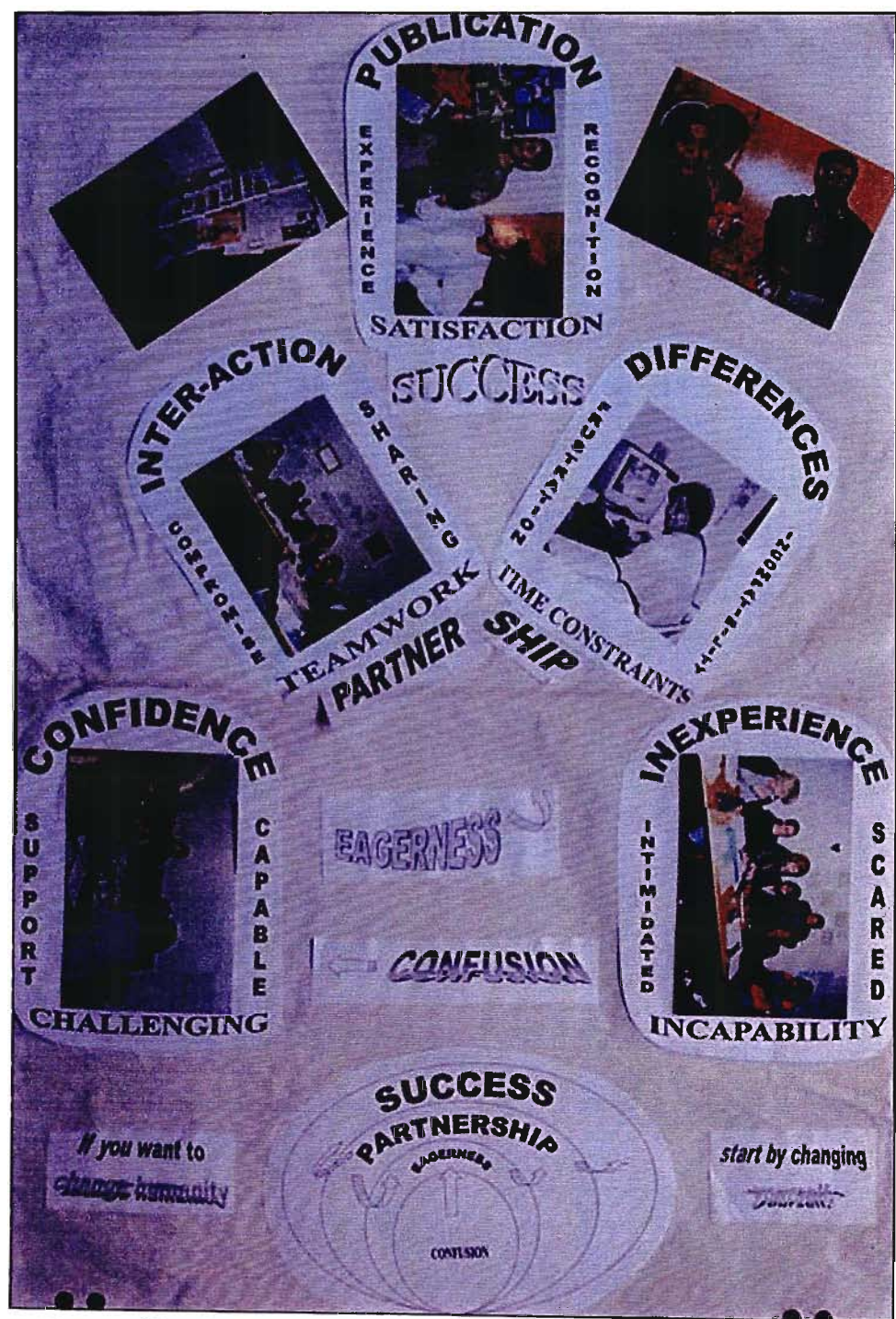


Figure 5: Visual representation of project experience generated by participant E.

One of the visual representations was presented as an unfolding board game, see the three examples below:

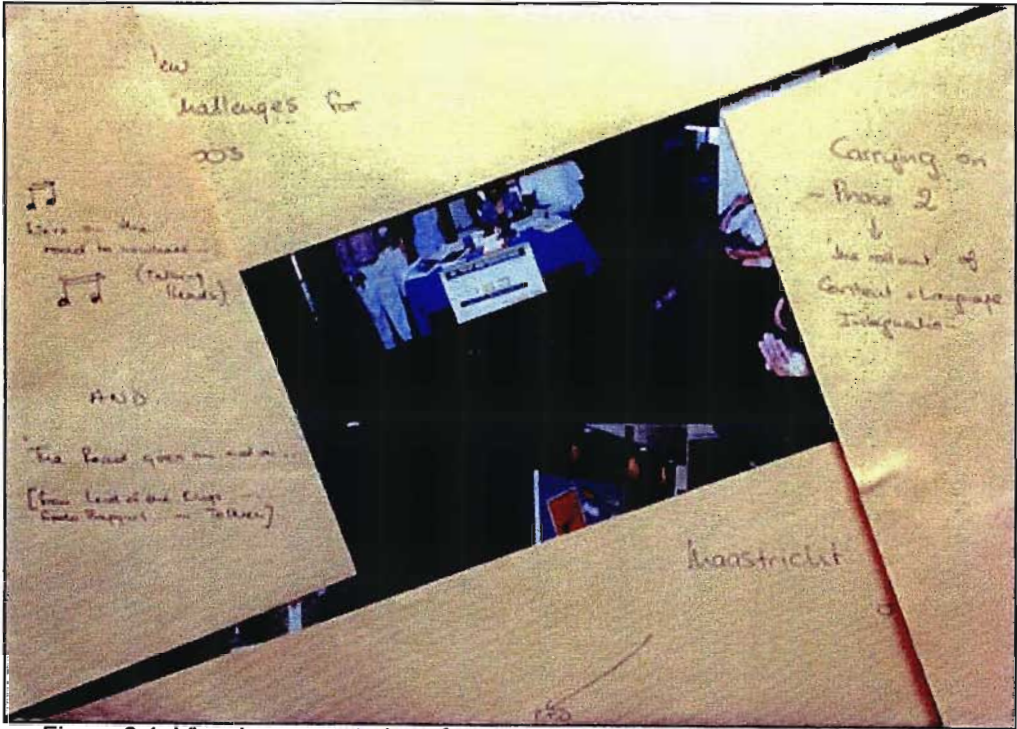


Figure 6.1: Visual representation of project experience generated by participant F.

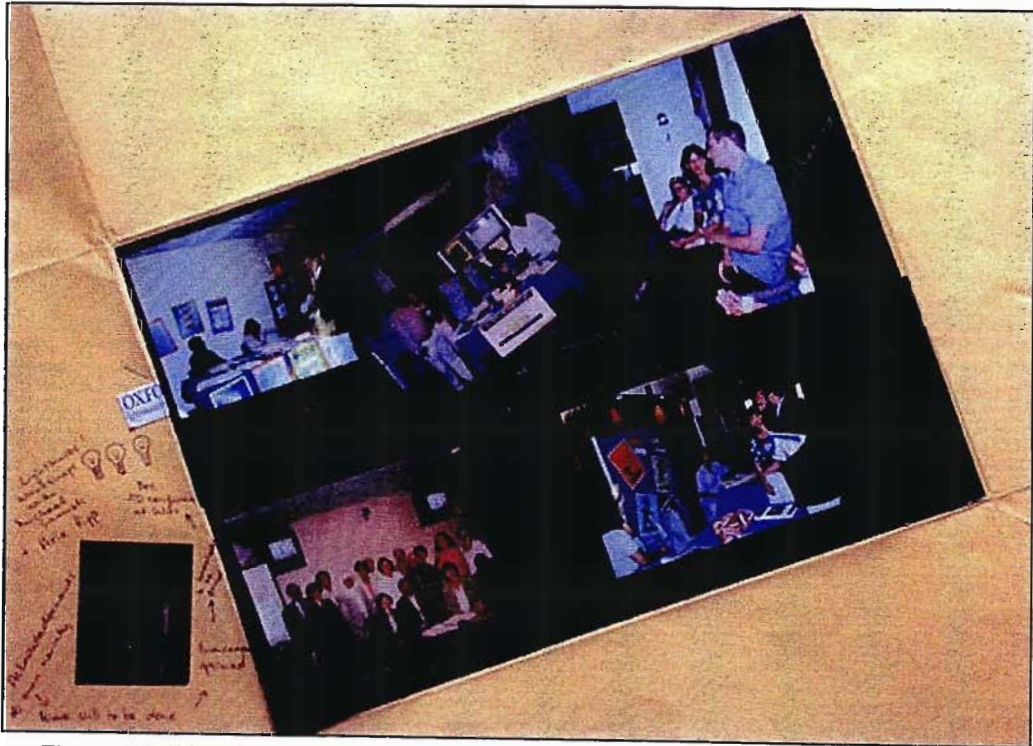
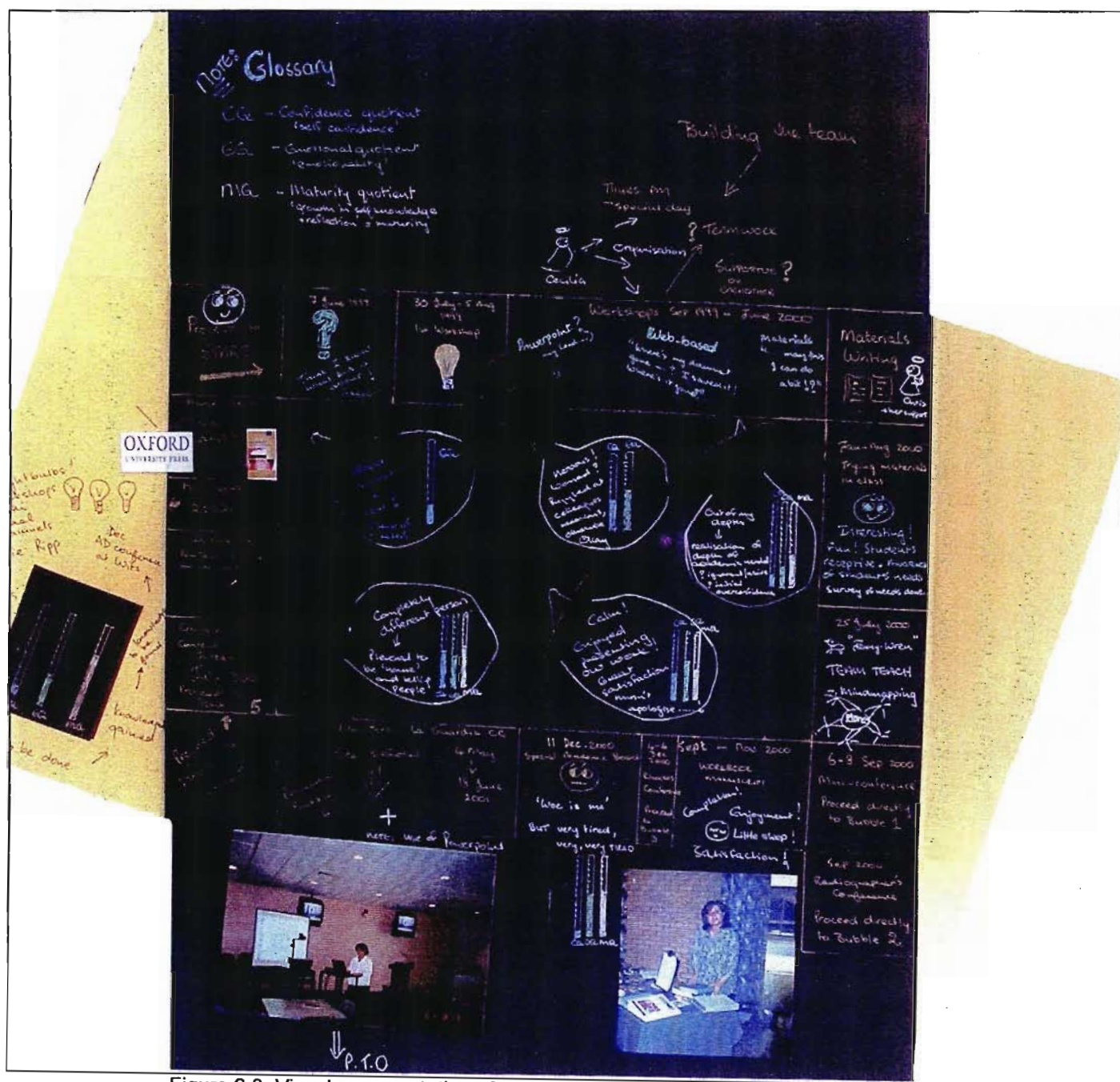
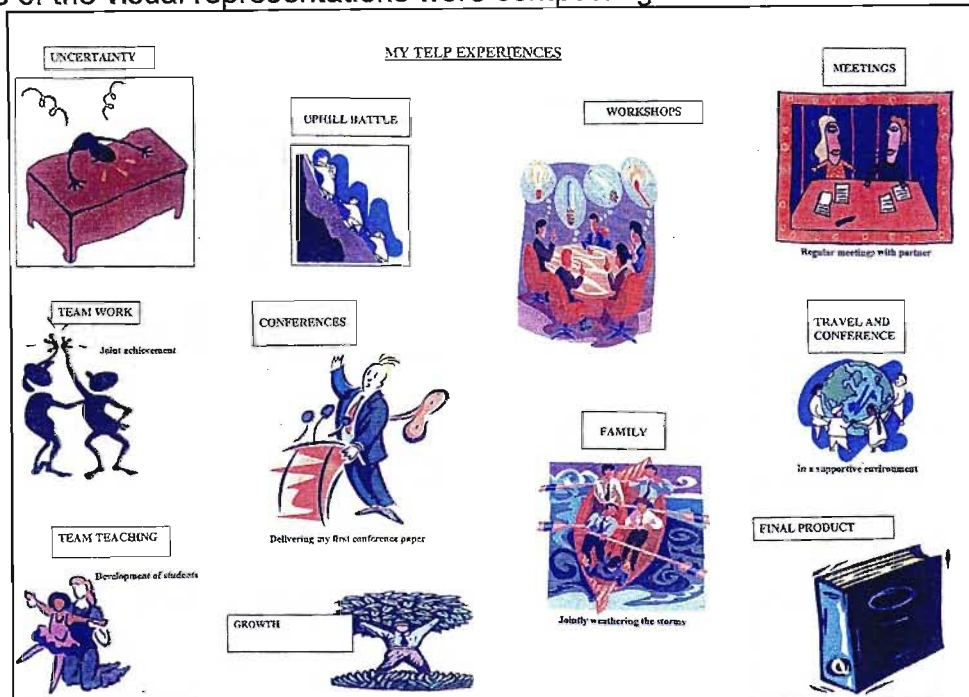


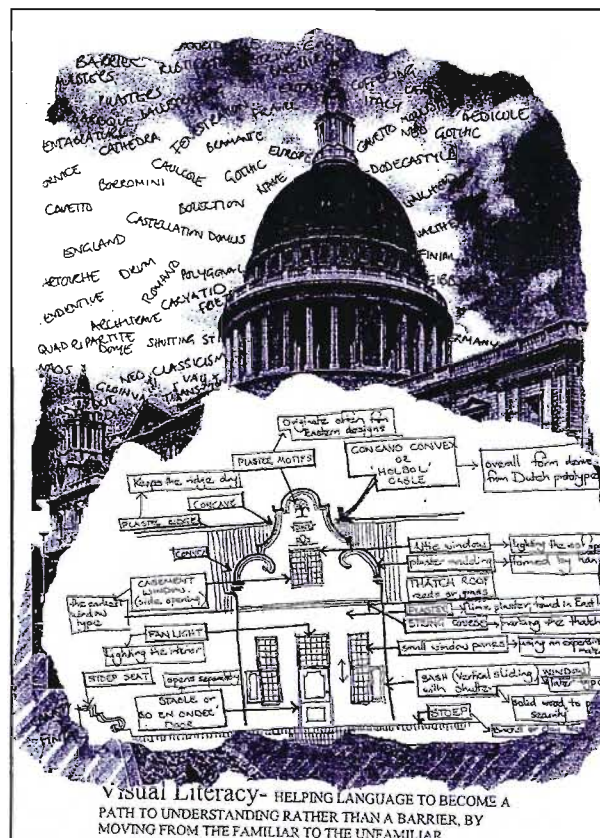
Figure 6.2: Visual representation of project experience generated by participant F.



Some of the visual representations were computer-generated:



Some visual representations were a combination of hand-drawn and cut-outs:



The remaining examples of visual representations are attached as appendices E to L. These visual representations were collected before the narrative interviews took place and became the 'interview schedule' for the first half of each narrative interview, to be further discussed in section 3.7.

3.7 The narrative interviews

All the project participants were interviewed over a period of two months. The planning of the interviews over this short period of time was an important part of the iterative data production process. Although this was a very intensive period for the researcher, the timeframe allowed for ideas and emerging constructs from each interview to shape the exploration and probing for the interviews which followed. This is an important consideration for researchers following a grounded theory approach, where the nature of the emerging constructs is undefined and often articulated and understood in different ways by different participants.

These 18 narrative interviews lasted from between one to two hours each, with one interview lasting slightly longer than two hours, and another which took place over two two-hour sessions. As previously mentioned, these interviews were conducted in a space which had been constructed as a memory room and served as a stimulus for recall. The interviews were unstructured and individually conducted. There was no common interview schedule, with each interview constructed around data produced by the individual participants themselves.

Each interview had roughly the same structure. The first part of the interview was the narrative section, where the respondent was encouraged to deconstruct the visual representation they had created, uninterrupted by the researcher. A similar methodology was employed by Prior and Shipka (2003) in their attempts to generate 'a thick description of literate activity' in their narrative interviews with academic writers. The second part of the interview tended to be a question and answer session where the researcher probed more deeply into areas of the

visual representation and explored some of the issues raised by the respondent in the earlier deconstruction of the visual. The third part of the interview focused on the freewrite, and was also a question and answer session, where the researcher explored in more detail the issues raised by the respondent in the freewrite.

The visual representation and the freewrite therefore became the 'interview schedules' which generated the narrative accounts of the participants' project experiences. The researcher had access to both the visual representation and the freewrite before the interview, allowing exploratory questions to be drafted before the interviews (see Appendix M). The visual representation and the freewrite also provided the researcher with data in two different modes, visual and written, which enabled the participants to engage with the complexities of their experiences in complementary ways. This clearly contributed to the production of rich data, a factor which was evident in the interview with the participant who had declined the visual representation. In this interview, which was one of the shortest, the participant engaged quite superficially with the project experiences. Even with probing from the researcher, she seemed unable to tap into some of the complexities, often remarking that she did not understand why certain processes had taken place in the way that they had. Similarly, in two other short interviews where there had been no freewrite, and where the visual representations had amounted to a list of headings with some key words listed underneath, there was also superficial engagement with experiences and an apparent difficulty in explaining some processes underpinning their experiences. On the other hand, those participants who produced freewrites, as well as complex visual representations which attempted to show the inter-relatedness of their experiences, yielded rich, interview data which tapped into a range of complexities and often ran into a full two hours of interviewing.

All interviews were audio-taped, and where permission from the interviewee was granted, video-taped as well. This provided an important back-up for the audio-

taped data and provided the researcher with additional visual data for possible further analysis. All audio-tapes were transcribed verbatim and the transcriptions provided the text for analysis. This will be more fully discussed in section 4 of this chapter.

3.8 The focus group sessions

Three focus group sessions took place after all of the 18 narrative interviews had been transcribed and a preliminary analysis had taken place. This preliminary analysis was written up as a research paper and distributed to all participants for reading and comment before the focus group sessions took place. Each focus group session was with a different grouping of participants. The first session was with the language lecturers only, the second session was with the disciplinary specialists only, and the final session was with a mix of both disciplinary specialists and language lecturers. The focus group sessions were set up in this way so that the developing ideas, emerging from across participants' interviews in the first round of data production, could be further explored. It was clear, from a preliminary analysis of the first round of data production that a number of the emerging issues were around differences between language lecturers and disciplinary specialists. Although these differences were expressed in a range of ways, such as approaches to teaching and learning, identity and disciplinarity, it was clear in the early stages of analysis that these differences required further exploration. In an effort to further explore these differences openly, the researcher chose to engage with language lecturers and disciplinary specialists separately, so that they would feel free to speak candidly about these differences.

The two focus group sessions were set up in the same way. All of the language lecturers were invited to participate in the first focus group session and all of the disciplinary specialists were invited to participate in the second focus group session. Of the 9 language lecturers, eight participated in their focus group

session, and of the nine disciplinary specialists, six participated in their session. In both focus group sessions, fragments of transcriptions from the narrative interviews were selected and used to stimulate discussion. Both focus groups were given the same transcribed fragments, which were selected because they illustrated the developing ideas emerging from across participants' interviews in the first round of data production. Participants were given an opportunity to peruse the fragments at the start of the session, after which they were asked to respond to what was being raised in them. These two focus group sessions lasted about two hours each and both were audio-taped and transcribed verbatim, as with the narrative interviews.

The third focus group session sought to bring together the two groups. As the total number of 18 participants was too unwieldy for a focus group session, it was decided to select from the group using theoretical sampling. The criteria for this selection have been explained in section 2.4 of this chapter. Four language lecturers and four disciplinary specialists were invited to participate in this final focus group session. Of the eight invited participants, three language lecturers and three disciplinary specialists participated. This session was planned drawing on a method referred to in Activity Theory literature as a 'Boundary Crossing Laboratory' (Engeström, 2001). This method aims to confront various 'actors' involved in a particular 'activity' with the internal tensions and dynamics in their respective institutional contexts. These dynamics, according to Engeström, can by their own inner contradictions, energise a serious learning effort on the parts of such actors.

In his context, a children's hospital in Finland, Engeström was investigating the dynamics around overall responsibility for a child's care trajectory. The Boundary Crossing Laboratories were run over a series of sessions where invited representatives from the Health Care sector discussed actual cases which demonstrated in various ways the troubles, such as unclear loci of responsibility, causing the internal tensions. The learning challenge in this setting, according to

Engeström, was to acquire a new way of working in which the stakeholders would collaboratively plan and monitor a child's trajectory of care, taking joint responsibility for the overall progress of the child.

While the context of this study is quite different to that of Engeström's, I felt that there were enough synergies for the method to be adapted for my final focus group session. The transformational agenda inherent in the method was in synergy with the research paradigm within which this study is located. The Boundary Crossing Laboratory focus on tensions was synergistic with the preliminary data analysis of this study, in which a number of the emerging issues were around the dynamics resulting from differences between language lecturers and disciplinary specialists. Although the context of this study is higher education and Engeström's context was Health Care, they are very similar in that the 'communities of practice' being investigated in both contexts were not well-bounded functional systems or centres of co-ordination. In the case of my study, the 'community of practice' was bounded by its co-ordination as a project with a limited lifespan, rather than a more stable locus of control embedded in existing institutional systems.

The Boundary Crossing Laboratory method was adapted for the final focus group session in that it was applied to only a single session, a factor which limits the transformational agenda somewhat, in that the learning challenge is dealt with in a once-off way, rather than through a series of learning events occurring 'in a changing mosaic of interconnected activity systems' (Engeström, 2001). Another adaptation was that in recreating the activity systems between the language lecturers and the disciplinary specialists, for the Boundary Crossing Laboratory, I was bound by ethical considerations and issues relating to the theoretical validity of the study. In the ethical interests of participant confidentiality and anonymity, and in the theoretical validity interests of abstraction, I was obliged to use the theoretical abstractions arising from the data analysis process as the 'case' to be discussed, rather than an actual case involving integration between language

lecturers and disciplinary specialists. This adaptation favoured the research agenda above the transformational agenda. This focus group session lasted about two hours and was audio-taped and transcribed verbatim, as with the other two focus group sessions.

4. Data Analysis

The choice of data analysis strategies is as crucial to the quality of a research study as the data production techniques. A range of options are available to the researcher. Freeman (1996b) presents us with a continuum of categories ranging from a priori analysis, through guided analysis and negotiated analysis to grounded analysis. A priori analysis refers to categories of data analysis that are determined before the process of data production commences. Guided analysis refers to categories of data analysis that are determined a priori and which guide the analysis, but which are modified through interaction with the data as the process of analysis unfolds. In a negotiated analysis both the categories and the process of analysis is developed by the researcher in conjunction with input from the research participants. In grounded analysis, both the categories and the analysis emerge from the data with a priori expectation on the part of the researcher at a minimum. It can be argued that the grounded analysis end of the continuum is never completely grounded, as the researcher is never innocent in the data production process, having designed the research process in a particular way. Although I would argue that the first round of data analysis in my study was closer to the grounded-analysis-end of the continuum than to any of the other points on the continuum, it has to be acknowledged that certain choices in the data production phase, such as how the memory rooms were set up and how the personalised project portfolios were compiled, were not untainted by researcher positionality.

The second round of data analysis in my study, however, was closer to the negotiated analysis point on the continuum. Having established the categories

and completed a preliminary data analysis in a more grounded way, the second round of data analysis sought to refine and sharpen the categories and preliminary analysis through a process of negotiation with the research participants. The majority of participants gave little, if any, feedback on the preliminary analysis, which was written up as a conference paper and circulated to all participants for input. The focus group sessions, however, yielded better engagement, with the preliminary analysis, from the participants. It was interesting to note that the focus group session with the language lecturers yielded very productive engagement with the preliminary analysis, while the disciplinary specialists engaged with some difficulty as they grappled with the analysis. This will be explored in more detail in the next chapter.

4.1 Discourse Analysis

There are three main ways of analysing narrated data:

- Structural analysis (which involves analysis at the whole 'text' level);
- Linguistic analysis (this is also known as 'micro-analysis', and operates at the micro level of words and sentences); and
- Discourse analysis (which operates at a socio-cultural or macro level. It is sometimes called 'thematic field analysis' in narrative research).

Some researchers focus on one or the other method, others draw on all three data analysis methods. The data produced in this study was analysed using discourse analysis which is well-suited to analysing what the research participants are mobilising, through what they say (or don't say) and how they say it. This speaks to two levels of discourse analysis, referred to as representational analysis and presentational analysis (Freeman, 1996a). According to Freeman representational analysis treats language data as information, by studying what is said and not necessarily how it is said. Presentational analysis studies the relationships embodied in language data, by studying how the language is conveying meaning through the use of words. So,

language itself becomes the locus of study. These approaches are, in Freeman's opinion, complementary and largely inseparable, and should be integrated to enhance and deepen data analysis and interpretation of findings. Such integration of representational and presentational analysis strengthens the validity of the study in that the researcher is now able to show evidence of the processes of learning, self-definition and change underpinning what participants are saying. The integration of these two levels of analysis in this study revealed both *what* participants had learned and what had changed for them, as well as *how* it had been learned and how the change occurred.

4.2 Grounded Analysis

The primary data used in the first-level analysis comprised the verbatim transcripts of the 18 narrative interviews, as well as the 14 freewrites produced by the participants. Following a grounded analysis, this data was systematically analysed using a bottom-up strategy which aimed to develop conceptual categories from the patterns emerging from the data, and ultimately the production of theory. As soon as the first batch of eight transcripts became available, a process of open coding commenced. Open coding (Strauss and Corbin, 1998) is an analytic task involving three processes:

- naming concepts,
- defining categories,
- developing categories in terms of their properties and dimensions.

Open coding is an attempt by the researcher to open up the text to explore thoughts, ideas, and meaning within it. By breaking the data down into discrete parts, the researcher is able to examine it closely and compare data across sources for similarities and differences. From an open coding of the first eight transcripts as well as the 14 freewrites, a number of concepts emerged across the transcripts. These concepts were named and loosely defined as five broad categories, which were each developed with four sub-categories as the

interviewing was completed. A first level analysis was then circulated to all participants and the properties and dimensions of these categories were further developed. The initial five broad categories were then refined into four broad categories (see Appendix N) as a result of the three focus group sessions, which were also recorded and transcribed, adding to the primary data set for further analysis.

4.3 Representational Analysis

The second level of analysis was representational, in that I was closely examining what was being said in order to refine the grounded categories emerging from the first level of analysis. In the second level of analysis therefore, the developed categories from the level one analysis were further refined through their systematic application to one of the transcripts. This transcript was theoretically sampled for both its representativeness of the developed categories, as well as its variation in the dimensions of these categories.

This entire transcript with the accompanying freewrite, were systematically segmented into units and coded according to the coding categories that had been developed in the previous level of analysis. According to Geisler (2004) there are a number of basic units according to which language data can be segmented, such as words, T-Units (principle clause and subordinate clause), nominals, topical chains and exchanges, to name but a few. At this representational level of analysis in the study, the units to be analysed needed to take the researcher into 'meaning beyond the clause' (Martin and Rose, 2003). Therefore the unit of analysis chosen to segment the theoretically sampled transcript, was the topical chain. Geisler (2004) describes a topical chain in both spoken and written interactions as a unit of language that allows participants to understand their discourse as being about something. According to Geisler topical chains are identified by referentials such as pronouns, demonstratives and definite articles, and are 'the true workhorses of cohesion that writers and

speakers establish'. This unit of analysis is appropriate if the researcher is interested in the conceptual complexity of discourse, the extent to which a topic is developed, or the depth of interaction on a topic.

After the systematic segmentation and coding of the sampled transcript into topical chains, each coded category was electronically sorted into separate files. A file was electronically created for each sub-category and all segments of the transcript were placed in their appropriate sub-categories. This electronic database then provided the system into which all of the other segmented and coded transcripts were placed. Each of the remaining 17 transcripts and their accompanying freewrites, as well as the transcripts for each of the focus groups, were then segmented into topical chains and coded according to the categories and sub-categories established in the first level of analysis (see Appendix O). Through this process of segmenting and coding, each of these sub-categories was further developed and refined as the data from each of the transcripts were compared for similarities and differences.

The order in which each of the transcripts was chosen for coding was according to how well the transcript represented the developed categories, and to what extent the transcript illustrated variations in the dimensions of these categories. Therefore, I needed to be familiar with each of the transcripts before deciding on the order of the transcripts to be coded. Another important factor in deciding the sequence of the transcripts to be coded was the issue of building comparative analysis into the analytical design. In order to build a comparative analysis between the data from language lecturers and disciplinary specialists, it was decided to code the transcripts of the collaborating partners in direct sequence.

4.4 Presentational Analysis

The third level of analysis was presentational, in that I was analysing how the language was conveying meaning through the use of words. This level of

analysis complemented the representational analysis and enabled me to gain insight into the thinking of the participants in a way that a representational analysis alone was not able to do. Freeman (1996a) argues that representational analysis provides only part of the story, and that presentational analysis is necessary as well, to fully understand the social context within which the language is embedded as well as the complex inter-relationships between those involved in the text. This level of analysis allowed deeper insights into how the language lecturers and disciplinary specialists conceptualised academic literacies and understood the process of integrating academic literacies into mainstream teaching, by focussing not only on the substance of their talk, but also on the language they used to say it. Freeman calls for analysis that goes beyond simply reading what there is and 'taking them at their word', to viewing the same data 'from a linguist's stance, as language', which enables the researcher to 'examine how the data means'.

In the following four chapters the presentational level of analysis is layered onto the representational level of analysis at each new sub-category for each of the four broad conceptual categories generated by the first-level grounded analysis. In an attempt to foreground the voices of the participants, I have chosen to intersperse the representational analysis with chunks of transcript from the narrative interviews, freewrites and focus groups. This was in an attempt to avoid extensive 'thick descriptions', typical in ethnographic studies, which sometimes overwhelm the meaning intended by the participant. Harrison (2003) cautions against researchers becoming the authority for the knowledge gained, and speaking for the participants, leading to a situation where the meaning of the quote is overwhelmed by the researcher's writing, and the quote is understood only through what the researcher has said, rather than through the words of the participant. Rather than narrating the story of their lived experiences as project participants in my words, I have chosen to thematically weave their words into a narrative interspersed with my representational and presentational analyses. In this way I have drawn the data into the analysis.

In an attempt to produce a narrative drawing on the data, I have in some cases 'idealized' the text. Gee (1986) notes that in oral narratives it is not uncommon to see 'a retardation of the narrative line caused by repetition and redundancy', as these devices aid production by slowing down the narrative pace. While such repetition and redundancy is of greater importance to researchers analysing at the linguistic and structural level of the text, it is of lesser importance to a discourse analysis, where larger units, 'episodes' or 'idea units' are of greater importance. In a structural analysis, hesitations and false starts often signal a move in the narrative, from one 'idea unit' to another. However, in a discourse analysis such devices tend to produce text that 'meanders' or departs from the narrative line, obscuring an analysis of the idea being pursued. For the representational analysis I have therefore 'idealized' the text by omitting obvious hesitations, repetitions, false starts and repairs, and in some cases collapsing subjects back into their clauses where they have become separated by a series of non-narrative lines. Where non-narrative lines, such as asides, have been omitted in the text, I have indicated this with three consecutive dots (...). Presentational analysis, on the other hand, is linguistic and operates at a micro level. In this case 'idealization' of the text could obscure meaning, as Lemke (1998) points out. He recommends that for this intensive level of analysis, smaller portions of the text should be chosen, and that these portions should preserve the sequence and words as they occurred in the original form that the data was produced. I have thus attempted to remain true to the original form of the data in the pieces chosen for presentational analysis.

5. Conclusions

In coding the data that have been drawn into the narrative, I have coded the nine language lecturers as LL1 to LL9, and I have coded the disciplinary specialists as DS1 to DS9, as most of the participants chose not to give themselves fictitious names as requested in the covering letter that accompanied their personalised

portfolios. In chapter seven I have identified the quotes only in terms of LL in the case of any of the language lecturers, or DS in the case of any of the disciplinary specialists. This is in the interests of the confidentiality and anonymity of the participants, as many participants refer to their specific disciplines and collaborating partners in this chapter.

The following chapter provides the descriptive framework within which the representational and presentational analyses take place. The analyses span the following four chapters, which are arranged thematically, with each chapter representing a conceptual category developed from the themes and patterns emerging from the data.

CHAPTER 4

DATA ANALYSIS – TRANSDISCIPLINARY COLLECTIVE

You were opening a window and you got a glimpse into ... all sorts of different fields that people were doing ... it's like a little window into an aspect of somebody else and you're looking into it.

1. Introduction

This chapter provides a descriptive, thematic analysis of the primary data, comprising verbatim transcripts of 18 narrative interviews and the three focus groups, as well as the 14 freewrites produced by the participants. The conceptual categories described in this chapter were developed from the themes and patterns emerging from the data. Through a process of open coding and systematic comparative analysis across transcripts, these concepts were named and defined as categories, and then developed in terms of their properties and dimensions.

The chapter is divided into two broad sections. The first section provides a descriptive framework within which the analysis takes place, while the second section describes and analyses the first of the main categories emerging from the first level of data analysis.

2. Descriptive framework

This section provides, what Miles and Huberman (1994) refer to as, a descriptive framework, which is a graphic representation of the various components making up the phenomenon being researched. According to Geisler (2004: 14), a good descriptive framework needs to do the following:

- “describe the universe of phenomenon in the research site”,
- “identify the relevant participants in the events making up the universe of phenomena” and
- “specify the significant relationships among its entities”.

As mentioned in the previous chapter, the unit of analysis in this study was the co-ordinated, integrated approach to the teaching of academic literacies. The focus of the study was on both the process underpinning this approach, as well as how the participants understood this process and constructed themselves within it. The process involved collaboration between lecturers from different disciplines (disciplinary specialists) and AL practitioners (language lecturers) who formed nine language/content partnerships.

The emerging descriptive framework, outlined in this section, will map out the interaction zones that generated the activities being investigated in the study. The most basic level of interaction took place within each collaborative partnership, and is represented diagrammatically in Figure 11 below:

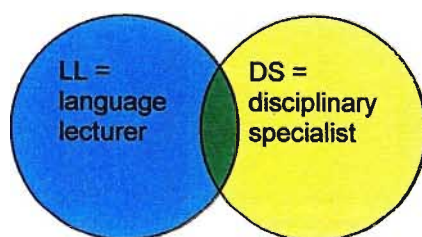


Figure 11: Basic representation of a collaborative partnership between a language lecturer and a disciplinary specialist.

In this figure, the language lecturers are represented in the blue circle, the disciplinary specialists in the yellow circle, and the interaction which took place as a result of their collaboration is represented by the overlapping green area.

These nine partnerships in turn formed a transdisciplinary project team of tertiary educators which was the institutional platform that networked the discipline-based collaborative partnerships between language lecturers and disciplinary specialists. This project team is represented diagrammatically in Figure 12 below:

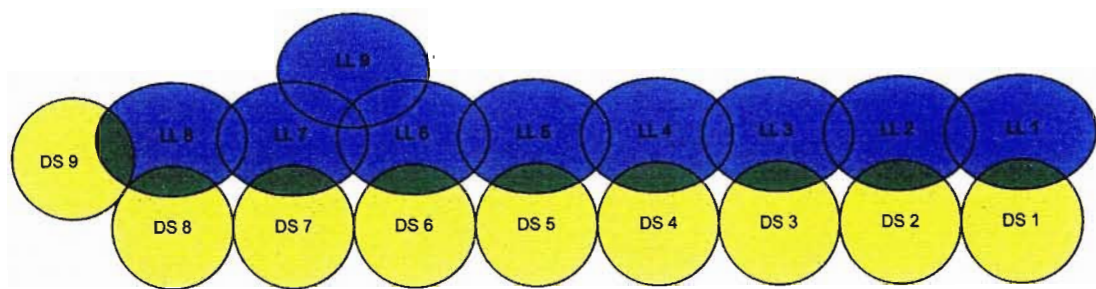


Figure 12: Basic representation of the transdisciplinary project team comprising partnerships between language lecturers and disciplinary specialists

This representation attempts to map out the nature of the interaction for each of the partnerships. Although nine partnerships were investigated in this study, the diagram represents only eight language lecturers in partnership with nine disciplinary specialists. This is because LL8 was involved in partnerships with two different disciplinary specialists, and LL9 was unable to secure a stable partnership with a disciplinary specialist.

The green interaction zones between each of the partnerships represent the collaboration that took place between language lecturers and disciplinary specialists. The blue intersecting ovals, each representing a language lecturer, map out the disciplinary community of language lecturers, while the yellow contiguous circles, each representing a disciplinary specialist, map out a community of disciplinary specialists.

The community of language lecturers, represented as intersecting ovals, was a more tightly bound community than the disciplinary specialists, who are

represented as contiguous circles. The effects of these differences will be explored in detail in the following sections of this chapter. One of the reasons for this is that the language lecturers shared a disciplinary base, while the disciplinary specialists were from a range of disciplines. Another factor contributing to the stronger bonds among the community of language lecturers was that they had all previously worked within the same academic department, while the disciplinary specialists had always worked within different academic departments, and in some cases different faculties. These factors notwithstanding, the data revealed that these two communities saw themselves as two different groups. This is evident, in the extracts from transcripts below, in how they both identified themselves with one of the groups and distinguished themselves from the other:

“... and I think that is the problem, the difference between ourselves and the content lecturers. The difference is they are not interacting enough to find out that these are the real problems of the students.” [LL7]

“... at times the language people came, perhaps this is only my perspective, but they in a sense also ignored that the content individuals also, in their right, are knowledgeable.” [DS1]

Although the two groups were clearly distinguishable in the data, there was some shifting across the boundaries of these two communities. The most striking example of such a shift is represented in DS9, where a disciplinary specialist straddled both communities, as represented in figure 13 overleaf. This will be explored in greater detail in chapter 6.

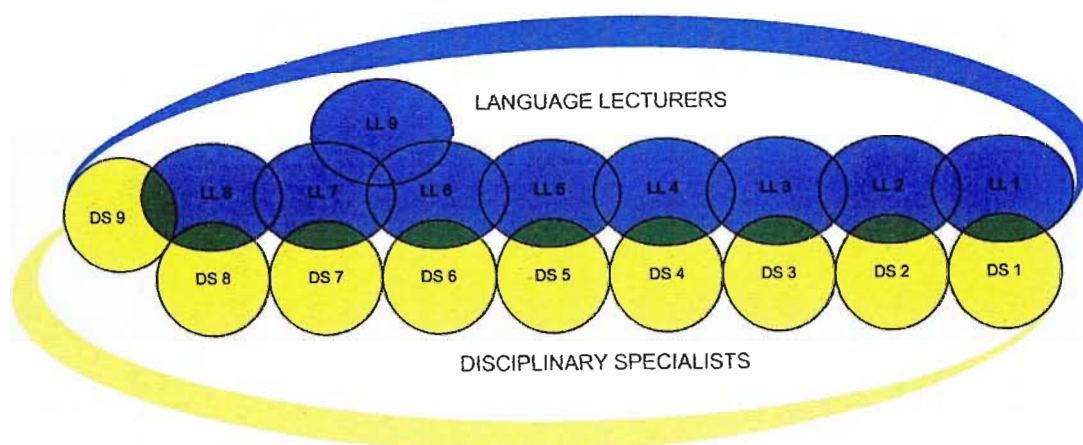


Figure 13: Basic representation of the community of language lecturers and the community of disciplinary specialists

Despite the emergence of two distinct groupings in the data, there was also a strong collective identity across the entire group making up the transdisciplinary project team of tertiary educators. This is evident in the extracts from transcripts below:

"It really was a wonderful interdisciplinary team effort – we established links with each other through the process which I think will always remain with me." [DS7]

"I cannot begin to mention to you the value of doing this as a collective. There's no doubt in my mind, that the value of the project lies within, that we could walk this journey together as a group of people." [LL1]

This transdisciplinary collective of tertiary educators is represented in figure 14 overleaf, where the partnerships became the vehicle for integrating ALs into the respective disciplines by exploring the discursive practices of those disciplines, while the institutional project team provided a transdisciplinary 'transaction space' (Nowotny et al, 2001) for academics to explore their professional roles as tertiary educators.

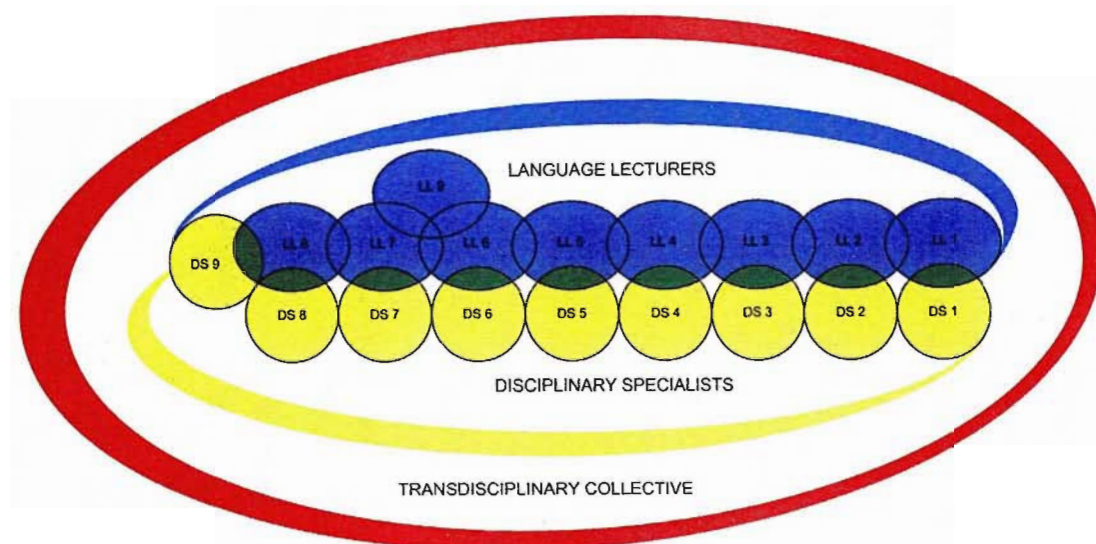


Figure 14: Basic representation of the transdisciplinary collective of tertiary educators.

Each of these levels of interaction, which have been mapped out diagrammatically as a descriptive framework, will be further explored in this chapter and the following four chapters, through the descriptive and thematic analysis of the four broad conceptual categories developed from the patterns emerging from the data.

The first two conceptual categories, *transdisciplinary collective* and *collaborative partnerships*, relate to the first critical question of this study:

'How did collaborating language lecturers and disciplinary specialists negotiate an integrated approach to the teaching of academic literacies?'

The third category, *conceptualisations of academic literacies*, relates to the second critical question of this study:

'How might the process of negotiation have influenced language lecturers' and disciplinary specialists' conceptualisations of integrated academic literacy practices?'

While the fourth conceptual category, *academic identity*, relates to the third critical question of this study:

‘How did language lecturers and disciplinary specialists construct their respective roles and academic identities within an integrated approach to the teaching of academic literacies?’

A descriptive and thematic analysis of the first conceptual category, as well as the sub-categories flowing from this category, follows in the next section of this chapter. The descriptive and thematic analyses of the second, third and fourth conceptual categories, as well as the sub-categories flowing from each of these main categories, will be dealt with in chapters 5, 6 and 7 respectively, as illustrated in the table below:

Table 3: Structure of analysis chapters		
CRITICAL QUESTION	CHAPTER	CONCEPTUAL CATEGORY
1. How did collaborating language lecturers and disciplinary specialists negotiate an integrated approach to the teaching of academic literacies?	4	Transdisciplinary collective
	5	Collaborative partnerships
2. How might the process of negotiation have influenced language lecturers' and disciplinary specialists' conceptualisations of integrated academic literacy practices?	6	Conceptualisations of academic literacies
3. How did language lecturers and disciplinary specialists construct their respective roles and academic identities within an integrated approach to the teaching of academic literacies?	7	Academic identity

3. Transdisciplinary collective

All interview and focus group transcripts, as well as the freewrites were open-coded (Geisler, 2004; Strauss & Corbin, 1998) according to the themes emerging. One theme that emerged across all the data related to participants' interaction within the broader project team. All of the participants who were interviewed referred to their participation within this transdisciplinary collective as having been significant in both their professional and personal development.

Participants viewed the discursive process that took place in the transdisciplinary collective as crucial to the development of their understandings of what the integration of ALs into disciplines of study entailed:

"... that way of talking it through clarifies so many things ... because you have to sort of explain something succinctly and briefly, a kind of editing, and then you get to the core, the essential things. What's the essence of your problem ... that kind of talking it through that you suddenly get the 'aha' – that really is the problem. So, there were a lot of things that I saw, that were obvious to me beforehand, but a lot of them only came through those kinds of discussions, talking about, then someone else speaking about theirs, you know, it strikes a chord somewhere. You think, Ja, same, I know that problem – I also dealt with the problem, not quite like that, but I know what you're talking about. I know where you're coming from." [DS7]

In the excerpt below a disciplinary specialist explains how she started out with what she thought was a clear understanding of what language and content integration entailed, and how that understanding changed and was shaped by her interaction within the transdisciplinary collective.

"At the beginning I had a terribly clear thing of it, this is what the language and content integration should look like. Then I would hear from other people, you see, and the more you hear from other people, you hear these different spins on a similar thing and different ways of looking at, and different objectives as well, and from that point of view it's capacity building because it opened my mind to other possibilities. Once you've opened your mind to other possibilities, you can go back and you can look at some of the exercises that one's developed or look at some of the things that one's planning, then you can make it better or try something else out and from that point of view, capacity building, because so many of us shared things." [DS9]

The process of talking through issues in a collective seemed to be an important factor in clarifying lecturers' thinking about core issues relating to academic literacies, but also regarding teaching and learning generally, as the quote below illustrates:

"We sat down and we talked about the different issues that we have in the classrooms and that's where I started thinking about my job really. Am I doing it right? Am I doing what I'm paid for, to educate students? If students don't learn, I was never giving it thought, just - it's a bad student. I never thought about the student's side of it, and why the students don't perform. I never thought about that before. I think that happened to a lot of us. We thought about teaching once we talked about it." [DS6]

This process of transdisciplinary engagement appeared to focus the participants on their role as tertiary educators and raise their consciousness about issues of teaching and learning. The fact that this discursive process occurred in a space where the collective of tertiary educators were from a range of disciplines, appeared to be a significant factor as well. The transdisciplinary nature of the

group appeared to raise the debates to a level seldom reached within disciplinary groupings:

"Talking to the rest of the team, and to me that discussion was critically significant, ... the debates and discussions were the 'eureka' experiences and I cannot stress enough how significant it was to test my theoretical framework ... against interdisciplinary reaction. It created a three dimensional framework for debate so often lacking within one's own discourse." [DS7]

The institutional project provided a platform, while the regular meetings and workshops created a discursive space where the project participants were able to explore their identities as tertiary educators, test their understandings regarding teaching and learning and shape their ideas about the nature of integrating ALs into disciplines of study. The above extract alludes to the importance of creating discursive spaces within the academy that transcend disciplinary boundaries, where the commonality underpinning the collective is a shared identity as tertiary educators, rather than the disciplinary identities that more often underpin working groups of academics. The nature of these discursive spaces will be examined more closely in the following analysis chapters and theorised in the final chapter.

Through a process of systematic comparative analysis across transcripts and freewrites, the 'transdisciplinary collective' theme was developed into one of the four main conceptual categories emerging from the data. The rest of this chapter provides a descriptive and thematic analysis of this first main conceptual category, by developing its properties and dimensions through the following sub-categories:

- the *sense of belonging* to a community that was bound by a new integrated approach to language and content;
- the *processes* that they engaged in as a transdisciplinary community;

- the *learnings* that crystallised through the processes of engagement in the transdisciplinary community;
- the *application* of the learnings arising from the processes of engagement in the transdisciplinary community.

3.1 Sense of belonging

The significance of the sense of belonging was articulated in a variety of ways. Most participants referred to it as being part of a family, as illustrated by the quotes below:

*"It was like a little **family** that **we** had and that was nice. You know it's that **bond** you had that's going to **forever** stay, I feel. That was nice."* [DS5]

*"...my personal development, I cannot separate that from my professional development. I think the two goes hand-in-hand. So, I sometimes needed somebody to just encourage, to support, to listen to me. Something that we do not necessarily do with only a professional, a colleague, but more with someone who's closer. So in that sense it was more **like a brother or a sister** or a **family** member to me. Some of the members are, of the project team."* [LL1]

*"I only started realizing it was a **family** unit when it wasn't there anymore. I think that makes sense because whilst **we** were there it was just a meeting every week but what also happened, because of this process, I got to know a lot more people than I would ever have gotten to know across campus in the same period of time, and you get to know people, their personalities, what their strengths are, what you can draw on, and that for me was a nice process. I enjoyed that thoroughly."* [DS4]

Other participants referred to it as a team and even a club:

*“...that’s what I meant by **club**, that **we** all had the same interests, **we** all had the same mission and **we** weren’t scared to have fun also, or to laugh at and with each other.” [LL3]*

*“It really was a wonderful interdisciplinary **team** effort – **we** established links with each other through the process which I think **will always remain** with me.” [DS7]*

The representational level of analysis indicates that the participants enjoyed the sense of togetherness and the support and encouragement that the collective generated. The presentational level of analysis, however, shows that the group was bound by more than just a common enjoyment. DS5 refers to a *bond* that would last “forever” and DS7 says the process “*will always remain*” with him, while LL1 felt a closeness beyond collegiality, describing her colleagues as “*a brother or a sister*”. Throughout the data participants generally use the pronoun “we” when referring to the collective, indicating a collective identity.

One disciplinary specialist saw the broader project team as a “*common platform*” and he felt that if it “*wasn’t put in place then the whole project would have fallen flat*” [DS1]. Another felt that the big group gave her encouragement:

“you know that everybody there, you’re going towards this goal...it was the fact that you share, that you pick up on your inadequacies, and you learn from there.” [DS5]

This sense of belonging appeared important for language lecturers as well, one of whom stated that:

“Being exposed to the creative ideas of others, learning what subject lecturers were dealing with, ... getting to know lecturers who would

otherwise have remained faces at annual institutional meetings, participating in high-quality workshops, doing team teaching, and having fun at social gatherings were all worthwhile elements of the project, contributing to personal development as well as having an influence on esprit de corps in the different faculties.” [LL4]

The context of the broader transdisciplinary project seemed to be an important factor in bringing together tertiary educators who otherwise would have remained in their separate discipline-based academic worlds. This institutionally co-ordinated approach created a space which does not usually exist at tertiary institutions, in which tertiary educators emerged from their disciplinary bases and came together in a collective that transcended disciplinary boundaries. One disciplinary specialist, who described himself as *“not a stepping out sort of person”*, felt that the institutionally co-ordinated approach had allowed him to ‘step out’ of his disciplinary space in the academy:

“...to be welcomed into a community, and after having stepped out, I think that’s the value...I had access to that support, after being stuck in my hole, and coming out there and realising that there are supporting people around you out there.” [DS8]

The sense of belonging provided by the collective carried the participants through periods where they felt isolated, *“and I felt good because we are not working in isolation” [LL7]*, or down, *“So everything was done as a collective and I think that helped the downer days because you never felt that you were alone.” [LL3]*

The sense of common purpose also appeared to be important to the group sense of belonging. One language lecturer articulated this in the following way:

“... and then just feeling like you’re working together with people and you’re working towards a common purpose. We may have gone about

things differently and in our own ways, but we were all working towards something and we shared.” [LL9]

Participants were bound by the sense that they were all working towards common goals, *“the possibility of students’ success, ... more interesting classroom techniques” [DS5]*, and by the fact that they were all working towards the tangible outcomes of their common goals, *“... the possibility of the book and our conference, those two things became more of a reality.” [LL5]*

There was a sense that the collective needed to work together to achieve their common goals. This tangible common purpose was an important factor in binding the collective and strengthening the sense of belonging:

“... there was this excitement, we’re going to do this work, it’s going to help the students, and we’d also benefit and you know, it would also do good for us. ... I must admit that it was the big group that gave you the encouragement, that everybody there is going towards a goal. ... it’s the getting together that, you know, you’re all in the same boat.” [DS5]

It appears that this sense of belonging sustained the participants through a period of uncertainty as they engaged in a process of change which challenged existing paradigms and shifted them out of familiar ways of engaging with their own teaching.

3.2 Processes of transdisciplinary engagement

The actual processes that the participants engaged in while in the collective also emerged as significant. Participants saw the process of sharing as both building empathy and as a means of exchanging ideas:

"When you share experiences you become aware of, not only yourself, but of what you can be. You become aware of other people's life experiences. You understand them better, and in the way that they respond to you and react to you, makes you understand yourself better, and we learn consistently from one another, and so even learning is a sharing process. We share ideas and sometimes those ideas challenge what you thought would work and it doesn't, but somebody just sparks off an idea, and you see but you've got the same problem that I have, so it's not so bad after all." [LL5]

This exchange of ideas provided the trigger for new ways of approaching teaching:

"...the other highlight I would think is interaction, being able to bounce ideas off people, and get feedback and get ideas from other people because sometimes you reach a point of stagnation where you think you have done it all and then you would get into a meeting and that sharing, sometimes it would just spark off other ideas or another way of doing things, so that for me was good." [LL2]

Sharing the same kind of new experience as a collective, such as language lecturers and disciplinary specialists team-teaching, was important, especially when participants became disheartened, as often happens when new approaches are explored:

"There were always different strengths, and I think also that when different people tried something, and then we were all trying out team teaching, ... and then sharing those kind of experiences, so that when we're disheartened by, ... I think that, as you're well aware, was that one never always had the encouragement from within the departments or perhaps initially, within the faculty." [DS7]

At a representational level of analysis, the lack of encouragement and lack of support for innovative approaches and project work generally, from academic departments and faculties, was an issue raised by a number of participants. One disciplinary specialist felt that at HOD and faculty management level, *"it was sort of seen as some kind of **sideline**. No one seemed to see that it **covered a critical area** ... you know, the kind of **rolling of the eyes** kind of thing and: '**Do we have to have this project?**'"* [DS7]. While a disciplinary specialist in another faculty felt that he had *"a departmental head that really **didn't buy into the process**"* [DS1]. These sentiments were echoed by the language lecturers as well, as illustrated by the quote below:

*"HOD's and the Deans **should** have been more on the ground level, to give us that kind of encouragement and to have a meeting with us and say, '**Now guys how are you doing? How's the project coming on? I'm so excited.**' But it was like we went to **this thing** on a Thursday. We were **stupid** to go, it's at our **own risk** or whatever, you know, we can go if we want to and we **dare not** go if it **encroaches** on other things in our department. So, it was that kind of **grudging** thing, we had to do this, so just get it done."* [LL3]

At a presentational level of analysis, it becomes clear that what is being expressed is more than just a lack of support or lack of encouragement, but in fact a marginalisation of Academic Literacy teaching and a view that such work is not only separate from the mainstream curriculum, but also a threat to it. This is evident in the project being described as a *"thing"* and a *"sideline"*, and in participants being described as *"stupid"* and participating at their *"own risk"*. Academic Development (AD) work is seen as a 'risky' enterprise and management reacts to it in a *"grudging"* way, with a *"rolling of the eyes"*. The metaphor of an HOD not 'buying into' the work, shapes AD work as something

that needs to be sold to reluctant buyers who perceive it as a threat that 'dares not encroach' on what it is the department does.

The fact that participants experienced this attitude strongly, is evident in the way that both DS7 and LL3 change from reported to direct speech as they describe this phenomenon. DS7 articulates the view as his HOD expressed it: *'Do we have to have this project'*, while LL3 articulates the view that she desires from her HOD but which was never expressed: *'Now guys how are you doing? How's the project coming on? I'm so excited'*. The presentational analysis points to a growing divide between how management sees AD work and how the participants see this work. DS7 sees the work as covering *"a critical area"* whereas his HOD sees it as a *"sideline"*, and LL3 expresses a strong degree of certainty in the use of the word *"should"* when describing her expectation of HOD involvement. The implications of these differing attitudes for the practice of academic literacy teaching in higher education will be further discussed in the final chapter.

This negative attitude towards innovative approaches and project work was not only felt at the level of management, but extended to participants' colleagues within their academic departments. This was the case for both disciplinary specialists and language lecturers:

*"... the negative response of the people in the Department. They thought this project was time-consuming, demanding, 'taking your time, you don't have time for anything' and basically **we (the collaborating partners) were on our own** in our Department, people weren't willing to co-operate and buy into the integration part of it ... so that was a lowlight, people weren't as enthusiastic about what we were doing and we just assumed a lack of interest."* [LL2]

The above excerpt points to a sense of isolation experienced by both the language lecturers and the disciplinary specialists, “we were on our own”, even though the academic department is the disciplinary home for disciplinary specialists. It appears that participation in AD work has implications for the identity of both those who are traditionally seen as AD practitioners (language lecturers) and those who are not (disciplinary specialists), as is evident in the description by a disciplinary specialist who felt his work was not recognised by his disciplinary colleagues:

*“... a lot of comment, you know, I got afterwards was, ‘Well, it must have been nice to have been able to have the time to do things like that. I wish I had time for things like that. ... There’s just no way that I would have time to do anything like that’. So if you look at it, it’s like a kind of put-down of, ‘Oh well, you know, either you’re playing with your workload or you don’t really have a workload if you can find time. It **wasn’t like a recognition that this must have been more effort.**” [DS7]*

The transcript below speaks to participants being ‘exoticised’ as a marginal group, which by its very nature absolves those who are not involved, from responsibility for AD work. This too has implications for future initiatives of this nature:

*“And other colleagues say, ‘Why’re you involved with this thing? That’s **not part of your job.** Are you crazy? Are they paying you for this? Are you getting extra money? Having to deal with that kind of mentality and having to deal with the fact that you know you’re seen almost as people who are trying to impress other people. You’re showing other people up because you’re involved in this project. And at every meeting, it gets spoken about – the project! ... ‘So, that’s **not part of my job**’, that kind of statement is very negative and I just felt that, you know, some colleagues, that is part of what we had to deal with.” [LL3]*

An interesting observation made by project participants was that the lack of support from colleagues in their academic departments and from their faculty management, made the role of the collective even more significant:

"I just feel that if the HOD's were more on board, that there could be that kind of support. But I never had that. I only had you, and you (referring to the interviewer and a photograph of the project participants). I mean in terms of support, how can I put this, there wasn't other people, I mean, in the faculty. There was him (her collaborating partner). I couldn't run to X (her HOD) to sort of ... this is the problems we're having on the project, ... she wouldn't like call us together and – like they weren't – the HOD's weren't part of the project, you know. The only people we could moan about was to you or to the other people in the group." [LL3]

"(referring to the HODs) 'How long do my lecturers have to be involved in this?' and, 'You are keeping them away from things which are much more important.' So, I think, perhaps that is what made the support that the people on the project gave each other much more significant, because perhaps if we'd come from departments or faculties where we were being, really being very strongly supported and everyone was behind you and saying, 'do this, do that', ... then maybe the other structures would have been perhaps less significant." [DS7]

It also seemed to be the case that as the team spirit in the collective built up, the 'outside' negativity expressed by HODs and colleagues in the departments mattered less to participants, as they became more concerned about threats within the collective:

"I started getting irritated with people who didn't turn up when we had our sessions, because I just felt, how can you not be here, you know. How can

you not come? And that started frustrating me more than what other people were saying outside the project.” [LL3]

While the collective provided a space for the sharing of materials and team spirit, it also appeared to act as an accountability mechanism for participants. This feeling of accountability towards the group was expressed by a number of participants:

“No matter how tired, and you think no, you can’t do this anymore, sometimes you just need that person to say: ‘But you said you were supposed to be here at this and this time.’ So you need that checking device and then you find the energy from somewhere and you’re there and you see X (another participant) and suddenly you’ve got energy. So once again the team lifts you out of that. Some days you feel down and someone else has got energy. I don’t think we could work alone without the Thursday sessions. I don’t think I would have been able to do it because it was that time, every Thursday for your injection of energy. I don’t think I would have been able to do it. Really, we leaned on each other a lot, maybe not always for materials and stuff, but more for the team spirit.” [LL3]

The accountability mechanism or ‘checking device’ provided by the collective also had a negative effect on some participants, resulting in feelings of inadequacy and pressure, but also giving participants impetus and a sense of duty to a larger whole. This is evident from the views expressed by the different participants below:

“... seeing all the other partnerships, and getting together, and how they are going, and maybe we are not, up to scratch ... the fact that you share your knowledge, you see where they are in the process, you get scared too because there may be far people, ... like you feel a bit stupid, but OK,

it wasn't negative in the sense, it didn't feel like, really bad, but it sort of goaded you on. Hey, you know, they're moving along. You must move along." [DS5]

"There was guidance from the people who had to give feedback, so that helped. Knowing where other people were and what they were doing, helped. Also knowing that we needed to finish this, the materials, by a certain deadline, you needed to get your act together, and that helped." [LL6]

"I felt a little bit behind the other people. Our group, it was always lagging behind the other group, and I would come here and I see how far the other, the other groups were, I felt quite, not so nice." [DS6]

"I did have some duty to the project, and I guess that's why I didn't quit." [DS8]

The sharing that took place in the collective happened in a number of ways. One language lecturer described it in this way:

"... with the sharing, it's obviously in the writing process, the sharing is in presentations that we've done, the sharing is in sharing material that we have collected or articles that we've picked up, or some of the ideas that we've used, even in putting the books together, but also sharing some space in people's lives. It's sharing at different levels, as friends, as people, as colleagues and as academics." [LL5]

While a disciplinary specialist saw the sharing as:

"We were given the chance now to interact with so many different personalities, different experiences, different knowledges and so on

because – like you're walking in a garden and so many different species of flowers there. You want to savour from each one and you do enjoy each one. ... and that is what I compared it to. You must take your time, don't rush, you know. ... And I say well, this is a beautiful room here, for a few seconds, linger, take it in, move, next one, and so on, and that was really marvellous." [DS3]

The above quote alludes to the importance of time in developing the collective. The passage of time appears to be an important factor in developing a collective identity among a group of tertiary educators. One participant described this experience of sharing in the collective over a period of time as:

"the rites of passage. It's an experience that you've all gone through and come out, with having achieved something, and it's probably changed you in the process, and to describe to other people who haven't been through it, just that sort of feelings that you go through along that kind of process ... you share all the ups and downs of a process, and because it was happening over a period of time, it was fairly intense." [DS7]

The beginnings of what appears to be the emergence of a collective identity as tertiary educators will be explored in greater detail in the following chapters.

3.3 Learnings through transdisciplinary engagement

The learnings that crystallised through their engagement in the broader project team, was also a significant aspect for project participants. This seemed to be the case for both language lecturers and disciplinary specialists, although they experienced it in different ways. One language lecturer felt that: *"this discussion and interaction led to the light coming on, new ideas, enlightenment, illumination of the darkness of the unknown"* [LL4], while a disciplinary specialist observed: *"I think the collective was the support structure. I think the collective **for me was***

*also very developmental because a lot of the workshops that were arranged were things that I was never exposed to. It might have **been old hat to some of the communication lecturers**, but for me that certainly was developmental.”*
[DS4]

The learnings for the language lecturers seemed to revolve around, “*illumination of the darkness of the unknown*” content of the disciplines into which they were attempting to integrate. The exposure to other disciplines, through the project collective, seemed to give language lecturers access to the different ways in which language operated within these disciplinary contexts.

For disciplinary specialists, the main learnings seemed to revolve around the discipline of Education and the implications this had for their own teaching and their students’ learning. This learning, however, speaks to the emergence of a power dynamic between language lecturers and disciplinary specialists, where “*communication lecturers*” were seen as being “*old hat*” and having the educational expertise, while disciplinary specialists were seen as requiring ‘development’. This power dynamic led to inequalities in the partnerships, which will be further explored in the following chapter.

For one disciplinary specialist, however, the focus on educational issues made him “*really think about the way you teach, what you teach and are you making sense, you know, you really think about it*”. For him, what was learnt through the discussions within the broader project team had a direct application for his classroom practice. He valued the focus that the discussions in the broader project team brought to issues of teaching and learning:

“Coming from an industrial background without teaching experience, it’s really taken me back to my roots. Original, basic teaching principles, it’s just awakened that again. Although initially I was very apprehensive but it really excited me as the project developed. It just brought the focus to the

student, for me, much more and it just changed my whole perception of teaching as a whole.” [DS6]

Another disciplinary specialist, who was accustomed to using the transmission mode of lecturing when conducting his classes, found that his own experience as a learner, within the project workshops, gave him insight into his teaching practices:

“I guess what I am starting to understand only more recently in my life is that the act of getting involved in something, the act of getting involved in a workshop or whatever, that’s how learning takes place and it’s not, you know the education that you went through or that I went through, you go home and swot something off or whatever. It’s only starting to dawn upon me that that’s not real learning the way we were taught and essentially that’s still in my head, that’s how you learn, but maybe the workshop, meeting kind of scenario, maybe that’s actually the way to learn and I think I only fully realised that more recently.” [DS8]

In the interview he expresses how the insight into his own learning, through discussion with other project participants, during the project workshops and meetings, brought about a reflection on his own teaching practices and a greater awareness of the difficulties that his students might be experiencing:

“...it’s made me realise that lecturing is an utter and complete waste of time and, and a discussive kind of thing is a way to get people’s input rather than talk and standing there and sort of talking for half an hour. I think it has changed my practice in that way, that I have really just abandoned lecturing and just have a discussion on it. ... I am certainly more aware of what students go through now, and what they experience as students. I vaguely knew they had language difficulties but...I am way more aware of what the students are actually hearing when I am speaking.” [DS8]

Language lecturers also saw one of the valuable learnings gained through engagement in the collective, being that it made them think about their students' learning:

"I think I learnt that, you cannot just go into a classroom and teach. You need to consider your students, you need to make learning meaningful for them, and you need to make content accessible to them. I think it's because I hear all around me: 'When we were at school we never had to do this, when we were at university nobody did this for us'. But our students are different, the situation is different, and we need to consider that all the time, because yes, out of a 100 you'll get two students who against all odds will succeed, but the rest won't unless you put in some kind of effort, unless you want them to, and how badly you want them to."
[LL6]

A disciplinary specialist echoed this view, stating that lecturers needed to work with the knowledge base that students came with:

"... students are coming in, you then have to take cognisance of what happens at school, what's their knowledge base, and not to say well this knowledge base is not good enough, is to actually work with the knowledge base, what we have. That to me has been a big wake up. I haven't sort of thought about that, of saying okay work with it, work with the students' knowledge base. ... just because it happens to be an English word for it, you can find the Xhosa word, you can get the Afrikaans word for it and then students are actually quite, they're comfortable, you know they're now moving into it much more comfortably, because that language barrier isn't there, they can now cross backwards and forwards over it. ... If someone said but they don't know what is it in English, say okay that's fine, tell me what it's called in Xhosa, what it's called in Afrikaans, it's fine

and then you say okay but in English it's called that. ... So you kind of use the two, the tools then go hand-in-hand rather than kind of contradicting each other. I hadn't, before I had been involved in the project, I hadn't really been." [DS7]

The above excerpt also points to another significant learning that occurred through the transdisciplinary engagement, the relationship between language and disciplinary content, and how this relates to teaching and learning. This will be explored in greater detail in the next chapter.

An important learning for both language lecturers and disciplinary specialists was the process of learning to work collaboratively. A disciplinary specialist expressed this learning as:

"If I can learn one thing, then I would have achieved something, and that one thing was this new team concept that was developing in terms of the writing materials, and then also later on with the team teaching. I value it a lot and that for me was an achievement itself. ... The need for close collaboration, for one thing. One is often exposed to negative vibes, you know, people want little empires and just focus on what their own tasks and responsibilities and roles should be. And you do encounter that but you don't comment or anything, but you just take it in, you know. And you think to yourself, no I don't think I would like to be like that. I feel you miss too much if you are like that, you know, because you become insular and so on." [DS3]

While this lecturer learned that collaboration was important, it is also clear that this learning arose from an existing attitude he had about empire-building and the insular nature of academia. This attitude seemed to play a key role in his being open to learning in a collaborative environment.

A language lecturer also found value in learning to work collaboratively, but for her there were both positive and negative aspects to this learning:

"I think that (working collaboratively) was very, very important and very valuable. If that didn't happen then maybe we'd still have been stuck somewhere. I think that sharing ideas is important, but I didn't want us to do exactly what someone else was doing. We could use the idea, but have our own slant to it and make it our own, not do exactly what someone else was doing. But I think that the sharing was very important, because it helped me shift from a spot where I couldn't move, maybe to seeing something different and going with that. It even helped you get new ideas, or it shed light on something that wasn't very clear to you at the time. So yes, very important." [LL6]

The collaboration in the collective helped her move forward in her partnership process of developing integrated materials, as she was exposed to new ideas. However, she found the exposure to the ideas and materials of others constraining as well, in that it made her feel that she needed to imitate their materials: *"If someone came up with an idea, then that's how it should be done. So I think initially we were copying other people, and I didn't feel that that's how we needed to go. We needed to come up with our own things."*

Seeing what others were doing created a benchmark for some partnerships, and made them feel that their work was not good enough, that they were progressing too slowly and that they needed to 'catch up' with other partnerships.

"...writing something and not even submitting it for review or critique because it's not good enough. It's not going to be as good as someone else's ... and I think that's where I got stuck. It's never going to be good enough, I'm never going to be happy with it, it's not going to make the grade, you know. Not that there was any level to begin with, I mean,

nobody was benchmarking it. But that's how I felt, that it's not good enough. ... there were certain partnerships who had just sped past us and they were producing good stuff, and they were being creative and doing things in the classroom and so on, and we were not doing that. So, yes it was like we were lagging behind, we were the slow ones, and we wouldn't be able to catch up." [LL6]

In the above excerpt the collaboration with other partnerships was seen as somewhat intimidating. For another lecturer, a negative aspect of the collaboration was the fear of being lifted out of his 'comfort zone'.

"... in a sense this project brought me out of my office and it made me more involved and sort of facilitated the whole thing. It's quite a scary thing for me because I was taken, sort of, out of my comfort zone I guess, and being taken out of one's comfort zone, made me apprehensive ... the new things also, I found it a bit overwhelming sometimes, maybe that's why I prefer to be stuck in my office. ... I can see the benefits now, later, I actually appreciate having gone through that negative feeling. I know it wasn't constructed as a negative experience, but to me it was at the time, and I can certainly see and feel the benefits now, having actually done something, you know it has actually changed the way I see the world a little bit, which is a good thing." [DS8]

Another learning which had both positive and negative aspects for participants was learning to accept the critique which came about as a result of collaborating in a collective. One disciplinary specialist viewed the critique in a positive light:

"You see for me it was a learning process anyway so, it didn't bother me, I actually welcomed it. What it does it improves you, you improve all the time. It wasn't negative criticism, it's all very positive, so I liked it, 'cause it only helped me improve. It was positive. It just shows you, the teaching,

you're thinking that you're doing the right thing but the moment somebody else comes and sits in your class, they can point out certain things, where you're lacking. If you just carry on, that problem will persist you know. It's like if you write something and you make a spelling error, you can read it twenty times, you won't pick up the spelling error because you made that error, and you think it's right. But the moment somebody else comes, hell I was doing this wrong all the time. So, being critiqued is an essential part of the process, a very essential part of the process." [DS6]

For another disciplinary specialist, being exposed to critique was fraught with tensions:

"Sometimes we took it in good spirit, and sometimes there was like misery about it, you know. 'Does she really know', or, 'we know better'. I must be honest, you know, it was double-fold. Some of the critique we took well, and we went back and we said, 'Ja, we think she's right', and sometimes, the thinking was, 'Ag, what does she know'." [DS5]

One language lecturer expressed this tension in the following way:

"When you open it up to the floor and then you get criticism, and then you have to tell yourself that people aren't criticising you, they're criticising the material or whatever so that you can make it different. But that was hard for me because I don't think I take very well to criticism. I always have to tell myself this is for your own good. So on a personal development level that helped me a lot. ... It was very constructive criticism and it was to help us develop our writing. So, I think the people involved in the project, we all knew it wasn't to make us feel bad, or to bring us down. Sometimes when you work with outside people – you always have that thing about, are they being jealous, what was the motive behind someone criticising you. But here we knew, we all had an agenda, ... and I think that's why nobody

ever got upset at somebody helping somebody else, because that's what it was when somebody tells you something you know. So I really appreciated this." [LL3]

The project 'agenda' created a common purpose, and a sense that everyone was there to help each other. This made participants view the critique, from colleagues in the collective, in a constructive way. In the above excerpt the language lecturer distinguishes her response to critique inside the collective, from her response to critique from colleagues outside the collective, which she viewed with some suspicion. This view is echoed by a disciplinary specialist who also found the critique inside the collective qualitatively different to the critique he got from disciplinary colleagues:

"... some of those things that we did at first, where we wrote things up and then spoke about them. Suddenly I was talking to people who were from all sorts of different disciplines and trying to explain something, and I realized that it wasn't some kind of evaluation that you were being given. It was simply your peers sitting around you and discussing things that you were saying. ... there's sort of critical evaluation that you often get from your own discipline peers, is in fact much less useful." [DS7]

The critique inside the collective, because the participants viewed it as qualitatively different, also contributed to building the confidence of participants.

"... when people would give feedback on what we have written, and said oh this is a nice example, then I can go back and do some more. And then you get stuck, you need to keep that momentum going. So that helped with the confidence level, and it's not just confidence about writing the materials, it was gaining a different type of confidence, having to stand in front of people, we do that all the time, but getting criticism and having to deal with that, learning how to accept it. You just want to crawl into your

little hole and hide. So that was a learning experience for me, being able to still stand there and take it ... if you don't have the constant constructive criticism you don't really grow much." [LL6]

Dealing with critique collectively, in a constructive and confident way was an important learning for participants as it led to a process of reflection on their practices. This reflective process was an important precursor for shifting understandings and expanding identities, to be further discussed in chapters 6 and 7 respectively.

3.4 Application of learnings

The application of the learnings arising from the processes of engagement in the broader project team was also a significant aspect for project participants. The key to the application and implementation of the integrated approach seemed to, as one participant put it, *"come(s) down to the willingness to learn"* [DS3]. This willingness and openness to learn was at the heart of participants' efforts to apply and implement what they had learned through their engagement in the transdisciplinary collective. Learnings through collective engagement were applied in various ways, to teaching methodology, research, and even attempts to extend the implementation of integration beyond language and content, to include other subjects and disciplines.

The discursive process, which occurred in the collective, appeared to influence a more discursive process in participants' teaching. Two disciplinary specialists claimed that their teaching style had shifted from a lecture mode to a more participatory mode:

"I felt it my business to explain (disciplinary content) to them (his students), but then it's just explaining and just pumping them full of

information which I have changed now. As I've said, I'm more interactive with them, asking them." [DS2]

"Initially when we (the project) started, you go in and you lecture, you've given your lecture, you know, it's evaluations, and that's it. The whole style, the style, so that has been a learning experience for me. ... Now, in class in fact, if it's difficult, I tell them, 'take out the textbook and read it. Read it first and after you read it, then we will discuss it.' So I realize that our students do not read. I don't know if they don't read or if they do not know how to read. Sometimes I will take part of the period and say read this particular section in class. They read it in class. I make them read it. Then I will go through it. Now I've learnt a lot of new teaching methods, you know." [DS5]

This type of shift in teaching methodology occurred for language lecturers as well. In the excerpt below one language lecturer articulates how his experience of the discursive process in the project collective, and his observation of colleagues 'who would normally say nothing' starting to participate in the group discussions, started him thinking about employing discursive techniques in his classes:

"Well like we would come to (the project) sessions and you would tell us to go into groups and we would discuss certain issues together, and then afterwards there will be feedback and interaction. And simply because I could see that the people who normally would say nothing, would start speaking ... I felt that if I employ that in my class, the students would learn more content. Not so much language, but at least they will pick up more facts, more factual information, than they would have in an ordinary lecture." [LL7]

Another way in which the learnings arising from the collective engagement manifested itself in teaching methodology, was through team teaching and joint

assessment between language lecturers and disciplinary specialists. A number of participants extended the practices of team teaching and joint assessment, introduced during the course of the project, to their teaching repertoires. Team teaching continued to varying degrees among the participants. For some it continued to happen on an ad hoc basis, while for others it became a more systemic change, with the timetabling of team teaching signaling a mainstreaming of the integrated approach:

"It is still in our timetable. We do a component of team teaching, where there's a link between what I would teach ... there's a kind of overlap. ... We certainly do it, you know, on a number of topics. We would sit and discuss what the overlap would be ... sometimes taking words or concepts which were being discussed, and getting students then to debate it ..."
[DS7]

Joint assessment was another area where the integrated approach was implemented. Participants saw the joint assessment as a way of making the integration of language and content explicit to students:

"... how I mark my assignments, that was also an area where we've integrated, where I set the assignment, and I then have a discussion with the language person, and then she then brought her language into my focus, what I want in the assignment, what my outcomes must be in the assignment. ... After that we then plan, we then concurrently run certain classes. Our strategy was to concurrently run classes where she focussed perhaps on how to write assignments and then I focussed on what my outcomes must be in the assignments. They must run concurrently, and then we came together, where we jointly discussed it in class. In other words trying to let the students see, what the language is teaching this side, I'm teaching on this side, and then drawing the strings together in the classes." [DS4]

While team teaching and joint assessment provided a tangible means for translating the theoretical concept of the integration of language and content into actual practice, the planning of these joint activities also provided a space for participants to develop common understandings about what this concept actually meant:

"I think the essence of the project is to make those connections (between language and content), to see that those connections are there, and to generate connections where we couldn't see them because of the way that we looked at stuff ... I think that as a result of that, in our particular group, our people went back into the classes. I think they started talking about those connections. I mean I've seen it in the team teaching that I've done." [LL5]

These joint planning sessions brought about a deeper awareness, especially among disciplinary specialists, of the workings of Discourse within their disciplines. This awareness was in turn applied to the classroom practices of the participants in a variety of ways. For two of the disciplinary specialists this awareness translated into a greater focus on words in their teaching, and a shift away from a focus on only content:

"I realised these kinds of words which one was using, instead of putting my primary focus always on the object, I would place it on the word. So I would start writing down the key kind of words which were going to be introduced. So I would then put down, these are the words that we use." [DS7]

"... whenever I come across a word which I think they may not understand, I would either write it down and say, 'OK, right, what do we mean by this word? What do you understand by this?' Again because of

my love for the language plus the things that were reinforced through this project now, I tend to do that more often.” [DS3]

Another disciplinary specialist had moved beyond simply explaining words to the students, to making the students find the meanings themselves, as a structured classroom task:

“I don’t give them work, I don’t explain words to them. I always ask, say I use the word, immediately I ask them, ‘what is the meaning of the word?’ If they don’t know I either give them a task to do, or I always encourage them how to use their vocabulary notebooks. They must carry it with them and develop their language.” [DS6]

He appeared to be further along a ‘change continuum’ of disciplinary specialists who participated in the institutional project, something that will be explored in greater detail in chapter 6. This disciplinary specialist also applied this growing awareness to how he assessed and how he communicated with students during lessons:

“I mark the students’ in-service training projects, about forty percent of the mark is for language, and I mark like that. I don’t mark like a language teacher, but I make sure that they understand that language is important and they’ve got to work at it all the time. ... like I said, it’s now become part of my thinking whenever I teach, whenever I mark. For instance one thing I make sure from day one is that students speak in full language to me. ‘I want to see if you understand the context.’ I get it drummed into their heads. I want the full language; don’t just give me a phrase or single word answer. I want to see that you understand what I’m saying. ... I want that person to answer. I want to see if that person can understand and talk back to me ... they must communicate with me so I can see where they’re at.” [DS6]

He was clearly aware that for him to assess whether students had understood the content, they needed to express themselves fully, not just a phrase or single word answer, even when talking. The application of this awareness found expression beyond the classroom for this disciplinary specialist, who infused his developing understandings regarding the role of language in his discipline into curriculum development:

*“ ... and it’s curriculated into our qualification. Communication is one of the main five outcomes for our qualification. It’s being addressed and that is why I’m marking communication in the in-service training. When I went into in-service training, one of my big things was the report writing which is mostly language. **I started that.** Our students never did that before. That was **something new that I brought** into it. They had to write reports and build up portfolios, and that’s largely communication, **language stuff**, English language, and I mark for that. That is **something that I started** and **I got that through now** ... and communication is in there, I made sure of that.” [DS6]*

In this segment it is clear that the disciplinary specialist takes pride in being the initiator, “*I started that*”, of this curriculum development initiative, “*something new that I brought*”. He takes ownership of his role as change agent among his disciplinary peers. This is evident in his repetition of the phrase “*I started*”. The phrase, “*I got that through now*”, implies that he might have had some difficulty convincing his peers about introducing “*language stuff*” into a disciplinary curriculum. This might signal a shift in identity for this disciplinary specialist. Such a shift was also evident in how another disciplinary specialist saw her role:

“It’s not just going and imparting your knowledge, you know. I find that, for me now, I always ask myself, did they understand? Are they understanding? I make a point of telling them to read, you know, which I

wouldn't have done before. Or I'll put them into groups and say, now you're gonna read this now, and summarise, for example. You're going to go home, read this chapter and summarise this section. So it means, effectively, **I'm also doing a bit of the communication**, you know, **taking the communication side of it seriously**. I'm not just lecturing the X (discipline) any longer." [DS5]

In both of the above segments the disciplinary specialists appear to have expanded their disciplinary identities to include that of language teacher, a phenomenon to be explored further in chapter 7.

Another way in which participants' learning through collective engagement was applied, was through their attempts to extend the implementation of integration beyond language and content, to include other subjects and disciplines. One disciplinary specialist realised that he had *"only taken the first tentative steps on a process which must be integrated into all (his) teaching practice."* He realised that he had *"applied it to a very specific, very narrow field, the discipline"*, and that he needed to extrapolate and draw conclusions from that experience by *"applying it much more, on a much, much broader basis"*. He claims that *"It doesn't help to only do it within the context of one subject. You need to apply it much more so that it also changes the way of teaching"* [DS7]. Many participants saw their role in this process of further integration as that of institutional change agents. This appeared to arise from a feeling of empowerment gained through the collective engagement, in the case of this disciplinary specialist:

"... it certainly comes naturally to me, you know, how to integrate the whole thing and in the actual doing, it certainly seems to sort of fall into place quite easily for me, that's in terms of my project experience, talking about another way of learning and having gone through the process before." [DS8]

Another disciplinary specialist likened his role to that of a missionary, stating that integration *"should be part of our modus operandi technikon-wide. You know you almost become like a missionary trying to convince other people"* [DS3]. A language lecturer however problematised this role stating that, *"other staff members see me as the expert or main person responsible for integrated assessments."* [LL3]

What also emerged from the data were the difficulties in trying to apply the learnings from the collective, to the wider institutional context. One disciplinary specialist pointed out the need for *"fertile ground"* [DS1], while a language lecturer felt that further integration required a belief in the philosophy underpinning integration, and willingness to work at it. Another disciplinary specialist felt that to successfully cascade integration one needed a context of application, and that in the absence of such a context, continuity would be fraught with difficulties.

Other participants pointed out that the process of cascading integration across the institution required some structure, such as the institutional project had provided. One disciplinary specialist felt that while the project had provided the structure and space within which the transdisciplinary discursive processes could happen, it also provided tangible expressions to the notion of integration, such as the integrated workbooks compiled by collaborating partners, which gave the integration process both a purpose and the resources where integration was made visible. He also argued that integrating language and content through linking formal credit-bearing subjects (such as Communication Skills and a compulsory first-year disciplinary subject), formalised the relationship between the language lecturer and disciplinary specialist.

Continuity and sustainability of collaboration between language lecturers and disciplinary specialists appear to be compromised in the absence of a context which takes account of the enabling factors outlined in figure 15 overleaf. Where

such contexts emerged for project participants (e.g. research groups and curriculum development forums), the collaboration continued within these spaces. For one partnership, even though the language lecturer and disciplinary specialist worked on different campuses and in different academic departments, the discursive process continued through the context and structure provided by a research group. For another partnership, even though the language lecturer and disciplinary specialist were a few offices apart and were in the same academic department, the discursive process did not continue. It appears that academic departments, with their strong disciplinary structures, do not provide the kinds of spaces where such transdisciplinary engagement can occur. While the basis for academic communities of practice remains particular academic disciplines, the separation of academic literacy teaching from mainstream teaching will continue. The findings seem to indicate the need for a discursive space that transcends disciplinary boundaries, where a collective identity as tertiary educators can be developed over a period of time, as represented in Figure 15 below.

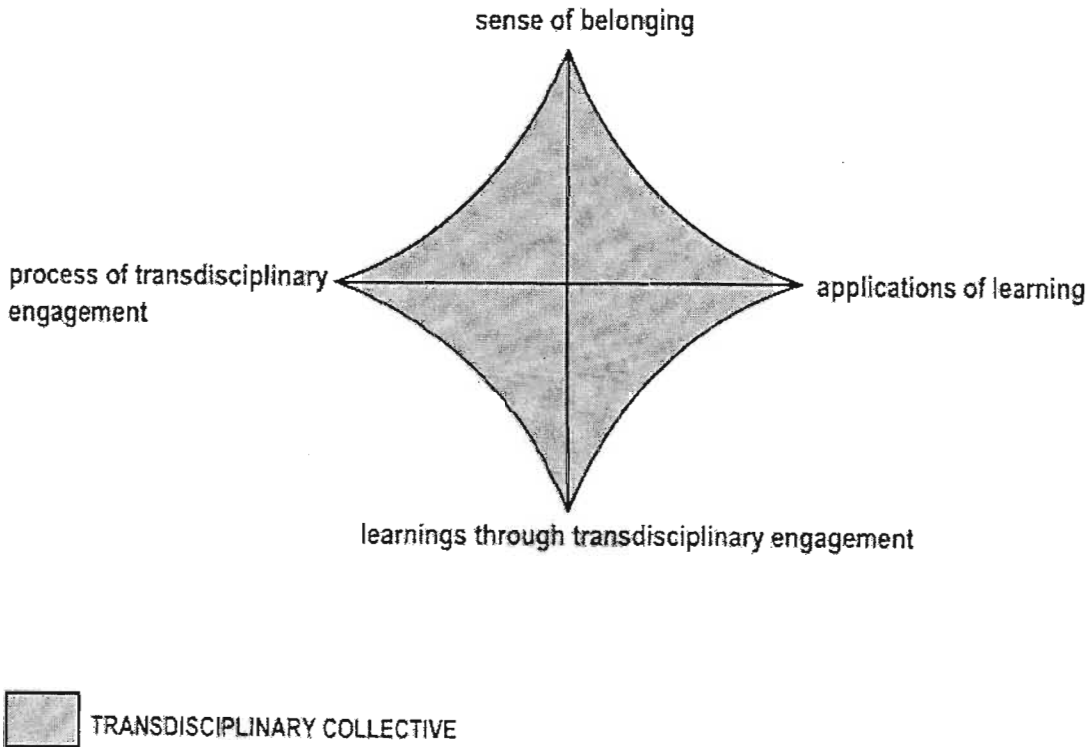


Figure 15: Factors influencing the development of a transdisciplinary collective identity.

The findings show that the factors which influence the development of a collective identity as tertiary educators are:

- *a sense of belonging* – bound by a common purpose, to sustain participants through the process of change;
- *processes of transdisciplinary engagement* – through which participants share practices from a range of disciplinary perspectives;
- *learnings through transdisciplinary engagement* – where participants develop understandings regarding the relationship between language and disciplinary content; and
- *the application of learnings* – through integrated approaches to the curriculum design, teaching and assessment of academic literacies.

4. Conclusions

Of the factors represented in figure 15, the processes of transdisciplinary engagement appeared to most influence the development of a collective identity as tertiary educators. The emergence of this collective identity was evident in the inclusive way that participants referred to the transdisciplinary collective of tertiary educators, as illustrated in the quote below:

"People weren't very precious about their work, you know. There was a lot of sharing of materials and, 'OK, we're doing this, maybe you can use it.' You know there was a lot of that. It wasn't, 'this is ours', you know. It was 'this is a larger ours'." [LL9]

The fact that this broader project team brought together a whole range of disciplines seemed to have impacted not only on *how* transdisciplinary engagement took place but also on the nature of *what* was shared within the discursive space. One of the disciplinary specialists observed that interacting

with colleagues from other disciplines shaped the nature of the engagement in a way that was very different to discussions with colleagues from his discipline:

"...to see the interaction that you're getting with a group of people who were disinterested but yet very supportive. So it wasn't like they were like other X (peers from his discipline) would say: 'Oh yes, well there are lots of ways of describing the same thing, you've just got one of them.' You have people who were coming from different disciplines, but incredibly supportive of what you were trying to think through. To me that was what I found really extraordinary ... I think because there's a sort of critical evaluation that you often get from your own discipline peers, it is in fact much less useful sometimes because they always weigh it against their own practices in the same thing: 'How would I have taught that? How would I have done that? That's not how I would teach that.' Rather than saying: 'Oh OK, different way of doing it.' But if it's interdisciplinary you don't deal with it like that, no you don't. So therefore when someone from Y (another discipline) talks about it, maybe I'm seeing it in an X (disciplinary) way but I'm coming from my side of it, I can talk about it and I'm not saying: 'OK, peculiar way to teach that, I'd do it like that, this is how we should be doing it, you didn't have to do it like that.' They (project participants) could see where you were going. They could see what you were trying to do. Because they were outside of your discipline they were open to the ideas of how you were doing it. We were all kind of doing it to each other. It was opening windows into our content, into the disciplines that we were dealing with. You were opening a window and you got a glimpse into Y (another discipline), into all sorts of different fields that people were doing ... it's like a little window into an aspect of somebody else and you're looking into it, and then when you could comment and you felt quite, quite happy talking about something like that, a different sort of feel because of what it was and the way it worked ... it really worked incredibly well in that process." [DS7]

It appears then that the discursive processes of transdisciplinary engagement are a key factor when tertiary educators engage with their existing practices and explore unfamiliar approaches to teaching. The transdisciplinary character of the group seemed to raise the debates around teaching and learning to another level, one where ideas could be tested against practices from a range of disciplines. This seemed to be especially valuable to the disciplinary specialists, as illustrated in the segment below:

"I walked in and I didn't know anybody. I really didn't know anyone at all, and we were stuck in our little glass bubbles, our perspectives, that was what was so invaluable about the team work and sharing, was being able to engage and actually go into other people's academic world and experience their world ... seeing the extent of the challenges and that everyone else faced it as well, and so in that way it was valuable, the personal growth, seeing how much everybody else is achieving, and seeing if you can achieve too. And then just the general sharing of experiences, the generosity of that too. I can think of several names particularly, that were constantly very generous with sharing their time and were happy to discuss with you saying, 'Gee I like that.' There was just camaraderie from that point of view." [DS9]

Most of the disciplinary specialists had come into the tertiary institution without prior knowledge of, or experience in, matters of teaching and learning. This seemed to make them value the collective experience even more. This is an issue which I will explore more deeply in the next chapter.

The findings presented and analysed in this chapter raise the importance of creating transdisciplinary discursive spaces within higher education which enable academics to explore their collective identity as tertiary educators, and in this way expand the narrow disciplinary identities that characterise academics at tertiary institutions.

In the following chapter I will present and analyse findings relating to the second theme that emerged across all interviews and freewrites, namely the collaborative partnerships between language lecturers and disciplinary specialists.

CHAPTER 5

DATA ANALYSIS – COLLABORATIVE PARTNERSHIPS

It's like talking to someone through some kind of porous cocoon, they can hear you but they really aren't sure what you're actually meaning ... discourse is that when you're inside one and you've been inside one for a long time, you forget what it's like to be outside of it.

1. Introduction

This chapter provides a descriptive, thematic analysis of the second conceptual category emerging from the first round of data analysis, the *collaborative partnerships*, which relates to the first critical question of this study:

'How did collaborating language lecturers and disciplinary specialists negotiate an integrated approach to the teaching of academic literacies?'

The chapter is divided into four broad sections, each describing a sub-category flowing from the second conceptual category. The descriptive and thematic analyses of the third and fourth conceptual categories, as well as the sub-categories flowing from each of these main categories, will be dealt with in chapters 6 and 7 respectively¹.

2. Collaborative partnerships

A second theme that emerged across all interviews, focus groups and freewrites related to the collaborative partnerships between language lecturers and

¹ See Table 1: Structure of analysis chapters, in Chapter 4.

disciplinary specialists. All of the participants who were interviewed referred to the significance of their participation within these language lecturer/disciplinary specialist partnerships. The interaction that took place between the collaborating partnerships was instrumental in shaping both language lecturers' and disciplinary specialists' understandings of their respective roles and identities beyond that of tertiary educator/teacher, to include that of discourse teacher. The discursive process of language partners questioning and asking for clarification regarding disciplinary discourses, led to discussions and the developing of new understandings and insights for both language lecturers and disciplinary specialists:

"... 'what did you say there, what do you mean, let's talk about it again.' That's part of the discussion ... we have done this work together and spoken about it together more and more, but the (disciplinary) lecturer says: 'If they could only understand the term. If they could only see what it implies, then it would be easy.' That's exactly the point. " [LL5]

"... that questioning was great ... that kind of discussion ... someone else questioning you about (disciplinary) terms like that, and there are a number of words that you use like that and one doesn't really think about ways of describing elements." [DS7]

Using the process of systematic comparative analysis across transcripts, the theme '*collaborative partnerships*' was developed into the second of the four main conceptual categories emerging from the data. This chapter provides a descriptive and thematic analysis of this category, by developing its properties and dimensions through the following sub-categories:

- the *collaborative interactions* within the language lecturer/disciplinary specialist partnerships;

- the *nature of the relationships* within the language lecturer/disciplinary specialist partnerships;
- the *power dynamics* that emerged within the language lecturer/disciplinary specialist partnerships;
- the *roles and responsibilities* negotiated within the language lecturer/disciplinary specialist partnerships.

2.1 Collaborative interactions

The interaction between collaborating partners was the most important factor influencing those partnerships. Although the experience of interacting within the collaborative partnerships was articulated in different ways by the different participants interviewed, they all commented on the value of their interactions with their partners. One disciplinary specialist felt that his interaction with a language partner had given him insight into the perspective of another discipline: *“to take another point of view, that to me was something which I’d never thought of and what I hadn’t also done” [DS7]*, while a language lecturer saw the process as one of mutual learning: *“I’ve got to learn a lot about what he’s doing, and he’s got to learn a lot about what I’m doing. We’ve kind of got to bring this together” [LL8]*.

At a representational level of analysis, the disciplinary specialist felt that the process of interacting with someone who was not from his discipline helped clarify for him how the discourse of his discipline might be ambiguous and impeding students’ access to the disciplinary content:

*“... this whole **thing of clarity**, ... it’s so easy to be ambiguous, and suddenly you’re realising, **working as partnerships**, where you’re dealing **with someone who isn’t from your discipline**, who’s saying: ‘but I don’t understand, just explain that for me’. **You thought** it was quite clear, I*

thought I said that quite clearly, and so that component of it, that was significant.” [DS7]

At the presentational level of analysis, however, it is evident that the disciplinary specialist is attempting to name his emerging understanding of the integration of language and content as a “*thing of clarity*”, as his needing to be clear and unambiguous when inducting his students into the discourses of his discipline. This emerging understanding was realised through “*working as a partnership*”, with “*someone who isn’t from your discipline*”. The value that his partner brings to the partnership is that he is an ‘outsider’ and not of that discipline, and therefore able to identify what is unclear and ambiguous. This ‘outsider’ perspective generates a process of deepening reflection for the ‘insider’, evident in the pronoun shift from “*You thought*” to “*I thought*”, as the disciplinary specialist repositions himself from the universalising second person, to centralising himself in the first person. Here the disciplinary specialist is articulating a thought process, as he reflects on his ability to be clear when teaching his students.

This process of seeking clarity was confirmed in the interview with his language partner, who stated that their interactions were underpinned by a good relationship, something that will be explored in section 2.2 of this chapter:

“ X would understand if I tell him that these students don’t know this and don’t understand it, and then he would say, but I made it so clear. I’d say: ‘Yes, but they didn’t quite get it.’ There was a very good relationship between myself and X.” [LL7]

The nature of these discussions seemed to play an important role in advancing the partnerships. Where the partner responded positively and was not prescriptive, the partnership appeared to be more productive:

"... the team teaching especially ... it's nice to be able to bounce things off people and there's always a positive feedback and then we focus on the actions all the time, you know, what you have to do, and your partner says: 'Try this and try that.'" [DS3]

Where partners engaged with and questioned each other, the partnerships tended to reach deeper levels of understanding regarding the teaching of disciplinary discourses. This combination, of discursive engagement and a questioning partner, was found to be particularly valuable, especially for disciplinary specialists, given that students, especially first-years, tended not to question their lecturers when they needed clarity:

"... that's where I found the language person helped a lot more. ... students don't tend to question. ... You could do something, you say: 'Do you understand that? Does it make sense to you?' And they will just say 'yes' and not say 'sorry I don't understand what you're talking about' or 'this makes no sense to me, could you just explain. It makes absolutely no sense. I couldn't understand any of that'. They always, it's sort of a cultural thing and being an older person, and also being like rude to say something, 'no I don't know what you're talking about', so they just say 'yes'. Whereas the language lecturer saying to you: 'Sorry, it is not really very clear at all', that I found very, very helpful because it would test something. The students do it as well, but it's very hard, our students particularly don't automatically challenge you on something, and particularly at a first-year level, a first year student doesn't, that's the ground work that's what you're going in on, so they won't challenge you in terms of: 'I really don't understand what you're saying, don't understand the terms, don't understand the explanation you have just given me, it's not clear.' This is where I found that thing of working with the language person very, very good." [DS7]

The nature of the interaction with a language lecturer appears to be an important factor here. The language lecturer's queries, (*"Sorry it is not really very clear at all"*), enable the disciplinary specialist to see what he needs to make overt and explicit for students.

For language lecturers, these processes enabled their understandings of the links between language and content:

"By engaging the content lecturers I could confirm and debate the critical link between language and content." [LL5]

These understandings regarding the links between content and language were further enabled by shifting discussions in the partnerships towards a focus on collaborative actions, such as team teaching and writing integrated materials:

"As we went through we spoke, as we unpacked what we had written and why we're doing it. I think that is how we've moved in the process. ... Most of the development was around sharing what we have done. 'Why have you done it like this? Where are you going? How are they gonna learn better?' And there is where the discussions started happening." [LL5]

It seems that when ideas were concretised in the form of materials it became much easier to talk about. The materials created an artefact that provided some distance from the people themselves, and so the criticism did not seem to be directed at the person or his ideas, but rather at the materials. In partnerships where they took a long time to get down to the actual writing of the materials, the discussions and criticisms seemed to be directed at each other. This in turn inhibited discussion. Whereas in partnerships where the writing of integrated materials occurred quite soon in the partnership, the discussion focussed on the materials rather than on the ideas of individuals. Basing integration on something fundamental to the way the discipline is taught or practised appeared to be a

more effective way of cementing partnerships. In one partnership, common ground was found in the form of case studies, which both parties used in their teaching, and which was also fundamental to the discipline and its professional practice:

"... I asked myself, what is the common denominator here, and the common denominator here was case studies. I used case studies, they used case studies. I said OK, let us use the case study as a way of combining what we're doing. So what we had in common was, we both used case studies. I think that is the way in which we tried to reconcile our differences, by the case studies." [LL5]

Finding the common denominator, case studies, was an important step in reconciling the differences between teaching and learning strategies in the partnership. Another way in which synergies between teaching and learning strategies were found within partnerships was through a focus on the teaching of joint lessons:

"... the whole thing of the team teaching, was identifying the way that they (the students) interacted with what you were doing. ... You (the disciplinary specialist) can't stand back, it's going on in a fairly short period of time, you aren't observing yourself, the way that you're explaining stuff to them, how is it making sense to the rest of the class, are they all understanding what you're saying? But with the language lecturer saying, 'I noticed that you were all sort of looking around, you didn't seem to understand, there was a lot of you who didn't seem to follow at all what he was talking about.' ... Sometimes I (the disciplinary specialist) just didn't pick up, then he (language lecturer) would say, 'But did you understand? Perhaps we could ask so-and-so just to explain what was meant there.' And then I would say, 'Hang on, of course I didn't explain that fully' ... that to me was invaluable." [DS7]

Team teaching provided the collaborative partnerships with a context of practice, within which they could explore different approaches to teaching and learning and attempt to find commonalities. Where partnerships were open to a discursive approach to team teaching, they seemed to find synergies between their respective approaches to teaching and learning. One partnership saw their team teaching as a conversation:

"There were two people and instead of teaching a lesson in class, we had a conversation in the class. We spoke to students and they began to engage with us, and if I couldn't answer a question, she would, and if she couldn't I would attempt. That created a very different kind of environment in the class, that to me made learners understand there are different ways of learning and real learning begins to happen when you engage. It can't be done to you or for you. You gotta do it for yourself, and that to me was wonderful." [LL5]

Another partnership saw their team teaching as a relay:

*"The team teaching, something totally foreign, X and I were a little bit apprehensive at first, but then because I think we knew what we wanted to do, that helped a lot. So we said, look, we know what we have to do and then, just almost like a relay type of situation, you agree, OK right, this is what we're going to do, the strategies, OK right, tactics, how will we tackle it and so on. And once X and I'd worked it out more or less in our minds, then it was relatively plain sailing. We **clicked as a partnership**. I think that was crucial. So the understanding had to be there, the confidence in one another, and also the moral support that we can lend each other, you know. If I, for example, maybe hesitate and then she would **jump in**, and vice versa, and that sort of understanding was **fantastic** to develop, and I*

think that's crucial, there needs to be that, otherwise the team teaching exercise can be a little bit problematic." [DS3]

Where partnerships were not open to a discursive approach to team teaching, their experience of teaching joint lessons brought out the differences in their respective approaches to teaching and learning:

*"I tended to want to **chime in** while my partner was talking and I had to consciously try and stop myself from doing that during the lesson. They (the students) say something and I want to add to it, or I want to correct it, something that they say, and it was quite an effort for me not to do that. I think I did it once or twice, and then I just, - I - you shouldn't do that. This person must talk. You know, the reason why I probably wanted to do that, because we were teaching a content, something about content. I tended to want to correct my partner sometimes, and help, which is not a good thing I think. It's not a good thing ... it's probably a **bad sign** on my side."*
[DS6]

In the above excerpt the disciplinary specialist saw his 'chiming in' as a 'bad sign', whereas in the excerpt before, the disciplinary specialist felt that it was 'fantastic' that his partner could just 'jump in' when he hesitated, and vice versa. He pointed to the fact that they 'clicked as a partnership', and indicated that this was crucial to the development of common understandings, confidence in one another, and moral support. It appears then that the nature of the relationship between the language lecturer/disciplinary specialist partnerships played an important role in developing common understandings. This will be explored in the following section.

2.2 Nature of the relationships

At a representational level of analysis the excerpts below point to the effects that the nature of the relationships, between the language lecturers and disciplinary specialists, had on the process of integration. One participant expressed the view that, like a marriage, the partnership needed to be 'worked on all the time', and that there was 'a lot of compromise and accommodating'.

At a presentational level of analysis, different metaphors emerged in the data, to describe the various interactive processes that participants engaged in. The most common metaphor regarding the partnerships was that of marriage, pointing to the intensity of the relationships between the language lecturers and disciplinary specialists:

*"The partnership is like a **marriage** and **incompatibilities** leads to the **disintegration of partnerships**. I may sound rather arrogant but I **survived** in my partnership because I was **accommodating and compromising**. Is that not how all marriages survive?" [DS5]*

*"It was like a real **marriage**, that type of partnership and you know there were times that the other person did wonderful, I mean, he's so creative and he writes so well. That **frustrated** me because you know, there were times when he would **spew out** these articles, and then, you know, suddenly, there was **nothing**, and I think I **did that to him** a lot of times. I'd **storm into his office** and I'd **throw tantrums**..." [LL3]*

The marriage metaphor is extended when DS5 compares the "incompatibilities" of marriage partners leading to possible separation and divorce, with the incompatibility between herself and her language partner which nearly led to the "disintegration" of their partnership. She ascribes the "survival" of the partnership to her belief that she was "accommodating and compromising", but ends her

comment with a rhetorical question, indicating that she is still interrogating the nature of her relationship with her language partner.

In the second excerpt, a language lecturer uses strong wording, like *“frustrated”*, as well as clear agency, as in *“I did that to him”*, to describe her actions towards her disciplinary specialist partner. The experiential value of the phrases, *“I’d storm into his office”* and *“I’d throw tantrums”*, points to an invoking of experiences which affected her quite deeply. The description of her partner as someone who would *“spew out”* articles and then suddenly leave her with *“nothing”*, points to a relationship of dependency on the part of the language partner, who needed the disciplinary specialist partner to provide the disciplinary content. This relationship of dependency created an inequality in the partnerships which played itself out in different ways across the nine partnerships. This will be explored further in section 2.3 of this chapter.

All participants agreed that the factor, which had the greatest influence on the nature of the relationships, was the personalities of the individuals making up the partnerships. One partnership was described in the following way:

“We had different ways of thinking. He’s very sort of, ticking things off, and you know, record keeping, and how many students were in the class. I said, ‘Let’s just get on with the lesson, and they can do their own attendance, let’s not worry about that now’. So we had very different personalities.” [LL3]

In a second partnership, the disciplinary specialist felt that her efforts at integrating language and content were negatively affected by the personality differences in her partnership:

“Perhaps I was too finicky and disciplined. I want everything to run smoothly and cannot handle unpunctuality, missing meetings, etc. My gut

feeling is that I would have performed better if I had a partner to suit my personality, temperament and idiosyncrasies.” [DS5]

While she describes herself as ‘finicky and disciplined’ and wanting ‘everything to run smoothly’, she describes her partner as:

“He’s very nonchalant, he really doesn’t have the discipline. I found him to be very nonchalant ... He’s got a passion, for sure, but it’s like, tomorrow will come. Tomorrow’s another day. Why are you panicking? Maybe I panic and I want to get it done with.” [DS5]

Her partner, on the other hand, describes himself in the following way:

“I’m not a person that works from a rule-book. It makes some people very frustrated, but I’m not a rule-book person. I go on organic, I’m a process person. Some people are product driven, which is good, you need a balance, but I don’t think I would have worked better if we had something on a list, because then I’d have to check the list.” [LL5]

In the above excerpt, although the language lecturer appears to pick up on the frustration that his partner experiences as a result of the differences in their personalities, he seems reluctant to adjust his ‘organic’ approach.

A language lecturer from a third partnership also raised the differences in personality as a significant factor affecting the nature of the collaborative relationship:

“I had to work with someone and I wasn’t really sure how to play with this person. I think probably because personalities are different, because we just went into it not really having talked about it beforehand. The two of us talking about what it meant, or what it was going to mean, where we were

going and so on, and just the way in which both of us looked at teaching and learning, it was very different ... I don't think I was very confident. There were pressures, the pressure of not knowing how, of thinking that I couldn't do this. That was a discomfort, a big one for me. I think that's just how I am. I doubt my abilities all the time. So I thought that this was going to be difficult, I wanted to do my best but I wasn't sure that I knew how to do that. Also working with, with someone who, we didn't gel at first, but it wasn't a major thing. I would have liked it to be a smoother road at that stage, because I didn't think that it was about personalities or about people, but actually what we were wanting to produce. But it did involve, who you are and who I am." [LL6]

Her lack of confidence and doubts about her ability raised obstacles right from the start of the partnership. Her partner, sensing her reluctance to drive the process of integration, proceeded to take charge:

"I was excited to get going, but at the same time, coming from the background that I did, I was sort of waiting for the Communications person to pull me, or to make the first move and that didn't happen for me. I was excited to go, and I started doing the pulling. It didn't go well with my partner at the time and that's where the crossing swords started, and that soured the whole experience, a bit, because I think up till now still the relationship is not what it should be, up till now ... Getting this thing going was pretty important to me because at that stage I didn't know what to do, I wasn't sure what I was going to do. I was going to do it, but I didn't know what to do. So I really needed guidance there and when it wasn't forthcoming I decided to do it my way. Maybe it was wrong from me also, but maybe it's just part of my nature. I'm like that, if I'm in a meeting and things are not happening then I want to make it happen. It's probably one of my bad points, I'll start taking over, oh well, not taking over, but start taking charge ... The stumbling blocks and the frustrations and the

crossing swords has got nothing to do with what we were trying to do. It was mainly a personal thing, I think with partnerships, not with the process of what we were trying to do. The problem was never with the process, or, the goals, the problem was never there. It's just the human thing." [DS6]

Even though the disciplinary specialist in the above excerpt felt that the language lecturer was better able to lead the process of integration and provide him with guidance, when such leadership was not forthcoming, his personality exerted a stronger influence than his perceived lack of expertise. This drove him into adopting the role of driver. It appears that personality influenced roles and responsibilities within partnerships, something that will be explored in greater detail in section 2.4 of this chapter.

In the excerpt the disciplinary specialist also alludes to '*his background*', which earlier in the interview he described as '*coming from industry*'. He cites his industrial background as the reason why he deferred to the expertise of the language lecturer. This clearly influenced the dynamics of power in their partnership, something that will be explored in greater detail in section 2.3 of this chapter. This disciplinary specialist saw the human side of his relationship with his partner as the stumbling block, rather than the actual process of integrating language and disciplinary content. This view was echoed by a fourth partnership. In this partnership the language lecturer describes the role that personality played in her partnership, in the following way:

"I think it's very tied up with personality. He's quite an introvert. I just don't think that he really wanted to go with somebody else's growth path, which it was. It was like a team path, and I think he's too much of an individual, separate from needing to be part of a group. Maybe it was personality, maybe I was too - I'm a bit more of an extrovert than he is." [LL8]

Her partner echoes her sentiments regarding the role that personality played in their partnership:

"It's obviously personal difficulties that I have, and just being involved in the project, was immensely difficult. I prefer to be just stuck in my office there and be left alone, and it was the first time I kind of ventured out of my office into the broader community. You know, I was essentially a non-social person before this project. I had one or two friends within the Department and that's it. So sort of overcoming that non-social aspect of myself ... having to work sort of closely with X and not really realizing what it was about, it makes it difficult ... I'm still just left with a feeling of guilt, that I couldn't do more within the partnership, and you know there was no reason really other than personal difficulties for me." [DS8]

In her freewrite, the language lecturer in this partnership comments on how personality differences could seriously undermine working relationships and that the added pressure of project deadlines was a further undermining factor:

"I found the experience full of contradictions, like a love-hate relationship – though both terms are too strong and do not reflect the reality. There were degrees of liking and degrees of dislike, the latter mostly a result of frustration. Personalities and their 'gel' are a critical part of progress in this kind of situation – and tolerance is needed on the part of those of us who are goal-directed and not blessed with oodles of patience. We tend to work well in a variety of situations but maybe better on our own because when time is so tight we grow restless waiting for progress from others. Maybe those with whom we are impatient feel our haste and it cramps their style." [LL8]

The above excerpt points to the importance of the process of allowing personalities to 'gel'. This requires tolerance, patience and time. It seems that the

passage of time plays an important role in allowing for personalities to gel. This was also found to be an important factor in developing a collective identity among the transdisciplinary team, in the previous chapter. An institutional project, with its deadlines and outputs, does not seem to provide the type of enabling environment for this type of human development. The building of good relationships between collaborating partners takes time and a context where time is not a constraint:

"There were a lot of frustrations when we were going for it. Those frustrations came about because we were running out of time, and we were getting close to our deadlines. We didn't have enough materials and other commitments were pressing me, and it was the frustrations trying to get this finished on time. It was a frustration, and maybe it could have been done quicker if the relationship was good. The relationship was better at that stage, but not good." [DS6]

It appears that as the partnership ran out of time to complete the task, the relationship was sacrificed. The disciplinary specialist observes that the task might have been completed more quickly had the relationship been better. The common purpose and drive that the project and its deadlines provided was both enabling and constraining. While it gave the partners a purpose to walk the road collaboratively and to engage, it also created an urgency that did not allow for the time needed to cement collaborative relationships.

Other factors affecting the nature of the relationships among the collaborative partnerships were age, life experience, as well as teaching experience. In one partnership, where the disciplinary specialist had been teaching for many years and was near retirement age, he seemed reluctant to change his practices and engage with new integrated and interactive approaches:

"I wasn't fully committed really, as I told you right from the start ... I'm sure if I go back I will see what we've done and this method (integrating language and content), I can use this method, it's just a matter of implementing what you have, but I'm looking forward to retiring ... all these years you've built up certain things and you feel ... maybe that approach, I should change, but as I say I feel it's too late ... or maybe I don't want to continue with it. But I tried to change, but as I said, maybe because I've got to consider, they (referring to the students) don't know anything and I'm responsible, I feel responsible because if I don't teach them something, how will they be able to answer back, right? Then I thought, let's just teach. So that is now my approach and I have to talk a lot." [DS2]

A language lecturer, who had been unable to secure a stable partnership, and who had attempted to work collaboratively with a number of disciplinary specialists, expressed the view that lecturers with less teaching experience were more open to changing their practices and engaging with new approaches. His experience of the factors affecting the nature of the relationship in a collaborative partnership, was articulated as:

"I think it's with people who are new to the whole environment of education and who are excited about it still. I know that might sound a terrible thing to say, but I think a lot of people who've been around for a while just aren't excited anymore. They've lost enthusiasm, and you see it in comments that they make." [LL9]

In another partnership, where there was also a significant age difference and a partner who had been teaching for many years, this appeared to impact on the nature of the relationship:

"I felt like I was jumping on his head and ruffling his hair all the time, him being so much older than me. He was very resistant in the beginning ... I thought he was so slow and I come from a very active – I don't sit for long ... I'm not a very office-based person whereas X ... he comes in very early. He's in his office at 7 o'clock in the morning and he can't understand why I'm not in the office at 7 o'clock." I say, 'Hello, I do ten thousand stops before I even get to work. Your kids are all grown up. You get up in the morning, you drive to work and after one o'clock you want to go and sleep.' I said, 'That's when my day starts.' So we had different life-styles."
[LL3]

Although the age difference had some negative effects on the relationship, there also appeared to be some positive effects:

"But the age – when I came to him in that first year, he was talking about retirement and I mean, I'm just starting my career. Even though I'm not very young, I mean, in my mind ... this was my first permanent job and I'm working with someone who's talking about winding down. So we were so opposite in many respects ... His wisdom, he's very wise. We have this almost father-daughter kind of relationship, you know, where he would actually check me sometimes. He'll say, 'I wouldn't do that if I were you'. So I didn't see it as a negative, although he irritated me sometimes, I think it was a good combination." [LL3]

In another partnership age, as well as life experience were seen as factors influencing a successful partnership and the movement towards a common vision regarding approaches to teaching and learning:

"X and I have sort of clicked much quicker, because possibly we're closer in years and maybe possibly in terms of experience, we're a bit closer. We've both done Y (discipline of study) at Z (name of institution) ... very

much involved in the happenings around the late 70's and early 80's ... We have a common experience, a common so-called struggle experience, an experience of engagement. So when I spoke about students having to regain the control over themselves and their own future, and building their own future, I think she could make that connection much quicker ... we shared similar experiences, and I think, maybe we clicked, in terms of that. And I said we can work together. It is important to have someone that you can work together with. You can have two brilliant people together, but if they can't work together it's hopeless – if they just can't work together, and I got a sense that we could do something together.” [LL5]

A common vision regarding educational issues as well as a shared commitment seemed to underpin the more successful collaborative relationships. In one such case the language lecturer felt that her partner was *'asking similar (educational) questions to me. She was also energised and creative in what she was going through'* [LL8]. Levels of commitment also seemed to be related to the way in which participants had gained entry into the project. In the case of the above-mentioned partnership, the disciplinary specialist had volunteered as a project participant. This was also the case in another successful collaborative relationship, where the disciplinary specialist attributed their good relations to the fact that they had *'co-operated on other things before'* and because *'it's not as if we were thrown together'* [DS3]. He had also volunteered. Where disciplinary specialists had not volunteered, it did seem to affect their levels of commitment and the success of the collaborative relationship. In one case the disciplinary specialist felt he had been coerced:

“Right at the beginning I was sort of coerced into this task, because somebody else was delegated initially to do this, and at the last moment he pulled out so I was coerced into - I almost had no choice, you know. At the time I had no choice because that subject was already committed to doing it and then the lecturer couldn't do it anymore. So it was by default

that I got involved ... I wasn't prepared for it, and that's why I came in very apprehensive." [DS6]

Where the disciplinary subject chosen for integration determined the partnership, participants felt an element of coercion. In another case, the disciplinary specialist felt pressurised by a language lecturer seeking a partner:

"The communication lecturer looked for a partner, that's what happened ... it was more out of a coercion than anything else, you know, I just thought OK, you write well, why don't you join the programme. I think I went into it without really applying my mind." [DS5]

Even though all language lecturers at the institution had been incorporated into the project, they too had mixed feelings regarding their commitment. Some felt that they were there because they wanted to be:

"I had a sense of I'm on this train, but I also knew that I have the right to get off at the next destination if I wanted to. I won't be wound up. Again, it's a sense of, I'm on the train because I want to be on the train. So that's the only way which you can do the project." [LL5]

While others felt that they had not been given a choice:

"There was this project and the language people needed to be part of it. We didn't have a choice if I recall, we did not have a choice, not that I thought we needed a choice at the time, because it was everyone doing this, so yes you need to participate." [LL6]

Even though there were mixed feelings among language lecturers regarding their participation in the institutional project, on the whole they seemed to display a greater degree of commitment to the process of integration than their disciplinary

specialist counterparts. This appeared to be linked to dynamics of power and role definition in the partnerships, which will be explored in the next section of this chapter.

In one less successful partnership the language lecturer felt that the lack of commitment from her partner had a detrimental effect on their efforts at integration:

"I got frustrated with him at times. I would want to get some kind of enthusiasm and commitment from him and it was almost like I was driving what was happening and I didn't want to be driving what was happening, I wanted to be collaborative. The moment I showed any sign of frustration, he would react as if I was trying to tell him what to do. And then I just decided, listen, I'm not going there, I'm not going into that, I'm not going to get to the stage where I end up fighting with this guy, and arguing with him. So I just decided to get on and do it on my own and ask questions when I felt I couldn't really answer them. But I did feel that that actually was detrimental in terms of what I was capable of doing, because I'm not a Z (disciplinary specialist)." [LL8]

Even though the language lecturer in the above extract was aware that 'doing it on her own' was detrimental to the process of integration, since she lacked the necessary disciplinary expertise, she opted for this rather than show her frustration or argue with her partner. Although it appears that psychological and social factors exerted the greatest influence on the nature of the partnerships, issues such as disciplinary expertise and the status of certain disciplines (such as Education and Languages), which are situated within the broader socio-political framework of higher education, shaped these relationships in fundamental ways.

A number of other partnerships also preferred not to confront their differences for various reasons. In the excerpt below, the language lecturer decides not to confront her partner with her frustration because she does not want to 'rock the boat':

"You become a bit frustrated because we haven't moved at all, or your (the partner's) thinking hasn't shifted at all. Just for me that was very frustrating. I don't think I knew how to actually say that 'you're being very rigid and we need to move', because I didn't want to rock the boat. I'm not sure if I had said something how different it would have been. So yes, I just became very frustrated and thought let it just carry on as it is and we'll see where it goes." [LL6]

Her partner similarly was reluctant to engage with his frustrations because he did not want to 'create further strain' between them:

"... because we crossed swords earlier on, I let things slide, and that was probably a mistake on my side. I thought I didn't want to rub anybody up further you know ... probably because I didn't want to create any further strain between the partners. I just wanted to get the job done, and that was probably a mistake on my side. I should have talked about it." [DS6]

In a different partnership the disciplinary specialist was reluctant to 'upset the apple cart' as this might impact on collegiality in future, but also because she had a personality that 'tried to please':

"So how do you accommodate? When do you put your foot down and when don't you put your foot down? That was a big issue for me because I have a personality that I'm always trying to please and then, because I'm trying to please, I don't know when to be firm. In retrospect, I wasn't firm enough, no, I didn't have the heart, and that was my frustration. I knew I

had to be firm but I couldn't. The fact that you're friends, you know. You're friends, you don't want to upset the apple cart. You want to continue being friends ... I think I wasn't firm enough. I think if I was a bit firmer I would have been happier. [DS5]

It seems as though her friendship with her partner made it more difficult for her to be firm and voice her frustrations. The reverse was true of her partner though, who found that their friendship made it easier for him to say things that were difficult, like critique:

"... it's about how friendships bear friends' infirmities, that way we become supportive. I think it makes it easier for you also to open up ... it makes the environment within which you write more friendly, you feel more secure in that environment, and it's easier to say things in that environment because you're not only saying it to a colleague, you're saying it to a friend ... it is part of the relationship that makes critiquing possible in a more honest way, so you're not attacking my academic integrity ... and I don't feel insulted. It makes that kind of thing possible."
[LL5]

In this partnership the language lecturer saw the friendship as crucial to creating a safe environment, where he could open up and not feel threatened, making critique possible. For his partner however, the friendship made it harder for her to address issues that were sensitive, like the fair division of labour, because she felt that she might be jeopardising the friendship.

Most participants chose to ignore the difficulties and frustrations arising within their collaborative relationships for fear of derailing the partnership and slowing down the process of integration, yet these difficulties often hindered the integration anyway. In one partnership the language lecturer chose not to talk to

her partner about his apparent withdrawal from the collaborative work, yet she hated having to work on her own:

"It was almost as if the moment I'd ask why he was withdrawing or why he had withdrawn, I was scared I would then be making it an issue, like I would almost be accusing him of withdrawing, and I wanted him to feel free to be there when he wanted to be and not there when he didn't want to be, and unfortunately he chose often not to be there ... the hate was I felt like often I was working completely on my own and I didn't know, I mean I was supposed to be doing this integrated text with X (the discipline), and I was taking pot luck. I felt like I wasn't really being guided." [LL8]

Earlier in the interview this participant had pointed to a real need for guidance from her partner because the disciplinary content was so foreign to her. However, even though the content matter created a real need for them to work collaboratively, it did not contribute to a more successful partnership, as psychological issues such as personality, commitment and common educational vision, as well as broader socio-political issues such as disciplinary expertise and the status of different disciplines, appeared to have a greater impact on the success of the collaborative relationships.

2.3 Power dynamics

The power dynamics in the partnerships were largely influenced by factors such as understandings of the nature of academic literacies, the status of disciplines such as Science and Engineering in relation to Education and Languages, as well as notions of disciplinary expertise, all of which underlie broader institutional policies and practices. The partnerships thus tended to mirror the socio-political context of the institution.

Across the partnerships, both language lecturers and disciplinary specialists appeared to have weak disciplinary identities, something that will be explored in greater detail in chapter seven. Language lecturers generally did not construct themselves as language experts, preferring to identify themselves as experts in educational matters such as teaching and learning, while disciplinary specialists generally did not construct themselves as experts in their disciplinary field, preferring to identify themselves with the practice of their respective disciplines in the world of work². In the excerpts below a language lecturer asserts his educational expertise, while a disciplinary specialist defers to the expertise of his language partner:

"A person with a degree perhaps but with no educational background, gets a post, and a senior post at that level ... that's why they have so many problems with the students. You know I have been taught method of teaching ... I could go to town about this. We had to do method of teaching a subject, not only method as a general thing ... I was in that area where they said, 'method of teaching science, method of teaching maths' and so on. I had to do it. It's wonderful because you picked up so many things that you can apply ... you can't come in here with an MA degree and don't know how to manage a class." [LL7]

*"I was constantly left thinking, what is actually required of me as a **content lecturer**? ... such things were more obvious to X (the language partner) and also maybe people with teaching experience, and formal teacher training you know, whatever formal teacher training." [DS8]*

While language lecturers constructed themselves as educational experts, often conflating academic literacies with teaching and learning issues, disciplinary specialists saw themselves as lacking expertise in educational matters. This had

² This could be ascribed to the fact that they were Technikon lecturers and generally drawn from industry rather than from academia, as is generally the case at universities.

a significant effect on the dynamics of power operating in the collaborative partnerships.

At a representational level of analysis, it is clear that the conflation of teaching and learning with academic literacies, evident in the excerpt below, affected the way that the language lecturer understood both her own role and that of her partner:

*"I expect the content lecturer, the discipline person, who understands the discipline and knows what the scope is of what they're gonna cover in those first six months, to be able to say to me: 'I've got an idea now of what you do, you've got an idea of what the students have to do. Let's look at how we can do it together.' I needed somebody to be a bit more **proactive**, I suppose, **somebody who could come to me** and say: 'How do you think we could put this together? This is the kind of stuff that the students are having to learn here. They can't go on to this until they've mastered this. So what are things we could do here? What kind of activities **can you think of** that we can bring to this stuff **to help the students to access it conceptually**, so that they work with it, work with each other, working with it.' It was more like being **educationally switched on** and saying: 'I **don't have an educational background** particularly, could we think of something that we could do?'" [LL8]*

At a presentational level of analysis, the language lecturer constructs her own identity as the expert educator who is "*educationally switched on*", and that of her partner as lacking "*an educational background*". This sets the scene for how the power relations play themselves out in this partnership. She expects him to "*come to her*" and consult her about how "*to help the students to access*" the disciplinary content "*conceptually*". He never emerges as the expert in this partnership. He is unable to play the "*proactive*" role his partner wishes for, as he constantly defers to her educational expertise. This is clear in the previous

excerpt, where he comments that his role as the “content lecturer” was more obvious to his partner than it was to him. She appears to pick up on the reason for his reticence, when later in the interview she comments: ‘*Maybe he felt intimidated by the fact that I had all this educational background*’, yet she responds to the situation by stepping further into the disciplinary domain:

“I just went and got books, I got first-year books, and I got the material ... like the material that they use for X (the discipline) ... if I had the time what I should really be doing is going and doing almost a matrix X (discipline) level ... to give me the grounding I need ... just so I can understand better where the students were coming in at entry level in terms of their X (discipline) and whatever understanding.” [LL8]

The language lecturer fails to see how this further undermines the expertise of her partner and weakens the collaborative relationship. In a different partnership, where the language partner in fact had expertise in her partner’s discipline, she chose not to disclose this initially, simply allowing her knowledge of the discipline to guide the integration process. Her disciplinary specialist partner comments on this retrospectively:

“What I thought was interesting there, was about the way that she did it. Instead of saying, ‘Well, look now, I have done X (the discipline), you don’t have to explain this to me,’ which would’ve perhaps been inhibiting to me ... she didn’t sort of – ‘I tell you’ ... long afterwards ... I found out that she had trained as an X (discipline) as well ... but I thought that her way of - the kind of input she gave ... was also incredibly - the way it pushed it forward all the time. The ways of suggesting and not saying, ‘this is how it’s done’, suggesting, pushing ways forward, how that really carried it.” [DS7]

What really advanced the integration in this partnership was the fact that the language partner had not asserted her expertise, which was both educational and disciplinary. Instead, she simply used her expertise to 'suggest' rather than 'say' how the integration process might be moved forward. She did not use her educational and disciplinary expertise to exert power over her partner. This allowed her partner to emerge as an equal in the collaborative relationship, as he did not feel inhibited.

Equality was generally not achieved in most of the partnerships. Where language lecturers felt unequal it tended to be related to either psycho-social issues such as age difference, *'he's got all this power, he's older than me, everybody in the faculty knows him and so I had to be tip-toeing around him'*, and being new to the tertiary environment, *'I had to be very diplomatic because I couldn't really moan about him, because I'm new ... not knowing how much to step over that mark and then only later on getting that kind of dynamics right'* [LL3]; or it had to do with broader socio-political issues such as being kept outside of the practices of disciplinary specialists, disciplinary expertise and the status of disciplines in higher education, as the excerpts below illustrate:

"I never challenge them because it's not my business to challenge people and say, 'you are the one who should encourage the students to use the language correctly.' They are supposed to do that ... content lecturers are not so keen to let you have their papers – test papers, to have a look at it, which shouldn't be." [LL7]

The above excerpt speaks to the exclusionary practices of disciplinary specialists, while the excerpt below speaks to the issue of disciplinary expertise, both of which contributed towards language lecturers feeling unequal to their disciplinary specialist partners:

"People have a particular perception of me and I've got to uphold that. I've got to go into a partnership where I know nothing about (the sub-field of) engineering or whatever, and people think I'm a knowledgeable person, and that might be very threatening." [LL5]

In the above excerpt the language lecturer finds his lack of expertise in the discipline of his partner, a threat to how he is viewed by the institutional community of academics. In the excerpt below, the language lecturer's feelings of inequality stem from the status accorded to her field:

"My subject is still seen as a service and a soft-skills subject and therefore its status is not on the same par as Maths, Chemistry and Physics ... and the fact that they call it a service subject and a soft-skills subject, I believe firmly creates an understanding in the minds of the students that this subject is either not as difficult, it's not core, it's not as important as – it's this whole separation of - facts are more important than how you put the facts across. It's the separation of the content and the rhetorical." [LL8]

For both LL8 and LL5, the underlying factors leading to their feelings of inequality lay within the broader socio-political sphere of higher education, where factors like the status of disciplines such as language and education, played a significant role.

Although the power dynamics in the collaborative partnerships pointed to inequalities on both sides of the partnerships, the pattern of language lecturers playing a more dominant role tended to play itself out across most collaborative partnerships. One language lecturer saw the project as having more value for disciplinary specialists:

"More broadly, I believe the project really meant a lot to subject lecturers, of whom most have not had training in teaching methodology, theory,

psychology etc. The techniques revealed in the course of the project were eye-openers for many of them.” [LL4]

While a disciplinary specialist felt less knowledgeable than the language lecturers:

*“The content lecturers maybe should’ve been **given** an informal lecture or informal seminar, workshop or something like that, just to put them into the education part of it, tell them that in education, I don’t know if you could do it as simply as this, education has these theories. This is what the theories are about, this is what this whole thing is about. So you come in with your content background, but that we have to abide by the education theories, or whatever. We should have been given some knowledge on that. I felt there was no knowledge, and suddenly they were talking about this and, I thought, God, what is this?” [DS5]*

In the above excerpt the disciplinary specialist expressed the need to be “given” knowledge that the language lecturers appeared to have. She felt disempowered by her perceived lack of knowledge regarding educational theory, and as a consequence deferred to these theories as well as the language lecturers who were assumed to be knowledgeable. This set up a relationship based on inequality and demarcated a clear ‘them’ and ‘us’ grouping among language lecturers and disciplinary specialists. While this was the case across most partnerships, there were cases where there appeared to be a shift in the power dynamics as the partnerships unfolded. In the excerpt below, the language lecturer explains how initially the disciplinary specialists defined roles within the partnership and how this shifted as he asserted his expertise:

“Initially there was an understanding - how it happened I don’t know - I come from communication, so I’m expected to know how to write. So you’ll go out and you’ll write and you’ll help us write. ... In terms of the

expectation, for me to rewrite stuff, they got a sense that I wasn't doing what they had asked me to do. 'What we need you to do - listen didn't you hear what we said?' ... We had to work through that, to then say ok, this is how far I can go, and this is what I expect from you. So maybe initially, especially in that first month, two, three months, there was a lot of mishearing happening." [LL5]

At the outset, the disciplinary specialists in this partnership had a clear understanding of the respective roles that the disciplinary specialists and the language lecturer had to play in the partnership. They saw the language lecturer as having to rewrite their lecture notes in user-friendly terms and make it 'very nice for the students to understand'. This expectation led to their asserting some authority over the language lecturer initially. However this power dynamic shifted as the language lecturer asserted his expectations: 'Look here, this is not how I see my role. I can assist you and guide you, edit, but I'm not going to rewrite.' In this partnership the language lecturer emerged as a more powerful partner, making the major decisions about the nature of their integrated materials, such as what would ultimately go into their integrated workbook and what would not. The disciplinary specialists deferred to what they perceived as his expertise in education and writing:

"X and I (both disciplinary specialists) also looked a lot towards the communication partner because it seemed that the communication person played the more vital role. That's the impression that - I felt that the communication person seemed much more experienced in this world of writing, in the world of education and we were like the - not really the - like a sort of, not the silent partner - or whatever. He was the more experienced, definitely that's how I felt ... He should be giving us more direction because I felt the project was more his field than our field." [DS5]

While the language lecturer in this partnership expressed uncertainty as to why they had these expectations of him, another language lecturer attributed these kinds of expectations, which were common among the disciplinary specialists, to the way in which the institutional project was conceptualised and rolled out:

"I think that the roles that one assumes are partially because it's imposed on you by the project. Like you know, you need to do this, you need to be working on that, these are goals, these are the things that we're working towards, and so you're kind of driven by an outside sort of situation." [LL8]

While the project created a common context and sense of purpose for all participants, it appeared to also impose roles on the partners. Role definition in the partnerships seemed to be linked to how participants understood the nature of the project. For another disciplinary specialist, who understood the project as being language driven, the way he saw the project influenced how he saw his role in the partnership, which in turn impacted on the dynamics of power within the partnership:

*"I'm not sure who was the initiator or originator of this idea, but I know it came from the language department ... there was a need perhaps for integration of the language with the content and at that stage the seed has been planted in the language department ... so from that idea other players that the group had earmarked needed to come on board. ... When I'm referring to fertile ground, I'm referring to selling the idea, making the ground fertile for other players. In other words, selling the ideas, showing the **worthwhileness** of the ideas to other players, and in that fertile ground I see myself as one of the role players. There is this idea that is being disseminated now to the players, in other words convincing players ... or making the stage in such a manner that you can convince the players, the role players that you've identified to come aboard. ... From my perspective, it was just like a commitment. In my*

case, I wasn't really convinced at that stage yet. I said OK, something's going to happen. Now let's go and see what's this all about. [DS1]

This disciplinary specialist saw the notion of integration as originating in the language department, which influenced the way he understood the process of integrating academic literacies into his discipline. He saw his own position as peripheral, a 'player' that the language lecturers had 'earmarked' to 'come on board'. This shaped the way he saw his role in the project, as someone who had to be convinced of the "worthwhileness" of integration, and it set up the role of his partner as the one who had to do the convincing. Although he had committed to the goals of the project when he first joined, he was not convinced of its "worthwhileness" at that stage. The way in which the project was conceptualised, driven by a team of language lecturers who were charged with the responsibility of finding disciplinary specialist partners, influenced the way participants saw their roles and responsibilities. Generally then, the power dynamics operating within the collaborating partnerships were influenced by a combination of psycho-social and socio-political factors.

2.4 Roles and responsibilities

Roles and responsibilities within the partnerships were influenced by institutional discourses and practices, which framed language lecturers as being responsible for developing the academic literacies of students. There was thus a direct relationship between the academic identity of language lecturers and the roles and responsibilities they were charged with in the partnerships, which will be further explored in the following two chapters. Language lecturers generally felt that they were playing a bigger role and carrying greater responsibilities within their partnerships:

"The language people on the whole just seemed to be more involved in the project, with a few exceptions, like X (a disciplinary specialist) but we just - it seemed to become assumed that it was our project." [LL3]

This seemed to be linked to the fact that the project was essentially about writing an integrated workbook, and writing was assumed to be the expertise of language lecturers:

"My role initially was seen as, 'you know how to write', whether that's the truth or not I don't know, but 'you'll edit what we're doing, you'll give us guidance, right?' That was the relationship then that developed ... I was comfortable up till a point where it seemed as if I had to begin to rewrite stuff that had already been written by them, and so we had to talk again. I said, 'look here, this is not how I see my role. I can assist you and guide you, edit, but I'm not going to rewrite' ... I still think that we should have spoken about roles up front and openly. We just come together, we're gonna write a book. It's all in the euphoria of writing a book, and there were expectations that I had of them, and they had of me that we didn't openly speak about in the beginning. We're colleagues, we're friends, we're gonna write a book, but these things play out and then we had to begin to deal with it ... I didn't see my role as a supportive role in the sense that it happened in the end. I saw myself as a co-writer, because the other stuff means added responsibilities." [LL5]

It appears that role definition determined the nature of the relationship and established power relations in the partnership. The disciplinary specialist, in her interview, confirmed that she *'looked a lot towards the communication person for direction'* [DS5] The fact that the disciplinary specialist looked to the language lecturer for guidance placed him in a position of power. Initially he was comfortable with this position of power, until it led to what he considered unfair division of labour in the partnership and *'added responsibilities'*. In most of the

partnerships it was the language partner who assumed responsibility and initiated processes, even when this was considered detrimental to the integration process:

"I felt blocked because I didn't understand the discipline ... I would have liked the discipline person to be more directing, and see what I can bring to the learning and the materials ... giving me some context, so that I'm able to help by integrating various methodologies and various activities with a particular area of work, and make the teaching come alive, help to make the teaching come alive, but I can't go in there and, and be a specialist ... that whole role with X, trying to get him involved and yet feeling like I was becoming a domineering character because he wasn't responding, he wasn't moving forward with me. And if I dragged him along it would be like heavy-handed, so I was trying to be in a role of 'come, if you don't want to take a bit of leadership here, I'll try and lead a little bit.' ... I don't like really being in the leadership role, I like to be part of the team, so when nobody else leads, I'm the kind of person who says, 'for goodness sake, we're gonna sit here all day' and then I'll actually lead, but it's not something that I prefer doing." [LL8]

In the above excerpt, although the language lecturer wanted the disciplinary specialist to be more directing and realised that he was better suited to provide the context for the integration, she assumed the leadership role when he did not respond, because she was *'the kind of person'* who wanted to get the process started. This was similar to another partnership, as discussed in section 2.2, where the disciplinary specialist felt that the language lecturer was better able to lead the process of integration and provide him with guidance, but when such leadership was not forthcoming, his personality exerted a stronger influence than his perceived lack of expertise. He too adopted the leadership role, reinforcing the notion that personality influenced roles and responsibilities within partnerships.

Another factor that influenced roles and responsibilities within partnerships was the division of labour. In the data it emerged that there was an unequal division of labour in most of the project:

"The project group ... the contribution wasn't equal. Some people worked harder than others, along the line, along the journey. [LL1]

The unequal division of labour was linked to notions of expertise and how participants understood the nature of the project. There seemed to be an expectation among most of the disciplinary specialists that the language partners would take primary responsibility for the writing of the integrated workbooks:

"I think it's probably easier for them (language lecturers) to write and to look at language aspects, and that's probably something that they're good at. So they sort of take control of it or take the initiative, I don't know, because in my subject matter there's no writing there. It's about just teaching. But maybe they've got the knack for writing, so it's just what they do and they probably take control without them even realising it." [DS4]

The disciplinary specialist in the above segment based this expectation on the grounds that her language partner had a knack for writing, and also on the grounds that there was no writing involved in her subject area, only teaching. In another partnership the disciplinary specialist had the expectation that his partner would play a supportive role, providing guidance and direction to his discipline-based writing:

"When I write, I give it to X (language partner), you know, 'what do you think?' and so on. So that becomes then more of a routine. It's no longer will they or won't they (referring to the language lecturers), you almost say

you know they will, so give this to them, they will gladly do it for you. So it was positive from both sides, I think.” [DS3]

This disciplinary specialist saw the role of the language lecturer as supporting him rather than him supporting her, or a mutually supportive relationship. He saw these roles as positive, although his partner felt that the process of integration ended up being ‘one person’s baby’:

“There’s two big crossword puzzles in our book ... the big one is content based and I asked him to help me with that, but in the long run I ended up - so I had to basically read their textbook which is so thick and look for questions and answers for the crossword in there and that really took me weeks and I was really upset about that because I asked him more than once to do it ... I don’t know why there was such a reluctance sometimes, if it was a scary thing for him. I don’t know what went on in his head.” [LL3]

In another partnership the language lecturer expressed the view that it was ‘a sensitive issue’ to talk about unfair workload in the partnerships, because ‘someone might feel that they are actually working, whereas the other person might not think it’s anything at all’ [LL6]. In this partnership the disciplinary specialist alludes to why his contribution was different and less than that of his partner:

“At one stage I thought, did I make enough contribution to this? I felt I did, yes. There were areas where I, for instance ... I wasn’t schooled in teaching language and obviously - this book, the bigger, larger component is the communication, where - I needed the communications person’s input, most of the time, so obviously the person made a larger contribution, but I certainly feel that I bring my contributions.” [DS6]

This disciplinary specialist felt that the volume of his contributions was constrained by his lack of schooling in language teaching, implying that he would have felt better equipped had he had some qualification or training in language teaching. Once again notions of expertise influence how partnership roles are defined. The volume and nature of contributions by respective partners also influenced the value that individuals attached to the product of their integrated process, the integrated workbook:

"It was as if the book only had value in terms of integrating communication (English) with his subject, but not the other way round, because of his low input in the book ... to divert responsibility the project was often called 'your book' even though we were both responsible." [LL3]

Where contributions were more equal and where the language lecturer was not regarded as 'the expert' in the partnership, role reversal occurred. In one partnership the disciplinary specialist felt that:

"Rather than being two separate inputs, we were changing roles. I was much more conscious of language, of the way I used it, so that it engaged the learners rather than alienating them. This process of the team teaching has enabled me to become much more reflective on my teaching practice and equally significant to look at how I was assessing my students to see what it was that they understood." [[DS7]

His language partner felt equally comfortable assuming the role of disciplinary specialist in a team teaching situation, "Now I seem to replace X (the disciplinary specialist). If X isn't there, then I just continue for the two hours" [LL7]. In this partnership the disciplinary specialist played a primary role in the writing of the integrated workbook. The role that disciplinary specialists played in writing the integrated materials seems to be an important factor. Where disciplinary specialists were primary writers they owned the materials and valued it as a

classroom resource. In one partnership the language lecturer pointed out how her partner took increasing ownership of the materials when he assumed the role as writer:

"He (the disciplinary specialist) originally started sending me stuff electronically and asking me please to have a look at it, and so I did quite a lot of editing. But when it came to the other things that were integrated, the setting out of activities and those kinds of things, initially I was making all the suggestions ... when I looked at the final one (unit) that he gave me to have a look at, I said, 'oh this is great, you put in some tables here and some activities', that I hadn't initiated. He'd actually thought of it. So maybe it was because it was his own material and now once I've given him some ideas, it sparked off his own creativity." [LL8]

In a different partnership, with the same language lecturer, where the disciplinary partner took ownership of the writing, the language lecturer describes the materials writing process in the following way:

"X (the disciplinary specialist) would come to me and say I've got this material, have you got some ideas about how we can use it and make it more learner friendly. So I would put some ideas and activities down and she would go away and work on it, and so she actually mostly wrote ... the X (discipline) book, I didn't. I just gave her some ideas and then once she just got a flair for it, she just zoomed off on her own, she didn't need to look back. She just went ahead." [LL8]

It appears that when the disciplinary specialist is the initiator and produces the text, there is integration at the level of disciplinary discourse. In partnerships where this level of integration did not happen, and where language lecturers assumed the role of primary writer, the integration was more superficial and the texts lacked authenticity:

"X (the disciplinary specialist) said to me that 'these are the texts we use, these are the sections of the syllabus that we cover, these are examples of journal articles that we would use in class to get students familiar with things', and then I took all of that material and then I tried to build it into activities ... everything I wrote I would send to him and run by him and say, 'what do you think?' ... I took three or four different texts on X (an aspect of the discipline) and I wrote an essay on X. So I actually did that as an example of student text, with a bit of referencing and everything to show, I mean, I've written a little bit of an essay for the students, but it's bringing together several sources." [LL8]

The depth of integration achieved, when language lecturers take on a primary role, is compromised, as the following excerpt indicates:

"So I was trying to bring together the communication aspects ... and my case studies that I wrote were based on what happens when people bring personal problems and worries into the workplace, and the kinds of things that can arise as a result ... and so I try to draw on what I know, and bring it into a context that the students would be able to relate to ... I sat there and thought what could you investigate in a Z (workplace where the discipline is practised) ... so I made the whole thing up. So it's an entire fiction, made up ... and then I run it by X (disciplinary specialist), 'does this sound feasible? Read my case studies, is this realistic, is this what would happen?' Now if they had to write their own stuff, I don't know whether it would be different, whether they would now maybe write about, get more into the nitty gritty of the Y (referring to a more technical aspect of the discipline) ... that's how I did it. Under the circumstances I did what I felt I could do. I would have loved to have been a complete fundi on the subjects myself ... but that wasn't the idea, it wasn't for me to do it on my own, it was supposed to be done with other people. So it hasn't been done

with other people, as in writers. I mean there's been some collaboration but it's not been on the writing side." [LL8]

The language lecturer, without a disciplinary specialist in the role of primary writer, could achieve only a limited level of integration. Her fabricated case studies were not authentic, and she questions how different they might be to case studies compiled by disciplinary specialists. She is also unable to access the more technical disciplinary content, which is the deeper level of discourse, where students really need linguistic access. She suggests, at another point in the interview, that she needs to become inducted into the discourse of the discipline, so that she is better able to integrate language and content. This, however, would be crossing into the disciplinary domain of the collaborating partner. Language lecturers attempting to become 'experts' in the disciplinary discourses would undermine the disciplinary expertise that disciplinary specialists bring to the partnerships. It would also disempower the disciplinary specialists, most of whom already felt that they lacked expertise in the collaborating partnerships.

In partnerships where deep levels of integration were achieved, language lecturers, rather than inducting themselves into the discourses of the disciplines, 'lifted' the disciplinary specialists out of their discourses by asking questions that a novice to the discipline would. Through this process they shifted the disciplinary specialists to making explicit the rules governing their disciplinary discourses. In the following extract, at a representational level of analysis, DS7 articulated very clearly the challenge he faced as a disciplinary specialist, in bringing what he already knew tacitly, into the realm of overt and explicit teaching, and how his interaction with a language partner helped to do that:

"I suppose again you know when one's in a particular discipline you don't tend to, you're also working as a content lecturer with a knowledge base that you have and you don't tend to realise that the language of describing

it is often, it's very dense, it's packed with jargon and sometimes one's way of saying things often makes **assumptions about a whole kind of knowledge base** that you have, so that one can say three words and someone else links all of those things into that and I guess a lot of times one's working on a base where there are these sorts of things ... but with the students, I think that you can so easily **disempower students** by doing that because you, they feel I'm stupid, I don't know anything, I really don't know the language, I don't know maths, and I don't know whatever ... just **working with a language person**, you suddenly realise that you're **veering way into the discipline**, like talking out from the discipline rather than bringing people in with you into it, that's, that's always sort of hard when you're in something because it's like sitting just in this, some kind of cocoon in a way, I suppose, and then talking through, then talking to **someone outside**, saying and then describing what's around you and **you're very familiar** with all these things and this other person can't actually see them, **the person can't actually see it** because you're looking at it around you and it's like talking to someone through some kind of **porous cocoon**, **they can hear** you but they really **aren't sure what you're actually meaning** and it's only, only when you move outside it like that ... the notion of the discourse is that when you're inside one and you've been inside one for a long time, you forget what it's like to be outside of it. You don't actually know, it's like **so much part of you** that it's **hard to step outside of it**. You don't, you sometimes think that you do, and also because we have these multiple discourses that we deal with, it's not all simply one thing, ... it simply comes with a period of time, **you kind of slip into it**. You talk it, you don't realise it ... as soon as you move into the field of one's own discipline, **the rules of the discourse take over** and you're on familiar territory and you surround yourself because you feel comfortable. **One doesn't realise it**, you don't think about, it's **not a sort of conscious thing**. It's actually **quite unconscious**. You're simply doing it." [DS7]

At a presentational level of analysis, the above segment clearly articulates the tacit nature of the knowledge that the disciplinary specialist has regarding the Discourses of his discipline. He describes *"the rules of the Discourse"* as 'taking over' without his 'realising it', and he describes this process as one he *"slips into"* 'quite unconsciously'. He problematises his 'slipping into the Discourse of his discipline' when dealing with students, as he feels this 'disempowers' them and 'makes assumptions about a knowledge base' that they don't yet have.

On examining the transcript closely it becomes clear that it is in *"working with a language person"* that he 'suddenly realises' that he is *"veering way into the discipline"*. He uses the metaphor of being inside a *"porous cocoon"* to describe what it is like to be inside of a Discourse. He compares his discipline to a cocoon and the Discourse of his discipline to what is inside of the cocoon. He is 'familiar' with what is inside the cocoon, and only those 'inside the cocoon' can see it, however those on the 'outside' of the cocoon, his students and his language partner, can't see it. They only hear the Discourse but can't make meaning of it. He suggests that the way to make the Discourse meaningful for the 'outsiders' is for him to *"step outside of"* the cocoon, but this is *"hard"* because the Discourse is 'so much part of him'.

It is through this interaction with a language partner that he is able to *"step outside of"* the Discourse and bring his tacit knowledge to the realm of conscious understanding. He ascribes this to the fact that his partner is *"someone outside"*, from another discipline, someone from outside the Discourse, and therefore 'not able to see what is so familiar to him'. It is the outsider (the language lecturer) who is able to take the insider (the disciplinary specialist) out of his discipline as it were and allow him to view it from the outside, as a student would. It appears that the ability of language lecturers to play such a role is drawn from their experience in working with, what Gee (1990) refers to as, marginalised 'non-mainstream' students. They come to the partnership:

- with an understanding of the problems that marginalised 'non-mainstream' students face as they battle to make meaning of the Discourse of a new discipline of study,
- as novices to the discipline, which enables them to identify when disciplinary specialists are 'talking out from the discipline rather than bringing people into it',
- as an equal who is able to question and interact with another colleague in a way that students might feel intimidated to do.

These three factors appear to be at the root of unlocking the tacit knowledge that disciplinary specialists have of the Discourses of their disciplines.

While the transdisciplinary collective provided a discursive space for the development of a collective identity as tertiary educators, it appears that the collaborative partnerships provided the spaces where language lecturers and disciplinary specialists could explore their respective roles and identities as Discourse teachers. One disciplinary specialist described the collaborative interaction with her language partner as having "*opened up my mind to other aspects of teaching English specifically*" [DS4].

The findings show that the factors (as illustrated in Figure 16 overleaf) that influence the development of reciprocal identities, as Discourse teachers, between language lecturers and disciplinary specialists are:

- the *collaborative interactions* – through which the language lecturers and disciplinary specialist partners made explicit their tacit knowledge of the workings of Discourse within their disciplines;
- the *nature of the relationships* – between the language lecturers and disciplinary specialist partnerships, influenced by personality, common

educational vision and shared commitment, as well as broader socio-political issues such as disciplinary expertise and the status of different disciplines;

- the *power dynamics* – emerging within the language lecturer/disciplinary specialist partnerships, influenced by notions of expertise, disciplinary identity and understandings of the nature of academic literacies; and
- the *roles and responsibilities* – negotiated within the collaborative partnerships which affected division of labour and how participants understood the nature of the project, which in turn was influenced by institutional discourses and practices.

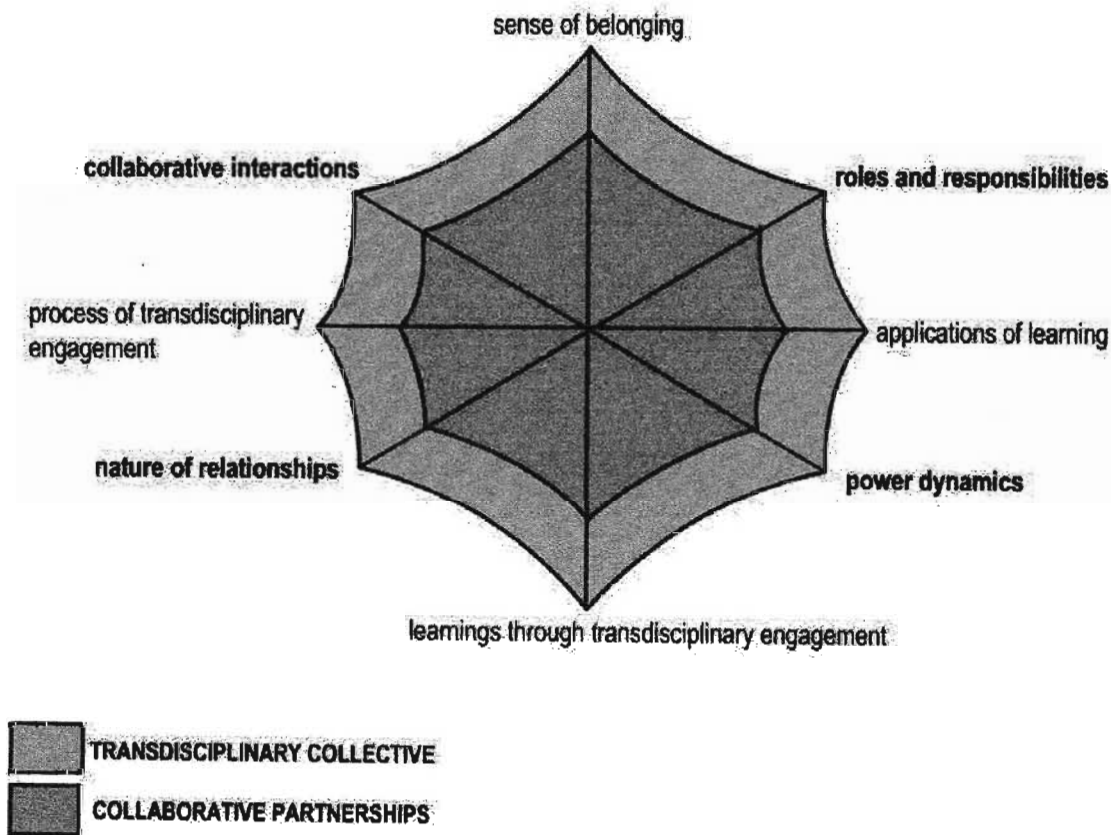


Figure 16: Factors influencing collaborative partnerships.

3. Conclusions

As illustrated in figure 16 above, the project created two levels of interaction for participants, one within the collaborative partnerships and another within the transdisciplinary collective:

“In my mind, if I had to do this alone with a content person, I don't think I would have been at this stage in my development. I cannot begin to mention to you the value of doing this as a collective. There's no doubt in my mind that the value of the project lies within that we could walk this journey together as a group of people.” [LL1]

The data show that participants distinguished between their participation in the collaborative partnerships and their participation in the broader transdisciplinary project team, which was made up of the collaborative partnerships. This is illustrated in figure 16. The findings seem to indicate that these two levels of interaction contributed to participants' development in different ways. The interaction within the transdisciplinary project team appeared to lift the participants outside of their disciplines and focus them on issues of teaching and learning, which cut across disciplines. This process was instrumental in developing a collective identity as tertiary educators or teachers. This collective engagement also provided a discursive space for them to negotiate an integrated approach to the teaching of academic literacies and to develop shared understandings of what it meant to integrate language and content.

Interaction within the collaborative partnerships however, appeared to lift the disciplinary specialists outside of the Discourses of their specific disciplines and unlock their tacit knowledge of the workings of these disciplinary Discourses. This process focussed the collaborating partnerships on disciplinary discourses, and was instrumental in expanding the emerging collective identity as tertiary educator/teacher, to include a reciprocal identity as Discourse educator/teacher,

between the language lecturers and disciplinary specialists. This process, which occurred to a greater degree in some partnerships and to a lesser degree in others, seemed to be linked to factors such as the balance of power within the collaborative relationship, the willingness to share roles and responsibilities, the personalities of the participants and understandings of what it meant to integrate language and content.

Most language lecturers understood integration as integrating their own discipline (which many referred to as Communication Skills or Academic Literacy, or a combination of both) and the discipline or subject area of their collaborating partner. Most disciplinary specialists brought this understanding to their partnerships as well. Only two of the language lecturers articulated their understanding of integration in terms of gaining access into the Discourses of the disciplines they were integrating with, or in fact as playing a role in unlocking the tacit knowledge that their partners had regarding the Discourses of their disciplines. This will be explored in greater detail in the following chapter. Integration was then generally understood among both language lecturers and disciplinary specialists, as two disciplines, language (Communication Skills/Academic Literacy) and content (from a particular discipline or subject area within a discipline), each with its own body of knowledge and skills, attempting to find areas they could feasibly integrate. Integration at the level of Discourse, an area within all disciplines where language and content are in fact inextricably linked, was achieved in very limited ways. The reason for this might be found in the respective roles that language lecturers and disciplinary specialists played within their partnerships.

It was clear from the data that most of the relationships between disciplinary specialists and their language counterparts were unequal. This inequality seemed to relate to issues of teaching and learning, where language lecturers were seen as the experts and disciplinary specialists saw themselves as novices:

"The content lecturers generally were perhaps hesitant at the beginning as we had perhaps not had the depth of pedagogical practices and teaching methodology that the language lecturers had had. I think this changed over time." [DS9]

These inequalities, although they changed for a number of partnerships over the three-year period of the institutional project, seemed to impact on the confidence of disciplinary specialists and impede progress within the partnerships towards exploring the ways that language and content are de facto integrated within the Discourses of the various disciplines.

Two levels of interaction occurred between language lecturers and disciplinary specialists, interactions around teaching and learning, and interactions around disciplinary discourses. When the focus of the interaction was on teaching and learning, it elevated the role of the language lecturers and downplayed the expertise of the disciplinary specialists. On the other hand, when the focus of the interaction was on disciplinary Discourses, it elevated the role of the disciplinary specialists and downplayed the expertise of the language lecturers. The power relations in the partnerships were affected by the focus of the interaction between the collaborating partners. In partnerships where a balance was achieved, both the language lecturers and the disciplinary specialists were able to expand their identities and develop new understandings of what it meant to integrate language and disciplinary content. These were the more successful partnerships where deeper understandings of integration were reached:

"This was where (referring to the collaborative partnership) I was beginning to really come into the spirit of the integration, I suppose that's the best way to put it. I was beginning to be taken seriously and as I say, nothing's explicit or overt, it's just that that was in my mind, I felt I was. You know that I could discuss things with X (her language partner) and we

could really talk it out in terms of what would be educationally sound, why we were doing this and why were we picking that, and not that.” [DS9]

The data from this chapter point to the following factors as being significant in determining ‘successful’ partnerships; similar age, compatible personalities, shared life experiences, common educational vision, comparable levels of commitment, previous collaborative engagement, disciplinary expertise and disciplinary status. The way in which these factors interacted with each other impacted on both the balance of power within the collaborative partnerships and how the collaborating partners developed their understandings of integration.

The data from this chapter further seems to indicate that collaborative interaction which balanced and recognised the different types of expertise between language lecturers and disciplinary specialists, resulted in deeper levels of integration and extended understandings of integration and conceptualisations of academic literacies. Chapter six will further explore the processes underpinning the participants’ changing conceptualisations of academic literacies and their shifting understandings of what it meant to integrate language and disciplinary content.

CHAPTER 6

DATA ANALYSIS – CONCEPTUALISATIONS OF ACADEMIC LITERACIES

We brainstormed around our own understanding of integration and as a result, learning what other people think it should be, and feeding into that.

1. Introduction

This chapter provides a descriptive, thematic analysis of the third conceptual category emerging from the first round of data analysis, the *conceptualisations of academic literacies*, which relates to the second critical question of this study:

‘How might the process of negotiation have influenced language lecturers’ and disciplinary specialists’ conceptualisations of integrated academic literacy practices?’

The chapter is divided into four broad sections, each describing a sub-category flowing from the third conceptual category.

2. Conceptualisations of academic literacies

A third theme that emerged across all interviews and freewrites related to how individual participants conceptualised the notion of academic literacies. The social process of discursive engagement, that occurred in both the transdisciplinary collective and the collaborative partnerships, seemed to influence a process of (re)conceptualisation for individual participants. The understandings of language and content integration that individuals brought to this social process of discursive engagement, appear to be at the core of how individual participants conceptualised the notion of academic literacies. One

disciplinary specialist, who felt she had a clear understanding of '*what the language and content integration should look like*' at the beginning of the institutional project, discovered that as she heard '*different spins*' on language and content integration from others in the transdisciplinary collective and from her collaborating partner, '*it opened (her) mind to other possibilities*', and that '*once you've opened your mind to other possibilities, you can go back*' and reconceptualise. Later in the interview she ascribes this process of reconceptualisation to the fact that '*I had a picture in my mind*' [DS9]. It appears that the *picture* of language and content integration that she had in her mind, brought to the social processes of discursive engagement in the transdisciplinary collective and in her collaborative partnership, was at the core of her changing conceptualisations of academic literacies and her shifting understandings of what it meant to integrate language and disciplinary content. It appears that individuals making up the transdisciplinary collective developed and attributed meanings to the concept of academic literacies through the social process of discursive engagement that occurred collectively and collaboratively.

Using the process of systematic comparative analysis across transcripts, the theme '*conceptualisations of academic literacies*' was developed into the third of the four main conceptual categories emerging from the data. This chapter provides a descriptive and thematic analysis of this category, by developing its properties and dimensions through the following sub-categories:

- the *academic literacy discourses* prevailing within the broader institutional context;
- the implicit theories informing individual lecturers' *educational principles and practices*;
- the *characteristics of integration* that shaped how individual lecturers made meaning of the concept of academic literacies;
- the *understandings of integration* that individuals brought to their partnerships and to the collective.

2.1 Academic literacy discourses

One of the factors that appeared to shape how individual lecturers made meaning of the concept of academic literacies, was the *academic literacy discourses* prevailing within the broader institutional context. These discourses not only shaped individual and collective understandings but also influenced institutional practices. The data revealed three dominant institutional discourses:

- Understanding language as an instrument of communication rather than as a means for making meaning,
- Conflating academic literacy and English proficiency, and
- Framing students in a deficit mode.

2.1.1 *Language as an instrument of communication*

One of the dominant academic literacy discourses prevailing within the institution related to an understanding of language as an instrument of communication rather than as a means for making meaning. One of the disciplinary specialists echoes this institutional discourse, in what he presents as a typical institutional response to language and content integration:

"... the language is simply what you're going to use anyway to teach them (the students). Why are you making a whole fuss about this (language and content integration) to me? If students can't speak English properly then you must take students with a higher level of English. They must be put on support programmes to improve their language. What else do you want? I mean that's enough. The X (institution) is doing that. It's doing enough. You don't need to do more." [DS7]

This institutional discourse typically sees language as simply the medium of instruction, and therefore merely a vehicle or tool for communicating content. This discourse leads to simplistic understandings of the complexities of

language, and an artificial distinction between language and content. It tends to shift understandings of language and content integration towards an understanding of 'integration as disciplines', as discussed in section 2.4 of this chapter.

2.1.2 Academic literacy and English proficiency

Another dominant academic literacy discourse prevailing within the institution related to the conflation of academic literacy and English proficiency. This institutional discourse, rooted in a form of 'linguistic imperialism' that reinforces the hegemony of English, typically sees academic literacy as something needed by ESL students who are not proficient in English - the medium of instruction. A language lecturer reflects this institutional discourse when she articulates her understanding of why the institutional language and content integration project needed to take place:

"Something needed to be put in place to assist L2 English learners who were clearly disadvantaged by having to acquire new knowledge via a language that was not their mother tongue". [LL2]

This institutional discourse links academic and disciplinary literacies to ESL students and issues of English proficiency. It also leads to a further conflation and linking of language to academic performance, as expressed by this language lecturer:

"Now that (referring to team teaching not being sustained) is what I was perturbed about because, this is going to work if I go into the content subject. For example, X (a colleague) the other day asked me if it is possible to join him on a Thursday afternoon and come into the class with him, because he thinks the students (who are not performing academically) need that - that feeling that they are going to be assisted with the language if they have problems. But he thinks they have problems with the content simply because of the problems with their language. I can remember once, one lecturer from the X (referring to a

faculty) saying that 'I don't think team teaching is necessary because we know now that they should brush up their language and it (referring to problems with disciplinary content) will be done.' [LL7]

This discourse leads to simplistic understandings of the complex processes underpinning students' accessing of disciplinary content. Conflating language proficiency and academic performance in this way, leads to a simplistic notion that 'solving' surface language problems such as syntax will lead to improved academic performance in students.

2.1.3 Students in deficit mode

Another dominant academic literacy discourse prevailing within the institution related to the framing of students, particularly second language speakers of English, in a deficit mode. In the context of South African higher education, this discourse has its roots in the racial categorisation of people, which was legislated during the apartheid era, as well as the widening access to higher education prevalent in the 1980s. These socio-political realities gave rise to an assumption that second language speakers of English at English-speaking tertiary institutions were from previously disenfranchised groups and therefore deficient in some way. As illustrated in the quote below, this institutional discourse typically sees the students as the 'problem' and the reason for poor academic performance, while it also absolves lecturers from critically reflecting on their practice, and the institution from critically reflecting on its systems.

"I think there's that perception, it's very strong, that it's the students' fault. It's not the system. It's not the way we do things, and it's not the institution. It's the students and there's nothing we can about that because of, you know, Secondary education. I think there's quite a lot - that perception is very strong. It's not a perception, it's an idea, it's a concept." [LL9]

All of these discourses shaped both lecturers' conceptualisations of academic literacies, as well as how they implemented academic literacy interventions at the institution. These discourses, which pervade higher education both nationally and internationally (as outlined in chapter 1), tended to reinforce notions of academic literacies as autonomous generic skills, which in turn led to calls for interventions such as separate remedial classes in English and add-on, generic academic literacy skills-based courses. Such discourses also tended to construct language lecturers as being responsible for the development of students' disciplinary literacies, as illustrated in the excerpt below:

*"There's a word in **our** department, well I didn't like that much because **they** call it, **they** call all these other things that **they** do 'sideshows'. 'It's not part of what I'm employed for, sideshows, and I'm not into sideshows, you know, I get paid to lecture this particular subject and that is it, that's my job, don't bother me with language issues. That is, it's a sideshow.' **They** see it as a sideshow."* [DS6]

This disciplinary specialist, possibly due to his engagement in the discursive space provided by the institutional project, distances himself from this discourse dominating his department. This is evident in the shifts in pronoun usage in this transcript. His reference to "*our department*" indicates that he sees himself as part of the department, but the shift to "*I didn't like*", in the same line, is an attempt to distinguish himself from those colleagues who see "*language issues*" as "*sideshows*". These colleagues he refers to in the third person "*they*", clearly not seeing himself as part of them. He also chooses to reflect this discourse in the direct voice of his colleagues, "*It's not part of what I'm employed for*" and "*I'm not into sideshows*", rather than in his own voice, which he uses to comment on their use of this discourse and in this way distinguishes himself from them.

However, for most disciplinary specialists at the institution, such discourses exonerated them from the need to reflect on how they were or *were not* making explicit for their students the rhetorical nature of their disciplines.

These dominant discourses often limited lecturers' understandings and practices, structuring their discursive engagement and the ways they conceived of integrated materials and collaborative teaching. One language lecturer commented on the influence of such discourses on institutional debates:

"Language is the language lecturer's problem. There isn't the idea that it's everybody's problem ... it's often a viewpoint held by people who are vocal and who are senior, and who dominate debate, and that's a problem for me because those voices are powerful, and they stifle what people, who don't necessarily agree, people who might, they probably won't speak up, because those voices are powerful, because they have clout, due to, whatever it might be, seniority or experience or qualifications or research outputs or whatever it might be. It could be, you know, it's a lot of things, you know, academic capital, I suppose, we can call it. It often tends to be people who have a lot of academic clout, and that really does stifle debate. It stifles debate – it cuts it off."
[LL9]

It appears that the institutional project provided the kind of 'protected' discursive spaces, where the participants could engage with alternative discourses in an environment that was non-threatening and free from the hierarchical lines of power operating within academic departments and faculties. These spaces allowed for marginalised voices to emerge and for debates, which were being 'stifled' in academic departments and faculties, to occur. However, this 'protected space' also demarcated an 'exoticised' group (see chapter 4, section 3.2) which externalised responsibility for academic literacy teaching and thereby absolved non-participants from responsibility for the development of students' disciplinary literacies. This will be further discussed in the following chapter.

2.2 Educational principles and practices

Another factor shaping how individual lecturers made meaning of the concept of academic literacies, was the implicit theories informing their *educational principles and practices*. Those lecturers who understood knowledge as something to be imparted, and the curriculum as a body of content, were inclined to understand academic literacies as an autonomous list of generic skills which could be taught alongside a disciplinary curriculum. This was the case for the following disciplinary specialist:

*"I talk a lot in class and maybe it's my approach, I feel that **students don't understand, they're lazy and you have to explain everything**. So when I walk in, I sort of take over ... maybe I'm losing patience, but you ask the question, and they don't answer ... sometimes the students come back and say, 'you ask a question and you answer it.' I ask questions, but I answer it myself. I don't even give them a chance. I feel I should **change over**, more onto the students, which at this stage I don't do ... the students **they just frankly don't know what's going on**." [DS2]*

In the above excerpt the disciplinary specialist's practice is informed by an understanding of the curriculum as a body of content, and of knowledge as something to be imparted. This is evident in the words "*you have to explain everything*". His use of the generalised "*you*" points to his universalising this understanding of education beyond his own experience. Although he reflects critically on his practice and expresses the need to "*change over*" to a more student-centred approach, his teacher-centred practice continues. He justifies the continuation of these practices by invoking the discourse that frames students in a deficit mode, as "*lazy*" and 'not understanding what he is talking about'.

While his collaborative interaction with a language partner leads him to critically reflect on his teaching style, it is his implicit theories, what he refers

to as “my concept”, that continue to inform his educational principles and practices:

*“With our (referring to his own and that of his language partner) teaching styles, she’s more practical, in a sense that she will give the students work to do. She’s more for this. But I - maybe I’ve got the wrong **concept** - but I feel if I didn’t teach somebody something, I can’t expect that person to give it back to me. I don’t know. That’s just **my concept**. That’s why I’m afraid to tell them to go read that. Then I’ve just got to confine to what is there, you see. But if I know there’s now 60% and I’m giving 40%, then I can expect 100% from them. That is my outlook. So on that basis I feel **I have to explain everything**.”*
[DS2]

The implicit educational principles informing the practices of this disciplinary specialist, “*I have to explain everything*”, shaped how he made meaning of the concept of academic literacies. He clearly sees language and content as two separate things, where content is about “*all the facts*” and language is about “*is or are*”. This in turn provided the basis for the way in which he approached integration and integrated assessment, where he ‘marks the contents’ regardless of how his students “*arrange the facts*”, and his language partner ‘marks all the language’:

*“You see **I mark contents**, so if they say ‘is’ or ‘are’, it doesn’t matter to me. So as far as the content, I will read – did you state **all the facts**, there and then? If it’s there, they get a mark. **No matter how they now arrange the facts** or so. So that will be my assessment. **X (referring to his partner) will of course mark all the language** etcetera because I’m responsible for the contents.”* [DS2]

In her description of the institutional project, the language lecturer in this partnership reveals her understanding of academic literacies as an autonomous list of generic skills which can be transferred from one context to another:

"This project afforded learners the opportunity to link content and language, and to transfer skills from one subject area to another." [LL2]

In describing the process underpinning the integrated approach for this partnership, the understandings that both lecturers brought to the process clearly influenced their approach to integration:

"We looked at the common thread, and the common units that we were doing such as meetings, and we tried to synchronise it in such a way that the Communication component complemented the X (disciplinary) component." [LL2]

Where partnerships understood academic literacies as an autonomous list of transferable generic skills, they tended to integrate these 'skills' alongside a disciplinary curriculum, in a rather superficial model of integration, as described above.

On the other hand, those lecturers who understood knowledge as discursively constructed, and the curriculum as how the discipline intersects with the world, were inclined to understand academic literacies as being deeply embedded within the ways in which the various disciplines constructed themselves through language. This was the case for the following disciplinary specialist:

"I think that the way one challenges one's normal way of teaching is - I suppose one's got to challenge it - is that way of sort of imparting. The notion that part of the thing is to impart - I was dealing with the field. It's not a case of simply saying, 'just give me a subject and I'll teach it', sort of thing, ... not just a kind of 'I have to do this course'. How do I - how do you move beyond like, the bare requirements of the course? ... More than just that internalising things but actually to come to a meaningful kind of understanding of it, ... trying to get people to see this big picture." [DS7]

In the above excerpt he challenges the notion of teaching as imparting knowledge. He expresses the view that teaching needs to be about making students understand how their discipline intersects meaningfully with the world. His understandings of how knowledge is constructed, lead him to conceptualise the role of academic literacies as being about students gaining access to disciplinary knowledge:

"I think that I learned from this, going through the thing of integrating language with content, as a way of allowing students to gain access to knowledge about something" [DS7]

Further in the interview the implicit educational principles informing his practices are revealed. He is critical of lecturers who see the curriculum merely as a body of content:

*"I think that so often when people deal with the whole thing of teaching and learning, it's all to do with the curriculum, and the curriculum somehow is the content in people's eyes, and the language is **simply what you're going to use anyway to teach them.**" [DS7]*

He distances himself from this view, which he claims leads to understandings of language as 'simply what you're going to use anyway to teach them'. He clearly sees language as more than just a vehicle for delivering disciplinary content and this understanding shapes his conceptualisation of academic literacies as being deeply embedded within the ways in which his discipline constructs itself through language:

"... not just to deal as content subject but as an entire discourse, and then say, not just language content but language discourse and frame the whole thing. What you're teaching are all these pieces which make up that discourse, we kind of slice this narrow slice, and that I think is the real challenge. How do you really then tackle the entire thing that you're trying to do?" [DS7]

This disciplinary specialist sees language and content integration as being much more than two bodies of knowledge being synchronised to complement each other. He does not see language as having an autonomous 'content' of skills to be transferred to a disciplinary subject. He sees language as discourses that frame disciplinary content. This view makes him question the way in which understandings of 'language as a content' leads to a slicing up of discourses into skills, thereby losing a sense of discourse as a framing notion. The understandings that this disciplinary specialist brought to his partnership clearly influenced their approach to integration. This was evident in the deep levels of integration achieved in their integrated materials. In addition to this, his language partner appeared to share similar educational principles and practices. In other partnerships, where educational principles and practices were not shared, it created both a challenge and an opportunity for the collaborating lecturers:

"The way in which both of us looked at teaching and learning, it was very different. It was very difficult at first, but it has changed, it did change, and I think that the experience may have made a lasting impression on the other person (referring to the disciplinary specialist) and me, because the person's viewpoint has most certainly changed since then, since the beginning, and so has mine." [LL6]

In the above partnership, the differences in approach to teaching and learning created some difficulties but also an opportunity for both partners to reflect on their practice and change. Such differences have the potential to push both language lecturers and disciplinary specialists towards a critical pedagogy, where they raise in each other an awareness of what their implicit educational principles are, and of the inequalities that these implicit theories set up in the practice of their teaching.

The implicit theories informing participants' *educational principles and practices* was one of a number of factors which were instrumental in shaping participants' changing conceptualisations of academic literacies. Another

factor that appeared to shape how individual lecturers made meaning of the concept of academic literacies was certain characteristics influencing integration, such as choice of subjects for integration, knowledge of collaborating discipline and the timing of the collaboration, among others. This will be explored in the following section.

2.3 Characteristics of integration

The *characteristics of integration* that shaped how individual lecturers made meaning of the concept of academic literacies ranged from factors such as how new the lecturers were to academia and how reflective they were on their own practice, to their knowledge of, and exposure to, the 'other' collaborating discipline.

The nature of the practitioner seemed to be an important characteristic for successful integration of language and disciplinary content. Lecturers who were relatively new to academia seemed to be more receptive to new approaches and not in a comfort zone in the way that more experienced lecturers might be:

"I really hadn't been very long into teaching X (referring to his subject area), so I was still kind of doing it, in a sense, a reflective practice in terms of trying things, understanding that there were certain problems about it (the teaching of his subject) ... if it (the institutional project) came at a point when I had developed over a long period of time a way of teaching a subject, I think it's always very difficult then to move out from that, because this is the way I always taught it, and I've had reasonable results ... so why should I move out of the comfort zone around me? But I think that what happened with me was that the project came at a sort of critical point. I got into it at the end of the first year of me teaching X (his subject) ... I was now starting to reflect on things which I'd been trying that didn't work, so to me the project then really looped in with the process which I was going through anyway."
[DS7]

In the above excerpt the disciplinary specialist seems to have an openness to reflecting on the practice of his teaching as well as a criticality regarding the nature of his subject, which he ascribes to his newness to academia. The timing of the project for him was a crucial factor, as it coincided with a reflective process that he was going through at the end of his first year as a tertiary educator. For another disciplinary specialist, the institutional project came at a time when she was experiencing some concern about the way in which her discipline was being taught within her department as a whole:

"We weren't doing the best that we could for the students ... we had a very static curriculum or way of teaching ... I felt we were very traditional ... we were still using a fairly traditional model where students had other needs, and by traditional I mean Westernised way of education and Western values." [DS9]

The timing, of language and content integration initiatives, seems to be an important factor for lecturers involved in integration. When such initiatives coincide with lecturers' reflection on their own practice, such as at the end of the first year of teaching, and when the lecturers themselves are open-minded and receptive to other perspectives, then integration appears to be more successful. According to one language lecturer, *'the critical intervention point in the whole process of integration is the person who delivers.'* [LL5]

Another important characteristic for successful integration of language and disciplinary content seems to be a criticality in lecturers regarding the nature of knowledge production in both their own discipline and in other disciplines. Insight into how knowledge is produced within their own disciplines, and the implications of this for teaching and learning, were important characteristics for successful integration:

"It's the learning activities that helps students to engage with the concepts that they need to develop their understanding of the practices of a particular discipline, and the discourses of the discipline. So, that's what I

mean, X (her disciplinary specialist partner) could do it, because she has the Y (disciplinary) knowledge and understanding, but she also has insight into language and learning, and understands how the relationship between the two works. You need to understand the language of the discipline in order to access the content.” [LL8]

From the above excerpt it seems that content knowledge, insight into language and learning, as well as an understanding of the relationship between the two are essential characteristics for successful integration. Those lecturers who saw the link between language and learning in the disciplines were able to achieve deep levels of integration. For disciplinary specialists the important factor seemed to be an interest in language and learning, coupled with language-related components in their previous studies or educational qualifications:

“At the time (start of the project) I hadn’t quite finished English III in my B.A. and had started Communications. So things were suddenly plugging in from a different aspect ... and up to then I hadn’t really decided to do the Communications as a major, but this sort of changed my mind because I could suddenly see how things were plugging in ... the BA was now becoming really useful, the English side of things, particularly the English III, going into acquisition, language acquisition.” [DS9]

For language lecturers the important factor seemed to be some knowledge of or previous exposure to the discipline of study with which they were seeking to integrate:

“I could relate to what they’re (his collaborating partners) saying, I could understand what they were saying, a lot of the stuff I already knew, and it makes it so much easier. I also had ideas even before I came to the table of how one could combine the two (referring to his subject and theirs). Because what is also helpful is I majored in English, Afrikaans and X (the collaborating disciplinary subject). So

then at university level I did all three as my majors. So that brings about a certain kind of understanding and I could already make the conceptual links. Having studied X (the collaborating disciplinary subject), and because I believe that one must build conceptual links between ideas and issues, it wasn't a pure communication perspective ... there was a more conscious link, more concrete link, between content and language." [LL5]

A final characteristic that seemed to be important for successful integration of language and disciplinary content were the synergies between the two subjects. Issues such as the logical sequencing and structuring of the integrated curriculum, the selection of coherent themes or sections of the discipline for integration, and the choice of suitable disciplinary subjects for integration, were all important factors. From the data it emerged that the choice of a discipline-based subject needed to be guided by the extent to which the subject was text-based, content orientated and theoretical rather than practical. In addition to that integration seemed to be more effective when the disciplinary subject was a mandatory offering and a subject major.

Also emerging from the data was the importance of logical sequencing and structuring in creating synergy in an integrated curriculum. One language lecturer pointed out that it was quite important for her collaborating partners to stick to the sequence in which they were integrating:

"We've worked it out so that in that week everybody's doing different things, but all in line, and I mean we worked out the whole year, week for week. So if I decide, no, I'm not doing referencing today, I'm going to do a game that I've learnt on team building, it throws them (referring to the students) out completely ... if you do that kind of thing then everything we're doing in our classes seems like a different thing. ... And you know, the students love it (referring to the integrated approach) ... there's just that synergy in the whole programme and those moments are stunning." [LL3]

The above excerpt points to the importance of taking the students into account when designing an integrated curriculum. Another language lecturer pointed out that:

"You've got to build those links for them (the students), so that they can see how these things inform each other. ... Your students can't make those connections in most cases for themselves. You've got to build the connections. You've got to teach for integration, you've got to write for integration. It doesn't happen automatically. So, you've got to know your course and you've got to know your curriculum ... in terms of the content - the curriculum determined that to a great extent. In terms of the way in which we integrated it that's where we had to bring in our creativity." [LL5]

For this partnership the most powerful organising principle driving the process of integration was the curricula of the two subjects being integrated. Another partnership pointed to the importance of purpose and planning, as they reflected on their integration process. The language lecturer in this partnership felt that it needed to be more than just '*devising language exercises around the content*' [LL6], while her disciplinary specialist partner expressed a concern about '*only portions taken out of the course*' [DS6]. Both of them felt that an integrated curriculum needed a clear overarching purpose and plan, and that when this was not well-thought through, it resulted in an integrated curriculum that lacked coherence.

The areas of the curricula chosen for integration, and how these areas relate to the disciplinary content as a whole, are crucial. The framework of what is included in the integrated curriculum, from the disciplinary content, needs to be coherent in terms of how that content is taught and understood within the discipline. When this is not the case, it results in what Jacobs (1989) refers to as the 'potpourri' effect, where the bits and pieces selected from the disciplinary subject content are not coherent in terms of how the subject sees itself. This leads to the disciplinary specialists devaluing the integrated curriculum. In one partnership where this happened the disciplinary specialist

felt that the reason for this was that the integration process was driven by the communication curriculum:

"We were driven by the communication, and seeing what content fits the communication. Maybe it should have been the other way around. ... The communication component was too overpowering, because we were thinking about this communication problem and I think because of that we were sort of seeing what we could fit into the Communications to make the communication better, instead of making the content better, using the communication ... that is my personal concern." [DS6]

In this excerpt the disciplinary specialist identifies the way they were *'thinking about'* the integrated curriculum as being the driving factor. Because his partnership understood the purpose of their integrated curriculum as being about addressing a *'communication problem'*, their integrated curriculum was driven by the subject *'Communication'*, which he views as a concern. He suggests that a paradigm shift, where the purpose of the integrated curriculum is driven by how the subject content is understood within the discipline, would result in a more coherent and relevant integrated curriculum. This observation points to the importance of the process of conceptualisation when designing integrated curricula, which will be expanded on in the next section.

2.4 Understandings of integration

As mentioned in the previous chapter, most language lecturers and disciplinary specialists understood language and content integration as integrating their own subject area with the subject area of their collaborating partner. In the excerpt below a language lecturer refers to *"my communication"* and *"his content"*:

*"I would take **his content** and I would do the language-related things with **his content** ... we would talk about what we can do in terms of integration, how I can use **his material**, how I can assist **their students** to access their information easily, how I can use **his content***

*to integrate with **my communication** to make **my communication** more meaningful for **his students**.” [LL1]*

She clearly sees her subject, “*my communication*”, and her partner’s subject, “*his content*”, as separate entities. This understanding is emphasised by the fact that she repeats the phrase “*his content*” three times, and the phrase “*my communication*” twice in the excerpt. In this case even the students, “*his students*”, are seen as ‘belonging to’ the disciplinary specialist partner and his discipline-based colleagues, “*their students*”. This understanding of integration prevailed among disciplinary specialists as well:

*“... for me the integration is simply that **the communication** and **the content** had to be joined together, where it’s meaningful to the students.” [DS5]*

In addition to this, most language lecturers and disciplinary specialists understood academic literacy (embodied in the subject Communication Skills) as a separate discipline with its own body of knowledge and skills. These understandings led to integration at a fairly superficial level.

However, although none of the collaborating partnerships initially understood integration as Discourse, such understandings emerged as a result of the collective and collaborative discursive engagement, and also as a result of putting these emerging understandings into practice through team teaching and developing integrated materials. These new understandings gained significance and were cemented in the social context provided by the collaborative partnerships and the transdisciplinary collective:

“At many times in the project you reach points where you don’t know which way to go, or which is the best way to go, and at some stages you make more informed decisions than in others ... the visions (of integration) initially differed, and I think as we started talking we got closer to each other.” [LL5]

Through these collaborative engagements the participants not only developed shared understandings of what it meant to integrate language and content, but also shifted from their initial understandings of what it meant. These shifts will be explored in greater detail in chapter 7.

Participants came to the institutional project with varying notions of language and content integration. The data revealed four types¹ of understandings among the participants:

- Integration as disciplines
- Integration as English proficiency
- Integration as accessible language
- Integration as Discourses

2.4.1. Integration as disciplines

Integration as disciplines refers to the kinds of understandings that see integration as two disciplines, language (Communication Skills/Academic Literacy) and content (from a particular discipline or subject area within a discipline), each with its own body of knowledge and skills, attempting to synchronise areas where they might integrate. This type of understanding would typically be expressed as:

“If I must explain integration to someone, I would say it is to look at how to take different subject matter and to teach it as if it was one, and to look at teaching towards assessment which assesses more than one area. So it’s actually combining not only the teaching of different subjects, but also the assessment of it.” [LL3]

This understanding of integration is underpinned by the notion that language and content exist as two separate subject areas. This type of understanding is reinforced by tertiary curricula with mandatory subjects such as

¹ I would like to acknowledge an earlier typology of understandings, developed by four of the participants in this study, for an unpublished conference presentation, that helped shape my thinking.

Communication Skills and or separate courses in *Academic Literacy*. One disciplinary specialist referred to this type of understanding as *'functional silo type of thinking'* [DS1]. He explains how initially he saw integration in this way, and how his understandings changed through his collaborative interactions in workshops with other colleagues:

"We (referring to his partnership) weren't the only the role players in this, it was our classes, so we also need to move their minds from this functional silo type of thinking. So that's why we started on this strategy (referring to team teaching). You (the language person) teach, like this in your language (subject). I teach it in this (referring to his subject area) and then we come together, so that they (referring to the students) can also see this picture, what do you mean by integration. Yes, we needed to understand because, as a content person, I first needed to be convinced, and I mean I went through quite a few workshops." [DS1]

This disciplinary specialist saw the role of team teaching as being a way of convincing the students of the value of integration, but it was also through this process that he experienced a mind shift from *'functional silo-type thinking'*. Most disciplinary specialists who brought this type of understanding to their partnerships, understood integration as bringing their content into language, while most language lecturers understood it as bringing their language into content:

"The integration at first to me was only about elucidating language within the content subjects." [LL4]

"It was always going to be communications with an X (referring to her content subject) flavour." [DS4]

However, the commonality underpinning these two variations of *integration as disciplines* is the notion of language and content as separate disciplines or subject areas. Subjects such as *Communication Skills* or separate courses

teaching academic literacy 'skills' create the kind of dilemma, which leads lecturers to ask:

"Is it more content than languages, more language than contents? What is it? And I think that I'm still at that point maybe. It just depends on what you're wanting to achieve, and maybe that is what integration is for me. I think that I'm a bit confused still, about the level of integration. How far do you go?" [LL6]

In this partnership the disciplinary specialist had a clearer answer as to how far the integration needed to go. He expressed a concern about the integrated materials that their partnership had produced, stating, *"I feel maybe there's not enough content in it, and too much communication" [DS6]*. When asked whether he felt more content was needed, he stated that *"more of a balance"* was needed. In another partnership, where the subject 'Communication Skills' did not form part of the mainstream curriculum of the discipline of study, this dilemma did not arise:

"... the thing is we didn't have communication as a coded registered subject, but it was intrinsic, it's in almost everything." [DS9]

It appears that the integration of Communication Skills/Academic Literacy as a subject leads lecturers to understandings of integration as two disciplines, language and content, each with its own body of knowledge and skills, attempting to find areas of overlap. However, where academic literacies are not taught as a formal subject, it seems to lead to understandings that see academic literacies as embedded within disciplines, and integration as gaining access into the Discourses of disciplines of study.

2.4.2 Integration as English proficiency

Integration as English proficiency refers to the kinds of understandings that see integration as being about developing general English language proficiency and enabling the students to understand English as a medium of

instruction, as well as read academic texts in English and write academic texts using grammatically correct English.

This type of understanding would typically be expressed as:

"I can see they don't do well, maybe not because they don't know, it's because they can't express themselves. So I picked that up really, that it really is a language barrier, nothing else. Nothing else." [DS6]

This understanding of integration is underpinned by the notion that the barrier to students' success within their chosen discipline of study is the language of teaching and learning (English), rather than access to the disciplinary Discourses of their field of study. Integration is seen as firmly located within the field of language/communication, with very little to do with the way in which students understand the content of their disciplines of study:

"We were integrating language and content. ... The communication part, because at the end of the day that was the essence, it's that the student must be able to understand, and to be able to understand they must be able to understand language and communication. We only provide the content. So we're sort of giving the basis of the thing, but really it's for him (the language partner) to move with what we are giving. That's how I looked at it." [DS5]

In the above excerpt the disciplinary specialist sees the disciplinary content as only the base to be understood by students, while the language for communicating that content is seen as the key to understanding it. This view is fuelled by discourses prevailing within the broader institutional context (see section 2.1), which see language as an instrument of communication rather than as a means for making meaning, and which frame second language speakers of English in a deficit mode:

"I think that language is blamed all the time for problems that the students have. I mean we know this. How many times did we hear the

phrase 'the language issue'? Yet there is an unwillingness to think about what that means." [LL9]

This understanding of integration tends to conflate academic literacies and English proficiency, which in turn shapes both lecturers' conceptualisations of academic literacies, as well as how they implement academic literacy interventions at the institution. Such thinking results in integrated materials that tend to focus on semantics and vocabulary, rather than on disciplinary Discourses.

2.4.3 Integration as accessible language

Integration as accessible language refers to the kinds of understandings that see integration as being about making content knowledge accessible to students by simplifying the disciplinary language. While this understanding also draws on institutional discourses that frame second language speakers of English in a deficit mode, it takes account of the role that disciplinary specialists play in making the content knowledge accessible to their novice students. This type of understanding would typically be expressed as:

"He (referring to the student) is only going to understand X (referring to her discipline) if it's written in a user-friendly way ... the students that are coming out of school don't have that background, you know, and English is not their first language. It's so difficult, and suddenly I realized, wow, we can write X (her discipline) in terms that even my kids or my family or people from the street can understand it ... the prime object of writing in accessible English, which could be easily understood by students who did not have English as their 1st language." [DS5]

This understanding of integration is underpinned by the notion that the barrier to students' accessing the disciplinary content is the technical language and jargon of the discipline, as articulated by this disciplinary specialist:

"I think that for me there was also kind of falling into a kind of thing of using jargon, trying to move back from jargon into easily understandable, you know, using terms which explain rather than sort of making language a barrier." [DS7]

This understanding was expressed in integrated materials that sought to simplify the authentic academic texts of the disciplines, and encouraged disciplinary specialists to substitute technical terminology with commonsense terms wherever possible:

"I basically took my course notes and re-wrote them just trying to make it as understandable as possible, taking out whatever unnecessary big words, and unnecessary complicated terms, and trying to make it as simple as possible, in a kind of non-patronising way. So that's what I did and then I was still stuck with issues, you know, what's this integration thing really about and I was still having that difficulty at that time. So I handed it over to X (his language partner) and (she) made valuable contributions in terms of what to put into the text in terms of tasks and assignments, to make the work more alive to students. It only gelled for me then, you know once I got feedback, what this thing is about, and it really fell into place for me then, what we are actually trying to do." [DS1]

In the above excerpt the disciplinary specialist displays an awareness of the students' English proficiency and adjusts his course notes accordingly. Despite this awareness, his understanding of integration only gelled through his collaborative interaction with a language partner. She expanded his understanding of integration to include different kinds of classroom activities to engage students in the academic texts.

While this understanding goes beyond seeing integration as English proficiency, to include making content knowledge accessible to students, it is limiting in that it does not expose students to the powerful disciplinary

Discourses or to how these Discourses function within the context of the discipline.

2.4.4 *Integration as Discourses*

Integration as Discourses refers to the kinds of understandings that see integration as being about making explicit, and giving students access to, the workings of disciplinary Discourses. This would include seeing language as a means for accessing core disciplinary concepts, as well as an awareness of the rhetorical structures of the discipline.

This type of understanding would typically be expressed as:

"Initially one could have said you only need to know the words and the meanings to understand X (the discipline) better. But you need to do more than that. What I'm saying is you need to be able to place the term where it comes from, what it means, what the implications are, how just one word changes the whole meaning, how language sets up relationships of power, how it sets up relationships of equality or inequality. So it's getting deeper into conceptual understanding of these things. And I think it's not only a matter of having certain language proficiency, via a proficiency test, now you're going to do well. It's more than that ... It's because words ultimately operate in a context, but it doesn't only operate in the context of a passage or in the context of a book. It operates in the context of a reality, of a life; it operates in the context of your experience. Through the ages it operated in different contexts in the way that people thought at different times. It will change its meaning or its implications in time to come, as contexts and things change, and we've got to be mindful of that, and that speaks about the power of language, and what language can do and what it does, it's not a passive thing. And I think those are the kinds of things people need to begin to talk about." [LL5]

In the above excerpt the language lecturer clearly sees integration as gaining access to the Discourses of a discipline. He understands that language and content integration is more than just accessing discipline-specific terminology or enhancing English proficiency. He sees the embeddedness of language within the context of its application, and understands that the relationship between language and content has implications for relationships of power within the discipline and its practice.

This understanding sees expression in integrated materials that focus on the ways in which particular disciplines use language, both in the academic context and in the practice of the discipline:

"I chose something fairly core, of the content ... for instance the stuff I chose for the science and chemistry sector, again it's very core stuff ... I used case scenarios, patients' case scenarios and I chose core things out of that content too. They would have to explore ethics and professionalism and confidentiality, that again is very core to a caregiver's training, and it's not a soft skill ... it is applicable to clinical, you know, the whole profession as it were." [DS9]

In the excerpt above, the understanding of integration that this disciplinary specialist brought to her materials development process, led her to focussing on core areas of the discipline and its practice, while in partnerships where there were more superficial understandings of integration, the focus tended to be on areas of the discipline which were considered to be peripheral. Later on in the interview this disciplinary specialist reflected on how her understandings of integration, as expressed through her materials, had developed over her period of participation in the institutional project:

*"Nowadays I would look at it (integration) much more in terms of the less **tangible skills** that you actually impart to your students which then helps them in the learning in the classroom, and helps them access the language. The glossary ... was very tangible, and crossword puzzles and annotating text and things like that. Whereas*

now, I think I'm far more open to how you get the students' pathways through learning, how to assert your subject, as well as learning the **language of the subject** and **the language they need to write it academically**. There's a whole underground layer, under learning, which depends upon it. Sort of **a bedrock layer of basic tools that allows the learner to access the different languages**. And possibly, I think, in 2000 (at the start of the project) I was also still **looking at language more in terms of medium of instruction**, and there's discipline, sure, because I mean I was doing **glossaries** for **disciplinary language** but there's **another language behind** that which I'm now just beginning to represent." [DS9]

This extract seems to imply some sort of linear relationship between the four types of understandings that participants brought to the concept of language and content integration. This disciplinary specialist reflects on her developing understanding of language and content integration as having progressed through four stages.

She describes her initial understanding of integration as being about integrating "*tangible skills*". This would point to an understanding of academic literacies as a body of knowledge comprising an autonomous set of generic skills, transferable to any discipline of study, as discussed earlier in section 2.4.1 of this chapter.

She then further describes her emerging understanding as "*looking at language more in terms of medium of instruction*", which would imply an understanding of integration as English proficiency, as the medium of instruction at the institution is English. This understanding of language and content integration would be in line with what was discussed in section 2.4.2 of this chapter.

Still further on in the segment she refers to her still developing understanding of integration as being about "*disciplinary language*" and she refers to

“glossaries” as an example. This would imply an understanding of integration as accessible language, as discussed in section 2.4.3 of this chapter.

Finally, she refers to *“another language behind”* the technical disciplinary language and jargon of the discipline, as something she is just beginning to represent in her teaching. Earlier in the segment she tries to define this as *“a bedrock layer of basic tools that allows the learner to access the different languages”*. This level of understanding seems to be in line with what was discussed in section 2.4.4, as integration as Discourses. Here she seems to be referring to a process of inducting her learners into the discourses or *“basic tools”* of her discipline, which will allow them to access both the technical *“language of the subject”*, as well as *“the language they need to write it academically”*.

While I am not attempting to represent the four types of understandings emerging from the data as discrete types, or as being in a rigid linear relationship, it does seem to be useful to represent them as points along a continuum of understandings of language and content integration, where ‘integration as disciplines’ is at the one end and ‘integration as Discourses’ is at the other end, as depicted in Figure 17 below:

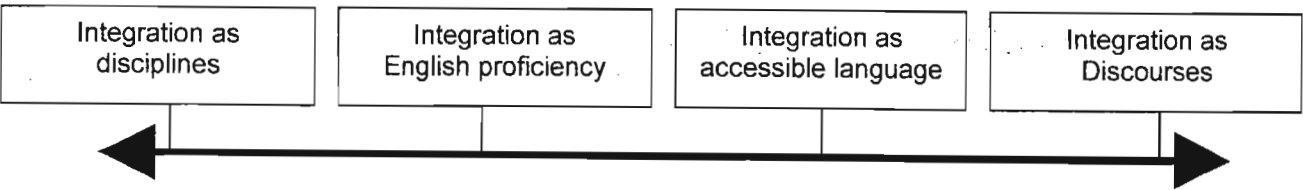


Figure 17: Continuum of understandings of language and content integration.

Although Figure 17 appears to portray the ends of the continuum as a set of dichotomies, I prefer to see them as ‘modalities’, which Bernstein (1996) describe as ‘oppositional forms’ that have a range of ‘realizations’. In this interpretation, the types of understandings would be seen as a range of ‘realizations’ of the oppositional modalities. Participants in the study shifted across the continuum in both directions as they implemented the integrated approach to teaching academic literacies, often occupying more than one

position. Their positioning on the continuum was determined by factors such as the needs of a particular group of students or the objective of a particular integrated lesson.

It appears that those participants whose understandings moved towards the 'integration as Discourses' end of the continuum were able to achieve deeper levels of language and content integration, which was evident in the learning materials they produced, as well as in their team-taught lessons and their integrated assessments. These shifts in understandings of what it meant to integrate language and disciplinary content were also instrumental in shaping participants' changing conceptualisations of academic literacies. Those participants who began to understand language and content integration as being about making explicit the workings of disciplinary Discourses, started reconceptualising their notions of academic literacies. They articulated conceptual understandings of academic literacies as being multiple, embedded within particular disciplinary contexts, and therefore not easily transferable to other contexts.

As previously mentioned, the social processes of discursive engagement, that occurred in both the transdisciplinary collective and the collaborative partnerships, seemed to influence a process of (re)conceptualisation for individual participants. Through this conceptual process the individual lecturers developed and attributed new meanings to the concept of academic literacies. The findings show that the factors (as illustrated in Figure 18 overleaf) that influenced how individual participants conceptualised the notion of academic literacies are:

- the *academic literacy discourses* prevailing within the institutional and broader higher education context;
- the implicit theories informing individual lecturers' *educational principles and practices*;

- the *characteristics of integration* that shaped how individual lecturers made meaning of the concept of academic literacies;
- the *understandings of integration* that individuals brought to their partnerships and to the collective.

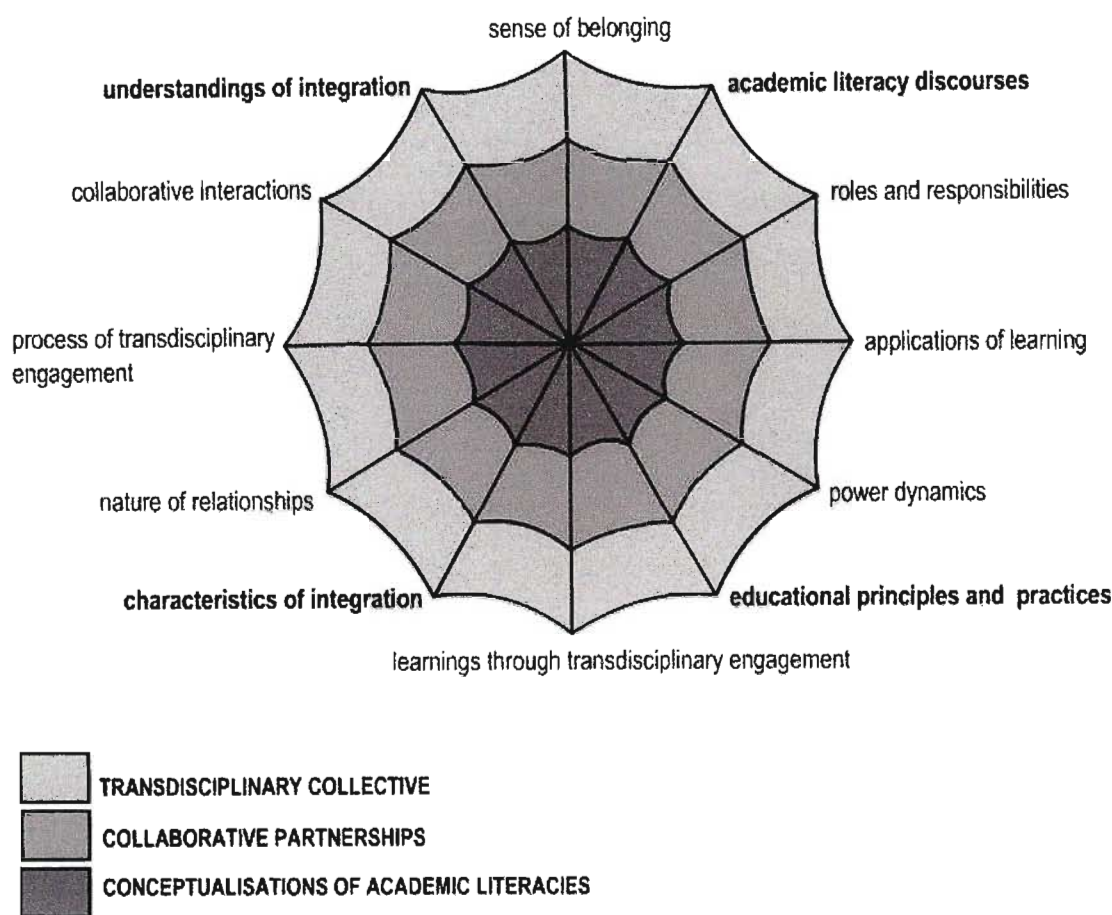


Figure 18: Factors influencing conceptualisations of academic literacies.

3. Conclusions

As illustrated in Figure 18 above, the project created three levels of engagement for participants. Two of these levels of engagement, depicted by the two outer layers of the diagram, involved a social process of discursive

engagement with other tertiary educators within the transdisciplinary collective, and with a collaborating colleague within the collaborative partnerships. The findings seem to indicate that these social processes gave rise to a conceptual process, depicted by the inner layer of the diagram, where individual participants were able to rethink their conceptualisations of academic literacies and shift their understandings of what it meant to integrate language and disciplinary content.

Interactions in the transdisciplinary collective, the outer level of engagement, tended to lift the participants outside of their disciplines and focus them on issues of teaching and learning which in turn contributed towards the emergence of a collective identity as tertiary educator/teacher. Interactions in the collaborative partnerships, the middle layer of engagement, tended to lift the disciplinary specialists outside of the Discourses of their specific disciplines and focus them on the workings of these disciplinary Discourses, which in turn contributed towards expanding the emerging collective identity as tertiary educator/teacher, to include a reciprocal identity as Discourse educator/teacher, between the language lecturers and disciplinary specialists.

The data from this chapter seem to indicate that where a balance was achieved between these two levels of engagement, participants were able to expand their identities and shift their conceptualisations (the inner layer) from an understanding of academic literacies as autonomous and transferable skills, towards an understanding of academic literacies as multiple, embedded within particular disciplinary contexts, and therefore not easily transferable to other contexts. This process of reconceptualisation appeared to further influence a process of identity construction among individual participants, which will be explored in greater detail in the following chapter.

CHAPTER 7

DATA ANALYSIS – ACADEMIC IDENTITY

I think it's that giving up of your expert position and saying, 'I'm a learner', which a lot of people are not prepared to do ... people who started dabbling in different things, you will see the psyche of the people who were involved, it's people who don't want to just do what they're supposed to be doing, adventurous people.

1. Introduction

This chapter provides a presentational analysis of the fourth conceptual category emerging from the data analysis, *academic identity*, which relates to the third critical question of this study:

'How did language lecturers and disciplinary specialists construct their respective roles and academic identities within an integrated approach to the teaching of academic literacies?'

As outlined in chapter 3, a presentational analysis examines how language conveys meaning through the use of words. In this chapter the data will be examined for evidence of the processes of learning, self-definition and change underpinning what participants are saying. The chapter is divided into two broad sections. The first section analyses the fourth conceptual category, *academic identity*, while the second section theorises the notion of discursive spaces.

2. Academic identity

Data from the previous three chapters point to an expanding academic identity for participants. It appears that the new integrated approach to the teaching of academic literacies introduced an educational innovation that

precipitated identity shifts in the participants. These participants appeared to reconceptualise their changing academic identities within the context of this new approach to understanding academic literacies. Henkel (2000) mentions three possible sources of academic identity, namely, the discipline, the institution and the profession. Her study, located within British universities, found that the academic working lives of the participants were centred around their disciplines, and that the combination of research and teaching was what mattered for their sense of identity.

In this study, however, the disciplinary identities for both language lecturers and disciplinary specialists appeared to be weak. This could be related to the institutional context, a University of Technology (previously a Technikon), where a strong research culture was still being developed:

"I never saw myself as much of a researcher, I don't know, the research is something that, for some or other reason, I'm not too keen on research. Don't ask me why, but I'm not into research. I don't know, it's just part of my nature. I'll do the teaching and that sort of thing."

For most disciplinary specialists 'the discipline' was seen as a social construct, embodied in the tangible form of an academic department of colleagues and students or a place of work, rather than as an epistemological construct. Engagement in disciplinary research seems to be a pre-requisite for seeing disciplines as epistemological constructs. In an environment with a poorly developed research culture, these disciplinary specialists tended to identify more with the practice of their disciplines, in the world of work, as the 'normative space' (Bleiklie, 1998) within which they forged their academic identities. This gave rise to a strong professional identity¹, rather than a disciplinary one:

¹ I use the term 'professional identity' differently to the way in which Henkel uses it. She refers to academia as a profession, while I am referring to the professional practice of the disciplines of the disciplinary specialists, such as Law, Architecture, Engineering and so on.

"I've had good working experience, yes, definitely, and that assisted me, I must say, it assists me in my lecturing as well, because I can give real situations to the students. I give real examples, where you know people, and you know things like that. I don't think, if you ask me honestly, I don't think I've missed out on a true education degree. I don't think I've missed out on that. I think I'm still doing a good job, without that education background. But then what helps me is the fact that I was in practice for so long. So, I have a practical knowledge and practical experience."

For most language lecturers the 'normative space' within which they forged their academic identities was the classroom, giving rise to a strong teacher identity, rather than a disciplinary one:

"In terms of our (language lecturers') understanding about teaching and learning, the content people's approach in general is very different to language people's approach. I think part of the challenge that they have is most of them don't have a teaching qualification. We come in as teachers, they come in as professional people in different fields and that's a difference."

Henkel's study (2000) found that while all participants located themselves within a discipline, not all disciplinary identities were strong. Of all the disciplines included in her study, she found the disciplinary identity weakest in English. The language lecturers in this study also displayed weak disciplinary identities, with some of them identifying with English literature as a discipline rather than English language, and most seeing themselves as educators generally rather than language teachers:

"I've kind of stopped thinking of myself as a language lecturer as well and more as an educational development officer or something, for want of a better word. You know, I mean I teach language, but I feel like I'm doing other things over and above that. I'm doing academic development and I really don't think that that's regarded as a serious

academic pursuit by a lot of people. It's not rigorous in a lot of people's minds."

Although the disciplines of Science, Engineering and Business are generally regarded as higher status disciplines than Education and Language (Becher & Trowler, 2001), the language lecturers tended to exert their disciplinary identity and expertise over that of the disciplinary specialists. This seemed to arise because the educational innovation that had precipitated identity shifts in the participants, the new integrated approach to the teaching of academic literacies, was framed in pedagogical and educational discourse. This elevated the expertise of the language lecturers, who generally had stronger teacher identities and better educational qualifications than the disciplinary specialists:

"The language people were at a higher educational level and they understood educational issues, although they were language practitioners. They were really more educationalists and then they were teachers first and foremost. Whereas the content people were not – they hadn't dealt with pedagogy and sort of principles of teaching and learning and what is the difference, how is learning different if you stand up in front of a group and yell at them, versus giving a task and a problem to solve? You know they hadn't thought about issues like that."

Most disciplinary specialists deferred to this perceived educational expertise of the language lecturers, creating a sense of inequality in the partnerships:

"When I sat at that first workshop, it was scary for me because I thought I would never be able to do what people like X (referring to the language partner) and all those people were capable of, because they were communication lecturers, ok, so I felt very intimidated, and when Y (referring to the workshop facilitator) started off with education theory and she mentioned, you know, those people (referring to education theorists) and Maslow and God knows what else, it was like, what the

hell is happening to me, you know, am I capable of doing this or aren't I capable of doing this?"

However, the workshops also created a discursive space within which the transdisciplinary collective functioned, and for some disciplinary specialists became the 'normative space' within which they forged their collective identities as tertiary educators:

"Right from that first day (referring to the first collective workshop), I started looking at teaching differently. I started thinking about am I doing my job right, you know? I came in from industry, and I had this industrial experience, and I thought that was enough you know, I can just impart my knowledge, my experiences to them. I can share my experiences with them, that would be enough, but I never thought that these people (referring to the students) come from a different background, you know, and they don't always understand what you're saying, you know, and you're not always helping by the way you're doing it, you know. But it never dawned upon me until that first meeting (referring to the first workshop). There I realised, wait a minute, I'm in a new field (referring to Education) here. Now what are you doing here, you know, what are you getting your money for? Are you helping, really helping? You thought with all this knowledge you'll be quite a useful person to the students now and I, with all the industrial experience. But are you really helping here? ... I'm actually quite happy that I did that teachers', that post-school thing, that BTech that I did. At this stage I feel that any person who comes from industry must do it, and having had this experience (referring to the transdisciplinary collective), it was a bonus, although it didn't go as well as I thought it would, as fluid as I'd loved it to go, but still it was an experience that I treasure."

This disciplinary specialist felt empowered by the transdisciplinary collective experience, which caused him to reflect on whether he was 'doing his job right'. He refers to his industrial experience as having shaped his thinking that knowledge was something to be imparted, and that it was his transdisciplinary

collective experience that had made him think differently about his teaching. He questions whether his knowledge from industry has helped make him a better teacher. This view is very different to that of the disciplinary specialist quoted in the second excerpt of this section, who felt that her working experience had assisted her in lecturing well, and that she had not missed out because of her lack of an educational background. This disciplinary specialist on the other hand, feels that all lecturers from industry, without a teaching qualification, should complete one. It appears that the educational qualification had awakened in him the 'reflective practitioner', and set up the right pre-conditions for him to take valuable learnings from the transdisciplinary collective, which he refers to as a 'bonus' and an experience he 'treasures'.

At the end of the excerpt, however, he alludes to the process as not having gone as fluidly as what he would have wanted it to. Later in the interview he refers to these hitches as arising from differences between himself and his collaborating partner, whom he initially deferred to as the expert despite his educational background:

"It's because I felt like, like the general feeling is in engineering, coming from that background, now language is somebody else's field you know, and this person should be leading through that field now. I was glad that the language person was, so I'm safe you know, say if somebody will guide me."

In the above excerpt he expresses the view that he was 'glad' that the language partner was 'guiding him', and that it made him feel 'safe'. This position of inequality however shifted with the passage of time, as the disciplinary specialist participated in the discursive space and expanded his academic identity:

"There's still one or two (referring to colleagues from his discipline) who thinks that language is not their problem, it should get dealt with by the language people, and my thinking was totally different from that first

day, from that meeting (referring to first collective workshop). My thinking was totally different on that issue. I never thought about my methods of teaching, and I never thought about the problems that the students have, that they are not English first language people, and that it doesn't mean to say because they didn't understand that they're poor students. I never thought about that, that they've got a barrier that I wasn't making it easier for them to get over that barrier. Now I was starting to think about that, at that stage already. I've developed that thing now of, language is part of my, of what I do. Although I'm a content subject lecturer."

In the above excerpt the disciplinary specialist distinguishes himself from his disciplinary colleagues' thinking, that 'language is not their problem'. This seems to signal a shift in identity. However, although he has taken on the role of language/Discourse teacher within his discipline, his primary identity is still that of 'content subject lecturer'. This narrower disciplinary identity seems to have expanded to a broader academic identity, which incorporates that of Discourse teacher. He ascribes this shift to his collaborative interaction with a language partner, *"I personally didn't have a lot of experience with the language itself, but working with a language person, somebody I think the content lecturers should be working with, all the lecturers."* However, there is clearly more involved than just the collaborative interaction with a language partner, since all disciplinary specialists did not shift in the way that this individual did. As previously mentioned, it appears that his educational qualification had set up the right pre-conditions for him to shift more easily into the 'tertiary educator' or 'teacher' identity, which in turn made it easier for him to expand this 'teacher' identity to include an identity as 'language/Discourse teacher' in his discipline. A strong 'tertiary educator' identity seems to be a 'precursor' for the development of a 'Discourse teacher' identity in disciplinary specialists.

As illustrated previously in chapter 5, the transdisciplinary collective appeared to provide a discursive space for the development of a collective identity as tertiary educators, while the collaborative partnerships provided the spaces

where language lecturers and disciplinary specialists could explore their respective roles and identities as Discourse teachers. For disciplinary specialists this meant expanding their disciplinary identities to include that of discourse teacher, and this process seemed to hinge on both language lecturers' and disciplinary specialists' understandings of language as deeply embedded within disciplines, as outlined in chapter 6. This understanding, of the embeddedness of academic literacies within disciplines, seems to be at the core of expanding the narrow disciplinary identity of lecturers, to incorporate a broader academic identity.

In the field of tertiary education, where most disciplinary specialists do not enter the field with knowledge of, or experience in, matters of teaching generally, and academic literacy teaching specifically, their academic identities are framed in terms of their disciplinary affiliation rather than their role as tertiary educators. This construction of a discipline-based identity in many ways militates against the incorporation of an identity as a tertiary educator or of an identity as a Discourse (academic literacy) teacher. If one accepts that the identity of tertiary educator and subsequently Discourse teacher can be developed through interaction with colleagues from 'other' disciplines, then bringing language lecturers and disciplinary specialists into dialogue with each other should facilitate the development of an expanded identity as tertiary educator/Discourse teacher in disciplinary specialists. The data presented below reveals how sustained interaction between language lecturers and disciplinary specialists facilitated the emergence of 'alterity' (constructing oneself as different) construction.

Czarniawska (2002), working in the fields of management and organisational theory, distinguishes between identity construction and alterity construction. She asserts that identity and alterity constructions are simultaneous processes, continuously at interplay with each other, but that current discourses, which focus attention on identity construction, overshadow the process of alterity construction. The notion of alterity brings more of a sociological perspective to the concept of identity, which is traditionally more rooted in psychology, and pushes debates around identity away from

understandings of identity as a psychological construct, towards understandings of identity as sociologically constructed. Czarniawska traces the notion of alterity to Foucault and Hegel, stating that current discourses place the notion of alterity on either side of a continuum, from understandings of alterity as attributed, at one end of the continuum, to understandings of alterity as incorporated, at the other end of the continuum. *Alterity as attributed* sees the exclusion of other as an act of identity formation, whereas *alterity as incorporated* sees the assimilation of otherness in terms of an expanding identity. Czarniawska extends the notion of alterity by adding another dimension to this continuum, that of *alterity as affirmation*, which recognises and affirms difference. Drawing on these three dimensions, 'alterity as attributed', 'alterity as affirmation' and 'alterity as incorporated', as theoretical constructs, this next section analyses the interaction that occurred between language lecturers and disciplinary specialists, to see how alterity was shaped (or not) through the interaction between language lecturers and specialists from 'other' disciplines.

This analysis examines how the interaction that occurred between language lecturers and disciplinary specialists might have facilitated the development of an expanded academic identity, including that of tertiary educator/Discourse teacher, by showing examples of:

- alterity as attributed [*the intentional subordination of difference and the exclusion of other as an act of identity formation = "they are different and therefore not us"*]
- alterity as affirmation [*recognises and affirms difference = "we are different/unique"*]
- alterity as incorporated [*assimilation of otherness/difference in terms of an expanding identity = "they are actually very much like us"*]

in the discourses of the language lecturers and disciplinary specialists who participated in the institutional project.

The concept of 'alterity as attributed' is illustrated in the excerpt below:

"I was trying to make sure was that (1)my discipline is not going to be (2)threatened, in other words, when (3)I'm going to give, I want to make sure that (4)the language person or the language is also going to give ... it dawns on you, look this is a (5)risk that you take, something is going to happen, you understand. So I'm saying in this whole process, because it was a partnership process, the understanding must be that (6)each content must give something otherwise it's not going to work, and as I've said originally it appears that (7)language is going to dominate, so then you start drawing this (8)laager around you - no, no!"

In this text the disciplinary identity of the disciplinary specialist comes through clearly in the first two lines. He refers to *his* discipline (1), and views the interaction with a language lecturer as a *threat* (2) and sees the process of integration as a *compromise* (3) and a *risk* (5). He sees the language lecturer as the *other* (4), and as a *different discipline* (6) to his own. The fact that he sees the '*the language*' as a '*content*' implies that he understands academic literacy as a body of knowledge, rather than practices which are highly contextualised and embedded within how meaning is made within his discipline. He also expresses fears of his discipline being *dominated* (7) by the 'other' and this in turn strengthens his disciplinary *identity* (8). His choice of the word '*laager*', a battlefield term from South African colonial history, implies that he sees the process of collaboration with a language lecturer as a battle for the protection of his discipline.

While this is clearly an example of the exclusion of other as an act of identity formation (alterity as attributed), it was an extreme position from among the 18 participating lecturers, and most lecturers tended towards a position of affirming each other's differences.

The concept of 'alterity as incorporated' is illustrated in the excerpt below:

"It wasn't explaining the word in architectural terms, but as a piece of language ... It was a spatial thing. It was dealing with (1)spatial issues, but I was dealing with a (2)linguistic issue. The issue of the words, the

language ... because some of the students get muddled between words that you say. Like some things, like an ante-room you'd say, 'What is ante with "i" but now we're talking about ante with an "e".' Now that's the kind of language you're dealing with, semantics – the issues of language. Before I wouldn't have thought of ... but I was actually (3)quite aware of doing it, it wasn't kind of simply happening. I was aware of doing it."

In this text the disciplinary specialist is willing to assimilate the 'otherness' and in this way expand his disciplinary identity to incorporate the alterity. Although dealing with space (1), a disciplinary issue for architecture, he found himself dealing with it in a *linguistic* way (2). He comments that he is *aware* (3) of taking on the linguistic identity of Discourse teacher, implying that he consciously incorporates the alterity. As with the previous excerpt, this too was an extreme position from among the 18 participating lecturers. These two examples were at two ends of an 'alterity continuum' as it were, with most of the participants somewhere between the two ends.

The key to this level of integration seemed to hinge on the disciplinary specialist's understanding that language was in fact deeply embedded within his discipline, the 'linguistic issue' was embedded in the disciplinary 'spatial issue'. This understanding, of the embeddedness of academic literacy within the discipline, seems to be at the core of this apparent shift in identity.

The concept of 'alterity as affirmation' is illustrated in the two excerpts below:

"...(1)communication didn't form a part of our lives formally, you know. We only had to communicate to our students. But this was a communication, it became like a goal and a passion ... and (2)he was really (3)responsible for bringing that side to (4)us and then when you compare ourselves to (5)other content lecturers, they go in, (6)they lecture. They don't really see the value of the communication and they don't have (7)this passion about, 'the student must understand this'... We can have two attitudes. One, 'my job is just to lecture. I'll go, impart

the knowledge. What they do is their problem at the end of the day'. And (8)there's nothing wrong with that attitude either, you know. But when you realize that (9)you're really there as a service to the students because you want to see them passing, you're putting a lot of soul into it and I think in that sense, then, I must say, (10)'our communication person showed us a very different, light'."

In this text the disciplinary specialist recognises that *they* (4), referring to herself and the other disciplinary specialist in their partnership of three, are different to *him* (2) the language partner, and defines their respective roles (1 and 3) in terms of this difference. What is interesting in this text, is that while the disciplinary identity of this disciplinary specialist is shifting towards incorporating the 'other', some slippage is evident. She begins to see her other disciplinary colleagues (5) as different to herself (6), in that they still *lecture* and *don't see the value of communication*, and she sees her own understanding as having shifted (7) to incorporate a responsibility for her *students' understanding of the content*. This would imply that she is shifting towards incorporating the 'other'. However, she still defends (8) the practices that her disciplinary colleagues perpetuate, namely that the students are responsible for their own understanding of the content, an attitude that she herself has turned away from (9).

She has not incorporated alterity, because she still constructs herself as different to the language lecturer she is partnering, but she affirms this difference by (10) owning the contribution that the language partner had made towards her shifting identity, and by acknowledging his contribution to the partnership. The language lecturer in this partnership also affirms the difference between himself and his disciplinary specialist partners but from the perspective of a language lecturer trying to gain access to a discipline which is not his own:

"... (1)they (2)brought the knowledge of the content; they (3)brought their experience of teaching content to learners, and (4)explaining how they struggled with certain concepts. I think, they brought the insights

to the table, you have a certain perception about how content is taught and how it should be taught, but they've got that experience of dealing with it. And that also makes you more aware of, of how you could (5) approach teaching your communication. They also had experience, life experience, which I don't have, we've all different life experiences, and that way you learn from one another. It's easy to say you've got to integrate content and language, but (6) unless you have a better understanding of the content you can't talk about integration ... (7) they opened up avenues for me in their content, through the engagement and their understanding of the subject, that I could make my entrances and my exits as we tried to merge the two, which I (8) wouldn't have been able to do on my own, as effectively, 'cause I have never taught law, and I don't understand law, the way they do. I would have approached it primarily from a communication perspective and my limited understanding of law, comparatively speaking, to theirs."

He constructs himself as different to *them* (1), his disciplinary specialist partners, but values and affirms the contribution they make (2, 3, and 4) to his understanding of what it means to be literate in their discipline. He also affirms their contribution to his developing understandings of how he should approach his teaching of *communication* (5). He identifies an *understanding of the content* (6) as a crucial element in integrating academic literacies into disciplinary domains, and realises that this understanding of the content is located within those who are of the discipline (7) and have experience in teaching it, not within himself (8). How he redefines himself as a language lecturer is thus shaped by his interaction with the 'other'.

As mentioned earlier, most language lecturers had strong 'tertiary educator' identities, which tended to dominate the collaborative partnerships. Their role in enabling the 'tertiary educator' and 'Discourse teacher' identities to emerge in their disciplinary specialist partners, was linked to how they defined their roles and identities as academic literacy practitioners within disciplines which were not their own. The collaborative partnerships were therefore important spaces in which both language lecturers and disciplinary specialists could

explore their respective roles and identities as Discourse teachers. As with disciplinary specialists, this process seemed to hinge on language lecturers' understandings of language as deeply embedded within disciplines. However, this level of understanding was not the only factor influencing how they defined their roles and identities as academic literacy practitioners within disciplines which were not their own. Just as some of the disciplinary specialists felt that their expertise was being threatened by the language lecturers, *"the language people in a sense also ignored that the content individuals also, in their right, are knowledgeable"*, some language lecturers felt that their expertise was being threatened by the disciplinary specialists, *"all I remember is feeling that I'm not in control of my stuff, it was very intense to begin with."*

As disciplinary specialists expanded their identities as Discourse teachers, language lecturers felt that their space was being encroached and their status threatened:

"I didn't agree with it (integrating language and content) in the beginning because I thought my own position would be, you know, that I will lose my own status as a communication lecturer. That was very scary. You know, when we started this project we discussed this. Won't we lose? Won't they (disciplinary specialists) not need us any more? Because we're actually teaching the content people language awareness. Won't they tell us to get lost?"

However, another language lecturer describes this feeling of threat as *"short-lived"*, as she realised how her language work in her partner's discipline might be regarded in the same way, *"I encroach on other people's space, because I have to, and I think they also have felt what I felt then, very threatened."* For her the important factor influencing how she defined her role and identity as an academic literacy practitioner within a discipline which was not her own, was being made to feel part of the discipline into which she was integrating:

"Before it used to be, 'Oh, she's not part of it (the discipline)'. Now when people ask they (disciplinary specialist colleagues) say, 'Oh no, no, she (the language lecturer) was also there', or, 'She also did that'. So I think that, how we see things, it has to change. If we want change, then we have to change. And yes, people do feel threatened."

In the above excerpt the language lecturer underlines the importance of her being made to feel like an 'insider' among her disciplinary specialist colleagues. This seems to enable the process of shifting her understandings of 'integration as disciplines' to 'integration as Discourse'. She realises that 'she needs to change' her understandings of integration, so that her disciplinary colleagues can change the way they view her, as an 'outsider'. Understanding 'integration as disciplines' has the potential to undermine her new status as someone with 'currency' within the discipline of her collaborating colleagues. Her feelings of threat changed to new understandings of her role and identity as a language lecturer, as she feels more secure in embedding language within a discipline which is not her own:

"You can either feel threatened because someone else can take over, and there's no need for you anymore, or you don't feel threatened and you see your role as changing, as being more enhanced and becoming different ... I've moved on. I don't know how to see myself as only that language lecturer any longer."

A shift towards understanding 'integration as Discourse' reduces the feelings of threat. These feelings of threat and control are linked to understandings of 'integration as discipline', where there is a perceived need to protect your domain. This seems to be the case for both language lecturers and disciplinary specialists, as we saw in the 'alterity as attributed' excerpt earlier in this section. This understanding leads to both language lecturers and disciplinary specialists asserting their perceived disciplinary expertise over the 'other'.

From these new understandings of her role and identity, this language lecturer rejects being constructed as merely a language lecturer. She sees the notion of language as an autonomous body of knowledge, a discipline, as an impediment to the new role she has constructed for herself. She now questions whether she was ever an expert at teaching language as a discipline, because she never had training in teaching it as a discipline:

"I don't think that I'm an expert, and I think that's also a misconception, that we are experts, because we're not. I never received training in language teaching and communication skills, so I'm not an expert. And I believed it, because people always say, 'Oh, you're the language expert'. I don't think they know what it means, and neither do I. So I don't know if it's the institution, or people themselves, that's put us into those roles, because we are not, well me, I'm not an expert."

This illustrates the weak disciplinary identity that most language lecturers had, as pointed out earlier in the chapter. However, this weak identity as a language lecturer appears to facilitate the shift to understandings of 'integration as Discourses', as there is no perceived expertise to protect. In the above excerpt the language lecturer points to institutional discourses that frame language lecturers as 'experts', in this way setting them up as being able to 'solve the language problems' of the institution. This points to socio-political factors, beyond the understandings of individuals and their collaborative interactions in discursive spaces, at play in determining the success of an integrated approach to the teaching of academic literacies. This will be explored in the last section of this chapter.

The above findings seem to suggest that in the language lecturer/disciplinary specialist partnerships, the sustained engagement with the 'other' had value for both parties. This interaction was an important process in reshaping how both language lecturers and disciplinary specialists constructed their roles and academic identities within higher education, a necessary element in shifting mindsets regarding the practice of academic literacy teaching in higher education. Some important factors in bringing about this shift in mindset, as

outlined in the last four chapters of this report, are illustrated in Figure 19 below:

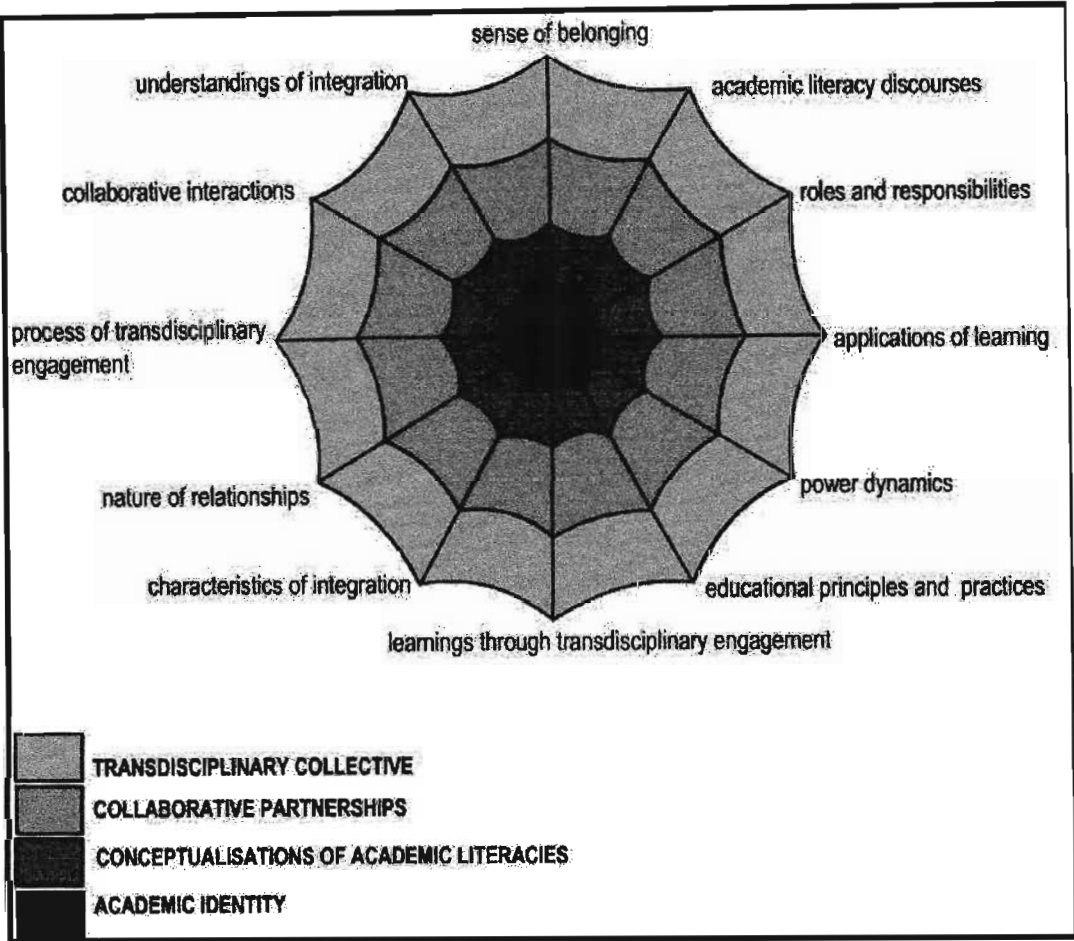


Figure 19: A model for the process of integrating academic literacies into disciplines.

The web of factors (Figure 19) exemplified in the data and elaborated across chapters four to six, appear concrete and disaggregated in the theoretical model above. This is in an attempt to provide an analytical tool that provides a way of looking at the realities of integrated approaches to the teaching of academic literacies, as well as a way of developing theory from these realities. However, in reality these factors are not bounded or static, but constantly shifting and influencing each other in a dynamic interplay within the communities of practice in which they are enacted.

These factors bear some similarities to what Trowler and Cooper (2002) refer to as 'teaching and learning regimes', which is a 'shorthand term for a constellation of rules, assumptions, practices and relationships related to teaching and learning issues in higher education'. In the context of this study, the factors in the above model can be seen as a web of 'rules, assumptions, practices and relationships' related to academic literacy teaching in higher education. These factors signal 'moments' or 'local sets of practices, values and attitudes' (Trowler and Cooper, 2002) in the processes that the participants in this study were involved in. The findings thus far have revealed that the participants were involved in three processes, which should be considered when designing integrated approaches to the teaching of academic literacies. These three processes were dynamically interlinked, each precipitating and contributing towards a deeper level of change in participants.

The first process occurred in the social domain provided by the transdisciplinary collective and the collaborative partnerships in turn. This was a 'doing' process of discursive engagement between language lecturers and disciplinary specialists, and is depicted by the two outer layers of the model, the *transdisciplinary collective* and the *collaborative partnerships*. The factors that impacted most directly on this experiential process in the transdisciplinary collective were a *sense of belonging*, as well as the *processes of transdisciplinary engagement*, the *learnings* that crystallised through the processes of engagement, and the *application of the learnings* arising from the processes of engagement in the transdisciplinary community. While the factors that impacted most directly on this experiential process in the collaborative partnerships were the *collaborative interactions*, the *nature of the relationships*, the *power dynamics*, and the *roles and responsibilities* negotiated within the collaborative partnerships.

The second process occurred in the cognitive domain and flowed directly from the process of discursive engagement with colleagues from different disciplines. This was a 'meaning-making' process of individual reconceptualisation, and is depicted by the third layer of the model,

conceptualisations of academic literacies. The factors that impacted most directly on this process of understanding were the *academic literacy discourses* prevailing within the higher education context, the implicit theories informing individual lecturers' *educational principles and practices*, the *characteristics of integration* that shaped how individual lecturers made meaning of the concept of academic literacies, and the *understandings of integration* that individuals brought to their partnerships and to the collective.

The third process occurred in the affective domain and flowed directly from the individual process of reconceptualisation of academic literacies. This was a 'becoming' process of academic identity construction, and is depicted by the innermost layer of the model, *academic identity*. These three processes were layered, fed into each other, and were linked to each other through the web of factors surrounding the model. These factors and the processes linking them represent important considerations when designing integrated approaches to the teaching of academic literacies.

All of the inter-related factors presented in the webbed model in Figure 20 overleaf, were instrumental in bringing about changes regarding the practice of academic literacy teaching in higher education, and should be taken into consideration when designing integrated approaches to the teaching of academic literacies. However, three of the factors, namely:

- the *processes of transdisciplinary engagement* in the collective,
- the *collaborative interactions* between language lecturers and disciplinary specialists, as well as
- the *understandings of language and content integration* that individuals brought to the social processes of discursive engagement,

were key factors or 'filters' (Trowler and Cooper, 2002) shaping both participants' collective responses to, and their individual interpretations of, integrated approaches to the teaching of academic literacies. These three factors or 'filters' had a significant effect not only on how participants implemented changed approaches to academic literacy teaching, but also on whether these changes continued to inform their subsequent practices.

As illustrated in Figure 20, the processes of transdisciplinary engagement appeared to most influence the development of a collective identity as tertiary educator/teacher and was a key 'filter' through which these tertiary educators could engage with their existing practices and explore unfamiliar approaches to teaching. The interactions in the collaborative partnerships was also a key 'filter' through which the language lecturers and disciplinary specialists could expand the emerging collective identity as tertiary educator/teacher, to include a reciprocal identity as Discourse educator/teacher. Finally the understandings of language and content integration that individuals brought to these social processes of discursive engagement, appeared to be another key 'filter' through which individual participants reconceptualised the notion of academic literacy teaching, and in this way expanded their narrow disciplinary identities to include a broader academic identity.

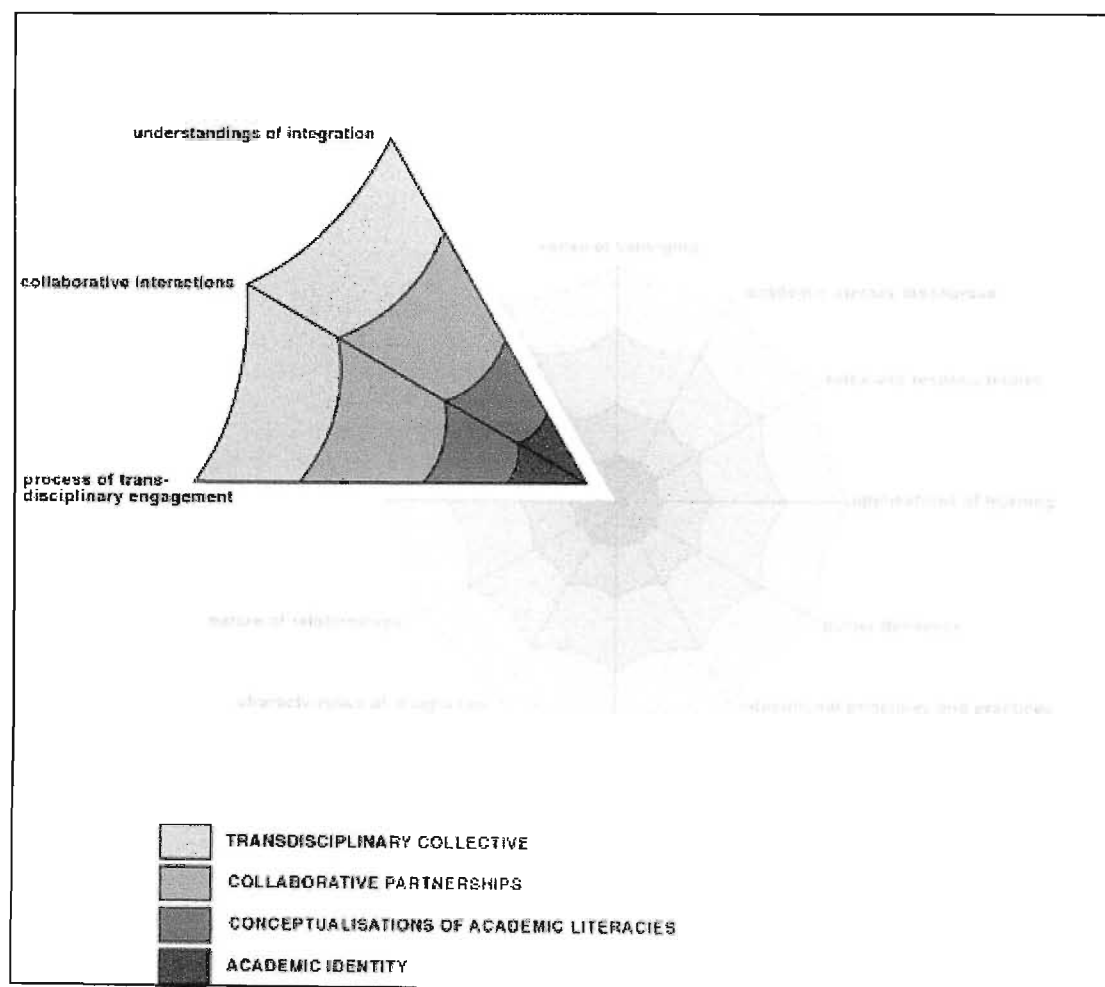


Figure 20: Key 'filters' shaping integrated approaches to the teaching of academic literacies.

However, the continuity and sustainability of interaction between language lecturers and disciplinary specialists appears to be compromised in the absence of a context which takes account of the 'filters' outlined in the model.

3. Discursive spaces

It appears that academic departments, with their strong disciplinary structures, do not provide the kinds of spaces wherein such transdisciplinary engagement can occur, as expressed by this language lecturer:

"Because within departments and faculties you don't have that vision ... because I've got my class, I teach my course and my discipline, and only I know about accounting, whatever the case may be, and I'm out of there. Don't come and tell me about this other stuff (referring to the integration of language and content). In the practices that we have at the institution, to an extent it was a radical way of thinking."

While the basis for academic communities of practice remains particular academic disciplines, the separation of academic literacy teaching from mainstream teaching will continue. As mentioned in the previous chapter, the institutional project seemed to provide 'protected' discursive spaces, where the participants from a range of disciplines could engage with alternative discourses in an environment that was free from the disciplinary lines operating within academic departments and faculties. The transdisciplinary nature of the group focused their discussions on cross-disciplinary matters, such as teaching:

"That's the sharing, and that was really an eye-opener, not only for me, I think for a lot of us when we started, 'cause remember we were all from different disciplines, we are from different backgrounds, it's a whole lot of different people and most of these people I didn't even know, and I think most of the group didn't know each other although some of us are working here for years, we didn't know each other, but

once we started talking about the problems, the experiences and we started sharing, we found some common ground. Not only that, it was an eye-opener for me in a sense that I started, especially for me, letting me think about my job really, as a teacher, am I doing the right thing, what I've been doing. I've been thinking, you start thinking about teaching again and that to me was the trigger. I was starting to think about teaching, and I think for a lot of people it happened. That was the eye-opener, we thought about how we were doing things. We were comfortable, we never thought about it, we were just teaching and throwing it at the students, 'You don't understand, what's wrong with you?' and nobody thought about the problems the students had."

The discursive space created an environment where 'common ground' among tertiary educators had to be sought on grounds other than disciplinarity. For this disciplinary specialist, the discursive space made him think about his job as a teacher, and was the trigger for thinking about his identity as a teacher. The 'comfort zone' provided by the discipline and disciplinary nature of academic departments, create a situation where lecturers seldom think about themselves as teachers. This lecturer needed to get out of his disciplinary comfort zone and the disciplinary home provided by his department, to engage with his teaching practices. The discursive space allowed him to reflect on his teaching, which he characterises as 'throwing it at students', and look at it from a student perspective. He realises that he has been pathologising his students, 'what's wrong with you?' rather than reflecting on his role in their learning.

One of the language lecturers didn't see the sharing which had occurred in the discursive space provided by the project, as happening in her academic department. She comments that the discursive process of critiquing and questioning as a way of clarifying thoughts, which she considers crucial to developing shared understandings, was absent in her department:

"People sit in their offices thinking that they are part of the process of integration, but no-one's critiquing, no-one's questioning, no-one's

giving feedback, so who knows where everyone is? Who knows where their heads are? For me it is sharing that is important, so that you're on the same wavelength ... really unpacking what it means for us, and like I said, for me the experience changes, it's fluid, it changes all the time, you have to adapt, you have to do whatever. And so I think that in the department that same thing needs to happen. But I think it's that, 'This is integration and it can only be like that', or 'this is what we're doing now.' But you need to go with it. It shouldn't be confined."

For this lecturer, the notion of integration becomes operationalised and confined in the context of an academic department. It seems to be in the nature of academic departments that issues become operationalised and this seems to inhibit the discursive process. It appears that the discursive process needs another type of 'space'.

The data seem to show that the creation of institutional discursive spaces, which transgress narrow, disciplinary boundaries, bridge the separate academic life worlds of language lecturers and disciplinary specialists. Both parties would bring different perspectives regarding what it means to be literate in a discipline. The language lecturers would bring insider knowledge of the teaching and learning of literacies, as well as experience in scaffolding novice students into disciplinary Discourses. The disciplinary specialists would bring insider knowledge of their particular disciplines, as well as a tacit understanding of the discursive practices of their particular disciplines. These differing perspectives create within the discursive space, what Galison (1997) refers to as, a 'trading zone', and Nowotny et al (2001) refers to as a 'transaction space'.

In such a space language lecturers and disciplinary specialists, through a process of discursive engagement in a transdisciplinary collective, as well as collaborative interactions between language lecturers and disciplinary specialists, 'trade' understandings of integrated approaches to academic literacy teaching. While differing perspectives and gradients of power between language lecturers and disciplinary specialists have the potential to create

disunity and conflict, it also opens up hybrid spaces for, what Nowotny (2001) refers to as, ‘transgressivity’ of disciplinary boundaries, and Galison (1997) refers to as ‘translation’ or the sharing of meanings and practice. Language lecturers with their teacher identities and understandings of the worlds of education and language, and disciplinary specialists with their professional/disciplinary identities and understandings of the worlds of particular disciplines, together have the potential to ‘translate’ their understandings, disciplinary knowledge, literacies and pedagogic practice, and ‘transgress’ their primary academic identities to include aspects of the ‘other’. This process is illustrated in Figure 21 below:

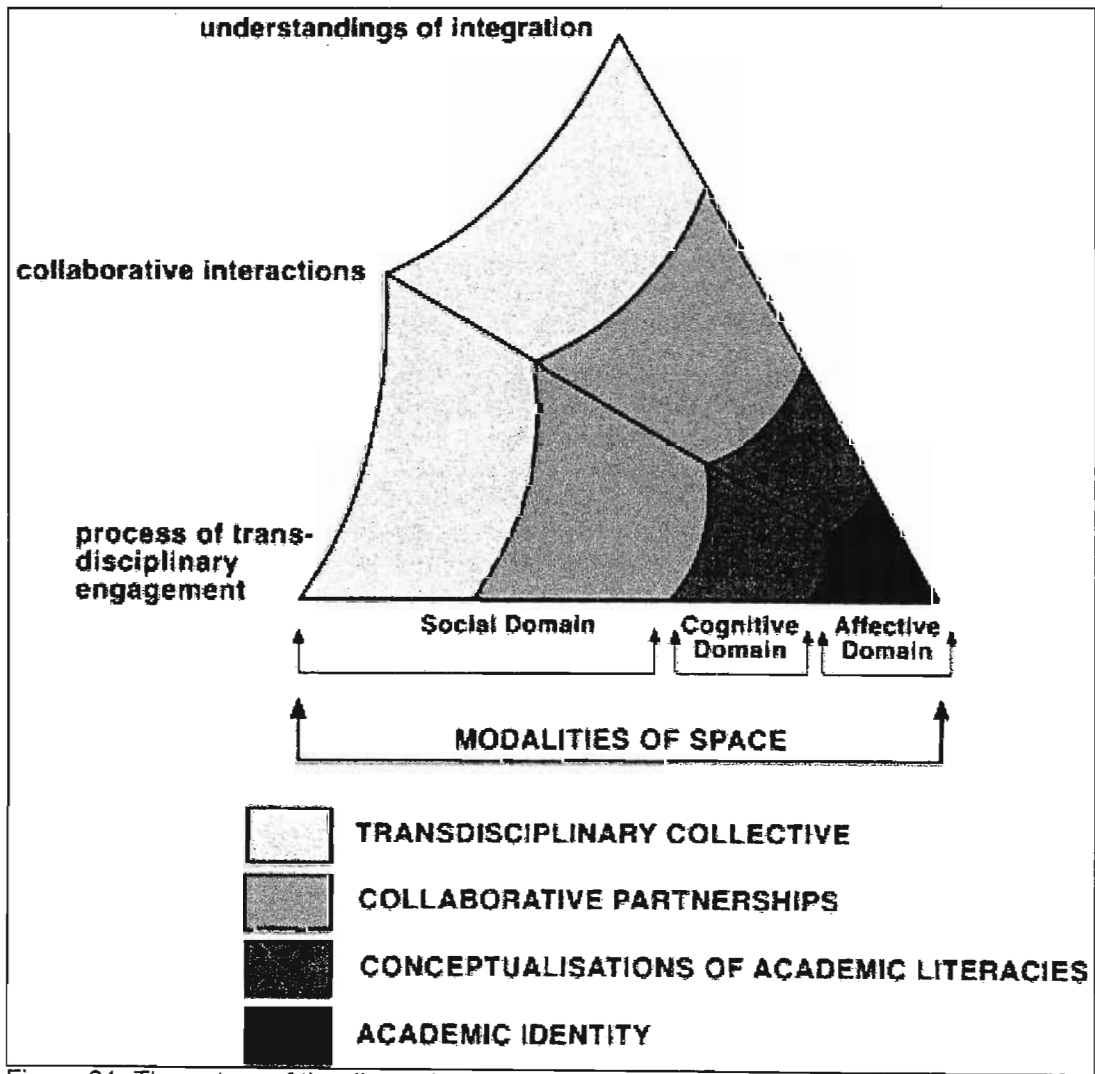


Figure 21: The nature of the discursive space.

The data revealed that the nature of the discursive space preconditions its chances of success. It is not enough to simply create spaces that bring

language lecturers and disciplinary specialists into dialogue with each other. The discursive space needs to be productive and take into account the different modalities of social, cognitive and affective space making provision for:

- a social domain in which a process of discursive engagement can occur among language lecturers and disciplinary specialists,
- a cognitive domain in which a process of individual reconceptualisation can occur, and
- an affective domain in which a process of academic identity construction can occur.

The transdisciplinary nature of the social domain produces a space in which different disciplines, interests, expertise, discourses, understandings and identities are brought into dialogue with each other around the issue of integrated approaches to academic literacy teaching. This social interaction precipitates a process of learning and reconceptualisation within a cognitive domain, where understandings regarding the embeddedness of academic literacies within disciplinary domains can be reshaped and the roles of language lecturers and disciplinary specialists reconceptualised. This reconceptualisation of roles and understandings precipitates a process of academic identity construction within an affective domain, where 'own' boundaries can be crossed and narrow disciplinary identities expanded through a valuing of the contribution that both language lecturers and disciplinary specialists can make towards shifting and shaping each others' identities, and an openness to incorporating some of the 'other' identity. This points to a need to redefine the notion of academic identity. Within the context of academic literacy teaching, academic identity is shaped by the ways in which language lecturers and disciplinary specialists negotiate their disciplinarity, how they see the relationship between disciplinary literacy and content, and how they understand their roles and responsibilities in making the literacy practices of disciplines explicit to students.

4. Conclusions

The discursive space needs to be structured so that it provides the context and rationale for boundary-crossing 'translation' and 'transgressivity' across the life worlds of language lecturers and disciplinary specialists. Lefebvre (1974) asserts that the world of ideas would have no reality without what he terms 'spatial moorings' or 'points of insertion'. The discursive space needs to act as a 'spatial mooring' providing anchor points for the different modalities of social, cognitive and affective space. The social space would allow for language lecturers and disciplinary specialists to negotiate an integrated approach to academic literacy teaching, the cognitive space would allow for them to ponder how they understand this approach, while the affective space would allow them to question how they see themselves within this approach.

Such structuring has agentic implications for the transformation of the discursive space from a story-sharing community to a learning environment. This requires some form of agency to precipitate the conditions for discursive engagement around a repertoire of shared, co-operative educational tasks that requires language lecturers and disciplinary specialists to enter into social relationships with each other. Bernstein (1975:103-4) refers to this as an 'integrated code' that has the potential to radically shift 'the centre of gravity of the relationships' between lecturers. So, instead of language lecturers and disciplinary specialists 'being divided and insulated by allegiances to subject hierarchies, the conditions for their unification exist through a common work situation', such as the integrated materials, joint assessment tasks and team teaching provided for the participants in this study. Learning is thus carried by the repertoire of shared, co-operative educational tasks. This experiential learning base precipitates the conditions for language lecturers and disciplinary specialists to theorise what they are doing co-operatively and conceptualise why they are doing it in an integrated way. Such understandings and the academic identity shifts they give rise to, evolve over time and take on different forms as they develop. This has implications for the passage of time, which needs to be factored in when designing discursive spaces in higher education.

CHAPTER 8

THESIS

We needed someone from the outside to be able to see because once you are inside, you're the player, you don't see everything. But the person, the spectator so to speak, can see the whole game as it were, and that perspective is important. Just to bring you back and say, 'Look this is what I can see', and maybe you can't because you're so focussed, you just see your own role and not how it fits into the broader picture.

1. Introduction

This chapter is divided into six broad sections. The first two sections theorise the nature of Discourse in relation to the findings from the study, and discuss its implications for the teaching of discipline-specific academic literacies. The second section also presents a critical understanding of the teaching of discipline-specific academic literacies and introduces an inside/outside model of academic literacy teaching. In the third and fourth sections of this chapter the implications of this model for AD (Academic Development) work generally, and for higher education broadly, are considered. In the final section of this chapter I reflect on the methodological implications of the study and make some concluding statements.

2. The nature of discourse

The findings from this study have implications for what it means to know a Discourse in the context of higher education. According to Gee, Discourse refers to 'ways of combining words, deeds, thoughts, values, bodies, objects, tools and technologies, and other people (at the appropriate times and places) so as to enact and recognize specific socially situated identities and activities' (2001b). He also cites academic disciplines as particularly good examples of

Discourses. Geisler (1994b) asserts that there are two dimensions to disciplinary knowledge, 'domain content' and 'rhetorical process', and describes the rhetorical dimension of disciplinary knowledge in much the same way that Gee describes Discourse.

Following Gee (2003), a Discourse in the context of an academic discipline in higher education, would encompass the 'affinity group' or disciplinary Discourse community of disciplinary specialists/lecturers, the 'semiotic domain' or disciplinary content knowledge comprising the field of study, as well as the 'internal and external design grammars' which refer to the principles and patterns through which the disciplinary content communicates complex meanings. In the context of academic disciplines an 'internal design grammar' would refer to the ways in which the disciplinary content is presented, while the 'external design grammar' would refer to the ongoing social practices that determine the principles and patterns through which the discipline communicates meanings.

Knowing a disciplinary Discourse in higher education would thus entail expertise in both the disciplinary content knowledge, as well as the principles and patterns through which the disciplinary content communicates complex meanings. Data from this study support Geisler's assertion that expertise in the 'domain content' of academic disciplines is generally developed in higher education, while students tend to lack expertise in the largely invisible 'rhetorical process' through which the disciplines communicate meaning. Both New Literacy Studies and Rhetorical Studies allude to the tacit nature of knowing a Discourse. Gee (2001b) refers to this tacit knowledge as something that is stored in people's minds, 'cultural models', that inform the social practices in which people in a Discourse community engage. While there are different interpretations in the literature as to the nature and forms of tacit knowledge (Polanyi, 1983; Nonaka, 1991; Eraut, 2000), theorists agree that this kind of knowledge is internalised, operates at an unconscious level and is difficult to articulate and make explicit. This has implications for what it means to develop students' disciplinary discourses.

Social theories of learning (Lave & Wenger, 1991; Wenger, 2002) suggest that such tacit knowledge is acquired through being socialised into communities of practice through interaction with the existing members. New literacy studies theory adds that the literacy practices and Discourses of academic disciplines are best acquired by students when embedded within the contexts of such disciplines, where reading and writing are developed within the ways that particular disciplines use language. Gee (1990, 2003) argues that students are best inducted into the Discourse communities or affinity groups of the various disciplines of study by modelling themselves on others who have mastered the Discourses, the 'insiders' who are part of the affinity group themselves. The implications are therefore that disciplinary specialists are best placed to induct students into the Discourses of their disciplines, and that discipline-specific academic literacies are best taught within the contexts of particular academic disciplines or 'semiotic domains' by 'insiders' who have mastered the Discourses of those particular academic communities.

I have problematised elsewhere (Jacobs, 2005) the notion that academic literacies are best taught by 'insiders' who have mastered the Discourses of disciplinary affinity groups. The findings from this study have shown that such 'insiders' or disciplinary specialists have a tacit knowledge and understanding of the workings of Discourse within their disciplines. While the tacit nature of such knowledge and understanding is unproblematic when operating within an affinity group or disciplinary Discourse community, it does pose a problem for teaching and learning, where lecturers need to make explicit what is tacit for their students, who are not yet part of the affinity group to which their lecturers belong. This tacit knowledge remains unarticulated as they model appropriate disciplinary practices and Discourse patterns for their apprentice students in the classroom.

While Gee stresses that Discourses are not mastered by overt instruction, he acknowledges that for students to achieve 'liberating literacy' (where students are able to critique and change a Discourse), two types of teaching are required: teaching_a (for acquisition) and teaching_l (for learning). Teaching_a

refers to apprenticing students into a Discourse through demonstrating mastery of that Discourse and scaffolding students' growing ability within that Discourse. Teaching_i refers to overt teaching "that leads to learning by a process of explanation and analysis that breaks down material into its analytic 'bits' and develops 'meta-knowledge' of the structure of a given domain of knowledge" (1990: 154). Gee states that for teaching_i to be successful it needs to be preceded by teaching_a. Gee sees meta-knowledge as a form of liberation and power, and states that 'teaching_a' without 'teaching_i' can lead to successful but 'colonised' students. He also adds that good teachers are good at teaching in both ways.

Findings from this study show that in the field of tertiary education, where most disciplinary specialists do not enter the field with knowledge of, or experience in, matters of teaching and learning, these two types of teaching could pose some difficulties for disciplinary specialists. While the tacit nature of their disciplinary knowledge, practices and Discourses would enable apprenticing of students through modelling and demonstration (a big part of teaching_a), it would equally disable the development of meta-knowledge of disciplinary Discourses (teaching_i) which would require making that tacit knowledge explicit for students. For disciplinary specialists without knowledge of, or experience in, matters of teaching and learning, even teaching_a presents a challenge in terms of knowing when and how to scaffold students' range of growing abilities within the Discourse of the discipline. The challenges facing disciplinary specialists in terms of teaching_i and scaffolding in teaching_a could well be met by redefining the role that language lecturers (or academic literacy practitioners) play in tertiary education.

Gee is particularly critical of the role that second language and literacy development plays at tertiary level. He problematises Freshman Writing courses and ESL institutes at colleges in the USA, which are similar to academic literacy courses at South African tertiary institutions, as teaching Discourses which do not exist anywhere else either inside or outside of the university. He claims that such language and literacy classes construct pseudo-Discourses of their own and that the teachers on such courses

become gate keepers for the rest of the college curriculum, by seeing to it that "only the right sorts of students get to the next level" (1990:172). He concludes that:

"...since any Discourse requires masters to apprentice apprentices, teachers must be masters of the Discourses they teach and must, therefore, be given the professional autonomy to construct their own curriculum and make choices about how they will construct and carry out their work with apprentices. If either of these conditions fails, we once again have meaningless education. No masters, for example, master carpenters, would have someone else hand them pre-packaged 'carpenter-proof' materials by which to build a house; no master carpenter would demand to be told what exactly to do on Monday morning. It is a sign of a true member of a Discourse that they know what to do on Monday morning, so teachers as masters should already know and students should be learning just that" (1990: 174).

While I agree with his critique of decontextualised language and literacy classes, I do not believe his conclusions provide a useful solution to the challenge facing disciplinary specialists, namely that of bringing what they already know tacitly into the realm of overt and explicit teaching. Theorists in the Rhetorical Studies tradition argue that while disciplinary specialists much better 'know' the rhetorical processes through which their disciplines communicate meaning, albeit tacitly, language lecturers can much better 'see' this largely invisible process because they treat language as opaque, something to look at (Segal et al, 1998). However, this ability to 'see' the rhetorical processes through which disciplines communicate meaning, has led language lecturers (also referred to in the literature as rhetoricians, Discourse teachers and academic literacy practitioners) to take on the 'burden of rhetorical persuasion' (Geisler, 1994a) and increasing responsibility for making the rhetorical dimension of disciplinary knowledge explicit for students. This approach assumes that language lecturers have 'knowledge' of the rhetorical processes through which disciplines communicate meaning,

rather than just an ability to 'see' these rhetorical processes more clearly (because they treat language as opaque) than disciplinary specialists. The findings from this study show that this assumption is flawed and often leads to a pedagogical position that suggests language lecturers know the rhetoric of disciplinary specialists better than they know it themselves (Segal et al, 1998). It appears then that both language lecturers and disciplinary specialists need to own the 'burden of rhetorical persuasion' and redefine their respective roles within the process of making this 'invisible' process explicit for students at tertiary level.

3. Implications for the teaching of discipline-specific academic literacies

Gee argues that the people who have been allotted the job of teaching Discourses (English teachers, language teachers, composition teachers, TESOL teachers, critical-thinking and basic-skills teachers) are best placed to change the social structures at institutions that continue to marginalise 'non-mainstream' students. He argues that they are best placed to do this because they are dealing with students who have failed to master mainstream Discourses. Such students, he argues, have the advantage of insight into what they are being called upon to do, and they are thus better able to manipulate the society in which the Discourse is dominant. However, he claims that this is only possible if such student insight is "coupled with the right sort of liberating literacy (a theory of the society and one's position in it, that is, a base for *resistance* to oppression and inequality)" on the part of the teachers (1990: 159, author's emphasis). The link that Gee fails to make in his analysis of the role that Discourse teachers can play in changing the social structures at institutions, is how their experience in working with marginalised 'non-mainstream' students can facilitate in unlocking the tacit knowledge that disciplinary specialists have of the Discourses of their disciplines and in this way promote teaching. The findings from this study show that their role needs to extend beyond how they might conduct their classes with marginalised students differently, to include how they might engage with disciplinary

specialists in collaborative partnerships and broader transdisciplinary collectives.

While Gee acknowledges that non-mainstream students, who are somewhat marginal to the Discourses of their disciplines of study, often have insights into the workings of these Discourses that more mainstream members do not, this study suggests that language lecturers working within 'other' disciplines bring these same kinds of insights, as they too are marginal to the Discourses of these 'other' disciplines. However, they also bring the academic 'cultural capital', that non-mainstream students often lack, and an equal status as tertiary educators, which gives them the power to engage their disciplinary specialist colleagues around the language practices and rhetorical processes underpinning the Discourses of their disciplines. In this way language lecturers can assist in bringing to conscious awareness the tacit knowledge that disciplinary specialists have of the Discourses of their disciplines.

Although the engagement that occurred in the transdisciplinary collective in this study, which tended to focus on issues of teaching and learning, may have contributed towards the unequal roles within the collaborative partnerships, it also started addressing one of the challenges of Gee's teaching_a. For disciplinary specialists without formal training or experience in teaching, knowing when and how to scaffold students' range of growing abilities within the Discourse of the discipline presents a challenge. One of the significant learnings that crystallised for disciplinary specialists in this study was around Gee's notion of scaffolding, a key element of teaching_a. Gee states that both teaching_a and teaching_i are required to achieve a liberating literacy. My findings seem to indicate that disciplinary specialists face two challenges in their attempts to achieve a liberating literacy, that of:

- knowing when and how to scaffold students' growing abilities within the Discourse of a discipline of study, and
- bringing their tacit knowledge and understandings of the workings of Discourse within their disciplines into the realm of overt and explicit teaching.

The findings support the argument that these challenges are well-met through a redefined role for both language lecturers and disciplinary specialists in tertiary education. This role would incorporate collaborating with each other in discursive spaces where two levels of interaction could take place. One level of interaction, through collaborative partnerships between language lecturers and disciplinary specialists, would focus on the workings of disciplinary Discourses which could lift disciplinary specialists outside of the Discourses of their specific disciplines, and another level of interaction, through a transdisciplinary collective of tertiary educators, would focus on teaching and learning which could lift disciplinary specialists outside of the discipline itself. These levels of interaction would enable teaching_i and teaching_a respectively. The success of these levels of interaction seems to hinge on a number of factors, including the *processes of transdisciplinary engagement* in the collective, the *collaborative interactions* between language lecturers and disciplinary specialists, as well as the *understandings of language and content integration* that individuals bring to the social processes of discursive engagement.

The findings from this study have shown that the depth of integration achieved when language lecturers take on a primary role (as in many rhetorical studies reported) is compromised. In the studies reported by Myers (1990) and Bazerman (1989a), rhetoricians use the tools of their language backgrounds to closely analyse the textual features of disciplinary texts. This study has shown that when such processes of textual analysis are not guided by the disciplinary knowledge of disciplinary specialists, it leads to language lecturers attempting to become 'experts' in the disciplinary discourses, which in turn tends to undermine the disciplinary expertise of disciplinary specialists. Deep levels of integration are achieved when language lecturers, rather than inducting themselves into the discourses of the disciplines, 'lift' the disciplinary specialists outside of their discourses by asking questions that a novice to the discipline would. In this way they are able to shift disciplinary specialists to making explicit the rules governing their disciplinary discourses. This deep

level of integration and the understandings underpinning it, are closely related to the identities that language lecturers/academic literacy practitioners and disciplinary specialists bring to their work in higher education. Strong 'tertiary educator' identities in language lecturers tend to dominate partnerships with disciplinary specialists and disable the emergence of 'tertiary educator' and 'Discourse teacher' identities in disciplinary specialists. In the case of disciplinary specialists, making language lecturers feel part of the discipline into which they are integrating is an important factor. This is achieved when disciplinary specialists frame language/communication as central to how their discipline structures and communicates its knowledge base. This in turn locates the language lecturer as being an integral part of the process of making explicit this tacit dimension, and influences how their roles and identities as academic literacy practitioners are defined within a discipline which is not their own.

These reciprocal processes of language lecturers 'lifting' disciplinary specialists outside of their discourses, and disciplinary specialists making language lecturers feel part of their disciplines, seem to enable the shifting of understandings of 'integration as disciplines' to 'integration as Discourse' for both parties. Language lecturers/academic literacy practitioners, as well as disciplinary specialists, need to change their conceptualisations of academic literacies as an autonomous body of knowledge and the understandings of 'integration as disciplines' that arise from such conceptualisations. In this way language lecturers and disciplinary specialists can change the way they view each other, as 'outsiders', and find new collaborative ways for embedding the teaching of discipline-specific academic literacies within disciplines.

The findings have shown that understandings of 'integration as disciplines' have the potential to undermine the collaborative role that language lecturers/academic literacy practitioners and disciplinary specialists can play within disciplines of study, while a shift towards understandings of 'integration as Discourse' reduces this possibility. Understandings of 'integration as disciplines' engender a perceived need in both disciplinary specialists and language lecturers to protect their domain. This understanding leads to both

language lecturers and disciplinary specialists asserting their perceived disciplinary expertise over the 'other'.

Wardle's study (2004) reports that the 'biggest stumbling block' for language lecturers (or first-year composition teachers as she calls them) who are trying to teach academic discourses, is their 'misrecognition of English Studies genres as the genres of the university in general'. This 'stumbling block' weakened 'cross-disciplinary links' between language lecturers and disciplinary specialists in her study. She ascribes this to the fact that it was difficult for 'participants in one activity system to see their own genres for what they are', and suggests that for such cross-disciplinary links to be forged, there must first be a 'meta-awareness of the nature of genres'. My study is suggesting that this 'meta-awareness of the nature of genres' is equally important for both language lecturers and disciplinary specialists, and that they can bring about this awareness reciprocally through collaborative and collective engagement. Language lecturers are better able to 'see' these genres and the Discourses that shape them, because they view language as opaque and also because the disciplinary content is foreign, so they don't get caught up in the meaning. This makes the generic structures and Discourse patterns clearer than when they are obscured by meaning, as is the case with disciplinary specialists who tend to view language as transparent, and read 'through' the genres and Discourses to get to the meaning. Disciplinary specialists, however, bring a tacit knowledge of their disciplinary genres and Discourses, and the purposes they serve in meaning-making, something they have gained over years of study and participation in disciplinary 'affinity groups', which is a knowledge base that language lecturers don't have. For both language lecturers and disciplinary specialists, integrated academic literacy teaching involves engaging with the nature of Discourse, and this study shows that making Discourse explicit involves more than being a member of a Discourse community.

While Rhetorical Studies and New Literacy Studies both speak to the need for interaction between language lecturers and disciplinary specialists in an effort to shift academic literacy teaching into disciplines, there is a gap in the

literature as to how such interaction might happen and what the nature of it should be. While the 'burden of rhetorical persuasion' remains with language lecturers, academic literacy teaching will never become critical pedagogy. Language lecturers might have the rhetorical tools to make explicit what is hidden in Discourse, and ensure that students understand the rhetorical patterns underpinning their disciplinary knowledge bases. However, to push academic literacy teaching towards a critical pedagogy, language lecturers need to bring this tacit awareness, of the workings of disciplinary Discourses and the inequalities that Discourse practices often set up within classrooms, to a level of consciousness for disciplinary specialists. This will provide disciplinary specialists with a new, critical perspective on the Discourses of their disciplines and in this way create opportunities for them to change or modify their classroom Discourse practices that continue to set up inequalities between students with academic 'cultural capital' and those who are not well 'precursed' for academia.

Disciplinary specialists are best placed to bring academic literacy teaching towards a critical pedagogy, since students need to understand and produce meanings in the disciplinary semiotic domain that are recognisable to members of that disciplinary affinity group. In addition to this, Gee (2003) states that critical learning requires students to think about the disciplinary domain at a meta level, and produce meanings that are not only recognisable but also novel and unpredictable. For disciplinary specialists to achieve a critical pedagogy in their classrooms they need to have reached this level of meta awareness themselves, before they are able to produce critical learners with a similar meta awareness. This is where language lecturers are able to play a vital role and in fact stand 'at the very heart of the most crucial educational, cultural and political issues of our time' (Gee, 1990).

In a shift away from the 'study skills' view of academic literacy which supports an autonomous model of literacy, and the 'acculturation' view of academic literacy which supports an uncritical academic socialisation model, this study proposes a critical understanding of the teaching of discipline-specific academic literacies and introduces an inside/outside model of academic

literacy teaching. While Rhetorical Studies argue that language lecturers are best placed to deliver the rhetorical dimension of knowledge, and New Literacy Studies argue that disciplinary specialists are in the best position to deconstruct the rhetorical dimension of knowledge, this study argues that it is through the interaction of disciplinary specialists and language lecturers that the rhetorical dimension of knowledge can be critically deconstructed for students. This model proposes that disciplinary specialists need to be actively involved in this process rather than 'talked to' by language lecturers. Disciplinary specialists need to be working both within their role as a disciplinary affinity group member, while simultaneously having a critical overview of this 'insider' role, from outside of it. It is in engaging with language/academic literacy specialists who are 'outsiders' to their disciplinary Discourses that disciplinary specialists find themselves at the margins of their own fields, and are able to view themselves as insiders from the outside, as it were. This shifting location from a purely insider perspective, to an insider perspective from the outside, shifts lecturers towards a critical understanding of the teaching of discipline-specific academic literacies. This model, and the study informing it, theorises the process by which this dual critical identity can be crafted in practice.

4. Implications for academic development work in higher education

Data from this study have shown that Academic Development (AD) work is seen as a risky enterprise and that management perceives it as a threat that encroaches on the mainstream work of academic departments. The data have also shown that Academic Literacy teaching is viewed as something separate from, and marginal to, the mainstream curriculum. These attitudes have implications for the practice of academic literacy teaching in higher education, as well as for academic development work generally.

Academic disciplines, embodied in academics within departments at tertiary institutions, tend to form the basis of academic Discourse communities rather than issues of teaching and learning. Such academic Discourse communities operate in isolation owing to the way in which academic institutions are

structured and because their social practices, in general, and literacy practices, in particular, are often very different across disciplines. This isolation is very apparent in the separation of 'generic' academic literacies from discipline-based literacies in the practice of academic literacy teaching.

While the basis for academic communities of practice remains particular academic disciplines, this separation of academic literacy teaching from mainstream teaching will continue. However, the creation of an institutional transdisciplinary community of practice of tertiary educators, where their academic roles as tertiary educators form the basis of the community rather than their disciplinary affiliation, should bridge the separate lifeworlds of language lecturers and disciplinary specialists. Both parties would bring different levels of apprenticeship to such a community of practice. The language lecturers would bring an understanding of the teaching and learning of literacies, as well as experience in scaffolding marginalised students into Discourses for which they are not well precursed, while disciplinary specialists would bring insider knowledge of their particular disciplines, as well as a tacit understanding of the discursive practices of their particular disciplines. AD practitioners have an important role to play in designing such transdisciplinary communities of practice.

In moving AD work from the margins to the mainstream, practitioners need to become aware that academic literacy means more than what it is currently understood to be. The dominant understanding, of academic literacies as an autonomous list of transferable generic skills, leads to the integration of these 'skills' alongside a disciplinary curriculum, in a rather superficial model of academic literacy teaching. Shifting this dominant model to understandings of knowledge as discursively constructed and academic literacies as deeply embedded within the ways that the various disciplines construct themselves through language, leads to integrated models of academic literacy teaching and conceptualisations of academic literacies as being about students gaining access to disciplinary knowledge.

AD practitioners have a role in countering current conceptualisations which see academic literacy teaching as being about two bodies of knowledge being synchronised to complement each other, and academic literacies as separate courses with an autonomous 'content' of skills to be transferred to a disciplinary subject. They need to advocate conceptualisations that see language as Discourses that frame disciplinary content, and constantly question the way in which understandings of 'language as a content' leads to a slicing up of Discourses into skills, thereby losing a sense of Discourse as a framing notion. This understanding of academic literacies is underpinned by the notion that language and content exist as two separate subject areas and is reinforced by tertiary curricula with mandatory subjects such as Communication Skills or separate courses in Academic Literacy. While such courses provide opportunities for language lecturers to work with students who are not well-precured for academia, they also provide an easy reason for disciplinary specialists to abdicate their role in making the discursive practices of their disciplines explicit to students.

This suggests an alternate approach to academic literacy teaching. Conflating language, literacy and Discourse, together with understandings that see language, academic literacies and communication skills as generic sets of transferable skills, leads to the implementation of generic communication skills or academic literacy courses, and a role for language lecturers as 'service' lecturers for academic departments. Little benefit is derived from this model, least of all for the students who grapple with disciplinary forms of writing and the often highly-technical language of disciplines. An integrated approach to academic literacy teaching understands the central role that language plays in how disciplines structure their knowledge bases and how they produce text. This is different across different disciplines, and therefore the approach to teaching students to be literate in their disciplines should be the result of a collaborative effort between language lecturers and disciplinary specialists. This has implications for practice.

Faculties need to create discursive spaces within their curricula for sustained collaboration of language lecturers and disciplinary specialists. The emphasis

on the word 'sustained' is intentional, as this distinguishes it from the ad hoc collaborative efforts that tend to characterise AD work. Academic departments need to make collaborative initiatives, such as team teaching and joint assessment between language lecturers and disciplinary specialists, part of the way in which they operate, from how their timetables are planned to how they allocate marks to assessments. Faculties also need to establish expanded roles for language lecturers/academic literacy practitioners. This expanded role should take account of the existing role that language lecturers/academic literacy practitioners have with students, through the teaching of the subjects such as 'Communication Skills'. This experience of working with students' difficulties in accessing disciplinary discourses can contribute towards making this explicit for disciplinary specialists. However, there is a need for an expanded role, that of systemically collaborating with disciplinary specialists, and enabling the unlocking of their tacit knowledge regarding the literacy practices of the Discourses of their disciplines. In this expanded role, AD practitioners need to challenge existing mindsets while 'treading lightly' on the often incompatible paradigms of the disciplinary specialists. They should also avoid a practice that 'looks in for a brief time on the tacit knowledge that others have acquired over a lifetime', and then tell them what it is (Segal et al, 1998).

A question that arises out of this study is how far should AD practitioners go in these collaborative ventures and over what period of time. The question of time has implications for both lecturers and students. Academic literacy teaching is not something that should be confined to the first year. If academic literacy teaching is conceptualised as a process of inducting novice students into the disciplinary Discourses of their chosen field of study, then such development cannot conceivably happen by the end of the first year of study. This conceptualisation of academic literacy teaching sees the need to develop a disciplinary identity in students, something which happens gradually, across the entire undergraduate phase of their studies and into the post-graduate phase. This conceptualisation sees an academically literate student as the goal or endpoint of their studies. This has implications for the collaborative relationships between academic literacy practitioners and disciplinary

specialists as well. Clearly such relationships also need to extend beyond the first year of study and beyond just one disciplinary specialist.

On the issue of how far AD practitioners should go in these collaborative ventures, Segal et al (1998) suggest 'a middle space' between academic literacy practitioners' own discipline and the discipline of the collaborating partner. I would disagree with this suggestion, as it would reinforce disciplinary identities that lead to both language lecturers and disciplinary specialists asserting their perceived disciplinary expertise over the 'other', as already outlined in the previous section. The data from this study speak to a process in finding this balance. It seems that only when lecturers have arrived at an understanding of language as Discourse, they then confront the issue of 'transgressivity'. This understanding makes it easier for disciplinary specialists to own their role in making these Discourses explicit for students and enables them to shift from conceptualisations which see academic literacy teaching as being about two bodies of knowledge synchronised to complement each other, to conceptualisations that see language as Discourses that frame disciplinary content. This enables them to move from 'inside' the discipline and gain an 'outsider' perspective. The challenge for AD practitioners is to make the conceptual shift first, so that they are able to facilitate such a shift in disciplinary specialists. The data further suggests that the level of conceptual complexity of the disciplinary content becomes a variable in determining how far AD practitioners can 'transgress' disciplinary boundaries, and where their role needs to shift from facilitating student learning, to bringing disciplinary specialists' implicit understandings to a level of explicitness. Odell & Swersey (2003) express reservations about advocating an approach that requires language lecturers/writing teachers 'to venture out into territory that may be unfamiliar' and 'dealing with subject matter about which they know little or nothing'. They emphasise that this process, of bringing tacit knowledge to explicit awareness, will take time and patient collaboration between language lecturers and disciplinary specialists. When such time is not invested these collaborations tend to have unproductive consequences, which favour either language lecturers or disciplinary specialists and set up patterns of inequality. In such cases either language lecturers play a 'service' role to disciplinary

specialists (as editors of assignments and assessors for surface level language proficiency) or disciplinary specialists are subjected to the missionary zeal of language lecturers who try to convince them to set writing tasks that they value (such as journal and narrative writing) and to simplify the linguistic features of their disciplines so as to make the language more accessible to students.

While it might appear that this process of role definition and the inequalities that may arise in collaborative partnerships, are bound up in the nature and context of the relationship between the two parties, or in the sociological context of the discursive spaces being recommended in this study, it is clear that the discursive space is not free of power issues. These dynamics of power operate at the socio-political level of the institution and impact quite directly on the potential success of this integrated approach to the teaching of academic literacies.

5. Implications for higher education - Eziko

Knowing a Discourse tacitly when operating as part of a Discourse community is unproblematic. However, knowing a Discourse in the context of higher education requires knowing it explicitly because novice students are being inducted into Discourses. To know a Discourse explicitly requires disciplinary specialists to operate outside of their Discourse communities and it is here that language lecturers play a role. However, higher education is structured in such a way that disciplinary specialists operate within their Discourse communities through the strong disciplinary structures provided by academic departments. These departmental and faculty structures do not provide the kinds of spaces where such transdisciplinary engagement can easily occur. The findings from this study raise the importance of consciously creating transdisciplinary discursive spaces within higher education which will enable academics to explore their collective identity as tertiary educators, and in this way expand the narrow disciplinary identities that characterise academics at tertiary institutions. However, such discursive spaces need to take into account the dynamics of power that operate at the socio-political level of the

institution and which impact quite directly on the potential success of integrated approaches to the teaching of academic literacies.

Institutional Discourses regarding the concept of academic literacies play a powerful role in shaping both individual and collective understandings of academic literacy teaching. Such Discourses lead to simplistic notions, such as a belief that solving surface language problems will lead to improved academic performance. This type of understanding perpetuates higher education practices that identify students as the problem, thereby absolving lecturers from critically reflecting on their own practices and seeking for solutions such as additional, remedial classes in English for such identified students. Such Discourses also construct language lecturers as being experts at, and therefore responsible for, the development of students' disciplinary literacies, thereby further disabling the formation of transdisciplinary discursive spaces and hindering the potential success of integrated approaches to academic literacy teaching. Other institutional factors, such as the status of certain disciplines in higher education, also have the potential to significantly compromise the success of integrated approaches to academic literacy teaching by setting up patterns of inequality within transdisciplinary discursive spaces that mirror the socio-political context of the institution.

The process of transdisciplinary engagement through discursive spaces requires some institutional structure, such as the institutional project reported on in this study had provided. While such a structure provides the space within which the transdisciplinary discursive processes can happen, it also needs to provide tangible expressions of the notion of integration, such as the integrated workbooks and team-taught lessons reported on in this study. Such tangibles give the integration process a purpose and provide 'mediating artefacts' that enable disciplinary 'boundary-crossing' for language lecturers and disciplinary specialists. The way in which such institutional structures are conceptualised, impact on the dynamics of power within the discursive space as well. Both language lecturers and disciplinary specialists need to occupy a central position in the discursive space, with neither feeling peripheral to the process.

The positioning of the space, as being free of disciplinary alignment and a space in which all participants can learn from each other, is important for maintaining relationships based on equality and allows for the emergence of a teacher rather than a disciplinary identity, especially in disciplinary specialists. The transdisciplinary discursive space needs to serve as a hearth (*iziko*) in higher education.

Goduka (2005) extends the idea of '*iziko*' (Nguni for hearth) as a physical space to explore its deeper philosophical meaning within the context of higher education. While '*iziko*' refers to a central fireplace creating a physical space around which communities gather, '*eziko*' refers to the processes that occur in this physical space. While Goduka uses the concept of '*eziko*' as a framing notion to understand the interactive learning processes and practices around which higher education research groups engage with communities, I find it a useful metaphor to describe the nature of the transdisciplinary discursive spaces required in higher education. Just as '*iziko*' provides the space and '*eziko*' the processes by which Nguni communities provide spiritual and physical nourishment and sustenance for one another, as well as shared learning through dialogue, so too transdisciplinary discursive spaces need to provide '*izikos*' in higher education, while the processes of transdisciplinary and collaborative engagement become the '*eziko*' processes that nourish and sustain shared learning between language lecturers and disciplinary specialists. '*Eziko*' thus characterises 'the spirit of connectedness, humility and respect' that should underpin the interaction of diverse disciplinary perspectives that occur when language lecturers and disciplinary specialists work collaboratively. According to Goduka, '*eziko* creates spaces where experiences and differences meet, and where the diverse worldviews, cultures and languages' that participants bring into the space are 'respected, affirmed and validated'.

The institutional framing of the innovation, in this study the integrated approach to the teaching of academic literacies, also influences the way the innovation is understood and implemented. Framing academic literacy

teaching as a 'service subject' leads to understandings of language as a list of autonomous skills, easily transferable from one context to another. Such understandings lead to the implementation of generic, skills-based academic literacy courses, separate from the mainstream curriculum. The framing of academic literacy teaching as a 'service subject' also leads to a role for language lecturers as 'service lecturers' who straddle academic departments, faculties and even campuses. Their role is seen as itinerant and marginal to the day-to-day functioning of departments, and this role definition often leads to hourly paid temporary appointments or contract positions. However, the framing of academic literacy teaching as central to how specific disciplines of study structure their knowledge bases and produce text, leads to understandings of language as embedded within the social practices of specific disciplines of study. Such understandings lead to the implementation of integrated approaches that seek to develop disciplinary literacies within the context of disciplines of study. The framing of academic literacy teaching as central to how disciplines structure their knowledge bases leads to a dual role for language lecturers:

- Teaching academic literacies in an integrated way so that it is relevant to the literacy practices of specific disciplines, and
- Collaborating with disciplinary specialist colleagues, at all levels of a given programme, on how best to assist students in accessing disciplinary discourses, and how to induct them into the Discourse communities of their disciplines of study.

Their existing role, developing students' academic literacies, is an important one, as this experience of working with students' difficulties in accessing disciplinary discourses, can contribute towards making this explicit for 'insider' disciplinary specialists. However, it is the potential, expanded role with their disciplinary specialist colleagues that higher education needs to take into consideration.

This dual role has consequences for the ongoing professional development of academic literacy practitioners/language lecturers. Such practitioners need to be institutionally situated in a theoretical base outside of the disciplinary departments in which they work collaboratively. This theoretical base needs to place them in a structure along with other academic literacy practitioners/language lecturers from across faculties and departments, and provide a home for their on-going development as language practitioners. However, they also need a base of practice within the academic departments where they do their collaborative work, along with other colleagues who are not from their discipline.

Institutional framing of innovations, such as the integrated approach to academic literacy teaching, also influences how identity formation takes place in transdisciplinary discursive spaces. Such discursive spaces have the potential to allow for the flourishing of multiple identities, such as disciplinary, professional, and teacher identities, all of which shape what it means to be an academic at a university. Universities of Technology (formerly Technikons) tend to produce academics who identify more strongly with the professional practice of their disciplines than with the disciplinary knowledge base, while traditional universities tend to produce academics who have stronger disciplinary identities than professional identities. Higher education credentials, industrial experience and professional experience, as well as educational expertise all play a role in determining how these multiple identities emerge in transdisciplinary discursive spaces, and what kinds of power differentials operate within 'eziko'.

This study points to a redefined role for academic development practitioners generally, one in which they mobilise towards the creation of a 'communities of practice' of tertiary educators which transcend the narrow confines of disciplinary boundaries and the compartmentalised nature of higher education academic departments, as well as sustainable 'eziko', where dialogue, collaboration and the development of a critical consciousness can take place in an on-going debate. These hybrid spaces also need to bring together people at different layers of the institution, such as academics and

management, as well as academics and administrators, and in this way start addressing the need for institutional development and systemic change to support a shift of the teaching of academic literacies into disciplines. These 'eziko' need to enable lecturers to:

- reflect on their approaches to teaching and learning,
- reflect on their understandings of the relationship between academic literacies and access to disciplinary knowledge,
- shape their ideas about the nature of integrating academic literacies and disciplines of study, and
- explore their identities as tertiary educators.

The challenge for tertiary educators, is to become the architects of 'eziko' within higher education which enable academics to emerge from their disciplinary bases, explore their shared identity as tertiary educators, and in this way expand the narrow disciplinary identities that characterise academics at tertiary institutions.

6. Methodological meditations

While most research into higher education focuses on either the macro level, such as the many higher education policy studies, or the micro level, such as the many studies focussing on lecturers or students, there is a dearth of educational research at the meso level, where the focus is on 'workgroups' in higher education (Trowler, forthcoming). Trowler situates workgroups at a level just below the academic department and defines them as groups of academics who engage in some common project over a period of time. He claims that it is at the level of workgroups that higher education studies are best able to understand the interplay between subjectivities and socio-cultural practices.

Trowler problematises both micro and macro level higher education studies, which he claims miss out on much of the practices that happen in between.

He asserts that micro level studies, which tend to focus on the individual, often stress agency over structure and psychological over socio-cultural factors, while macro level studies tend to emphasise structure and essentialise the epistemological. Researching at the meso level raises interesting methodological issues, according to Trowler, since conflict and lack of consensus tend to characterise what happens at this level, rather than the more idealistic 'communities of practice' which Wenger (2002) theorises. Trowler critiques 'methodological individualism', which he sees as the dominant approach to educational research, for failing to capture social processes, and proposes alternative approaches, such as ethnography, focus groups, discourse analysis, naturally occurring data, observant participation, secondary data, triangulated interviews, insider research and narrativity, for meso level analyses.

This study is situated at the meso level of higher education and seeks to understand the practices of a workgroup of academics who engaged in a common project over a period of three years. It thus contributes towards filling the gap in meso level educational analysis and theory development that Trowler raises. This study attempts to move beyond what Trowler refers to as 'agentic' (micro) and 'structuralist' (macro) levels of analysis, towards a 'socio-cultural' approach to analysis. The methodological implications of this choice are evident in the data production strategies employed in this study.

According to Trowler, some of the challenges for data production when conducting a meso level analysis, are surfacing what is implicit, capturing macro influences that might not be apparent to the research participants, and balancing 'emic' and 'etic' approaches. These challenges were confronted in a variety of ways in this study. In balancing 'emic' and 'etic' approaches, I used a grounded 'emic' approach which I applied to the data, in order to elicit the emerging conceptual categories which in turn became the 'etic' lens for analysing the data. In surfacing the implicit, I followed an iterative data production process, where each stage of the process was a precursor to, and prepared the space for deeper reflection in the phase of data production that followed. In capturing macro influences that might not be apparent to the

research participants, I applied three different levels of analysis to the data. The first grounded level of analysis sought to systematically analyse the data using a bottom up strategy that aimed to develop conceptual categories from the patterns emerging across the data set. The second level of analysis was representational, where attention was paid to *what* was being said in order to refine the grounded categories emerging from the first level analysis. The third level of analysis was presentational, where attention was focused on *how* the language of participants was conveying meaning through the use of words.

The significance of meso level analysis is that it mediates between the micro and the macro levels, often bringing both 'structuralist' and 'agentic' tensions into interplay. This leads to new ways of understanding higher education that take into account issues of power and identity that permeate all three of these levels.

7. Conclusions

This study raises the need for both language lecturers and disciplinary specialists to own the 'burden of rhetorical persuasion' and redefine their respective roles within the process of making explicit the 'invisible' rhetorical processes underpinning disciplinary knowledge. I have argued that it is through the interaction of disciplinary specialists and language lecturers that the rhetorical dimension of knowledge can be critically deconstructed for students.

The findings from this study are suggesting that higher education needs to create sustainable 'eziko' for the collaboration of language lecturers/academic literacy practitioners and disciplinary specialists, which will facilitate the shift of academic literacy teaching into the mainstream curriculum, and where, through dialogue and collaboration, both academic literacy practitioners and disciplinary specialists can reshape how they construct their roles and identities within higher education. This speaks to a new role for academic literacy practitioners, that of sustained collaboration with disciplinary specialists through engagement in such hybrid spaces that cross disciplinary boundaries and in which multiple identities can flourish.

EPILOGUE

I think it's about the vision at an institution, and the way the institution is managed and the way people perceive their roles at an institution. If you want to get stuff to happen institutionally it's about the vision of the people in leadership. If there's not that vision and valuing and giving it legitimacy in the institution, it will not happen. I think we need leadership with vision and a passion to do things differently.

I close this thesis with an epilogue in the form of a narrative that highlights possible future threats to the conceptualisation of academic literacy teaching presented in the previous chapter. The institutionally co-ordinated approach reported in this study created 'eziko', where tertiary educators emerged from their disciplinary bases and came together in a collective that transcended disciplinary boundaries. However this space also demarcated a marginal 'exoticised' group, which by its very nature absolved those who were not involved, from responsibility for academic development work and externalised responsibility for academic literacy teaching.

The narrative below points to a sense of isolation experienced by both the language lecturers and the disciplinary specialists in this study. It appears that participation in academic development work has implications for the identity of both those who are traditionally seen as academic development practitioners (language lecturers) and those who are not (disciplinary specialists):

My status within my own disciplinary Discourse community has become undermined. Those who take on academic development work become second-class citizens in their own disciplines. Academic development work was something that I'd always been interested in and my HOD had said, 'Go for it', my colleagues had said, Go for it'. I organised that time. I had to fit things in and that put a hell of a lot of pressure on me, but it was my special time, and so for me it was a very sort of happy time, going through all those processes, to do sort of

what we called academic development, over and above my normal work. It's never appeared on my job description, it's always been, 'Cheryl's little project', from colleagues' side. I was puzzled by my own colleagues, I was expecting that they would be more interested because I'd been trying very hard to keep them up to date but it was, 'Oh Cheryl's little project'.

At first it was quite fun, to have my own little thing, but it soon wore very thin, especially when I'd be working with students and then I'd get two weeks later, 'Do you know the students have handed in their assignments but none of them are any better!' That's where I started realising that if you are going to do something, you've really got to get it out there and you've got to keep going back to your colleagues and not get too hung up on if someone doesn't want to join in, but if someone does want to join in, get them to start talking about the same things, take them with you. Maybe that's why it didn't resonate with them, 'We don't need this. We've got certain standards and our students should stick to them. Why do we need this?'

There were a couple, of my own colleagues, and I was quite hurt you know, who didn't know what I was doing. I think in a way it was arrogance on my part, 'Why don't you know what I'm doing?' You see, you've got to know you can't do that. Just because you're enthusiastic about something it doesn't mean that everyone's going to jump on board straight away. I was still on my own, pretty much on my own. Generally I was running all the academic development work by myself. And it's a little bit here, and a little bit there and an afternoon here and an afternoon there, and you still have to prepare your own lectures too. We've got to get it out to other people. It's no use doing the academic development for yourself. You can't sit on it and hug it to you. You've got to find some way of getting it out and that's almost more the work than the preparation or whatever it was that you were going to go and do. You almost need double the time afterwards to report back. If I think about it, this is where the unfinished business came for me. It's no

use doing the work by yourself if you're not getting it to others as well. Then the purpose in the first place is nullified.

All of a sudden Cheryl's little project over there became Cheryl working in another team, 'With your academic development friends.' I suddenly realised also maybe that I had been a bit insensitive here and that I had drawn away from my own department because I got quite wrapped up in something else. They'd blame me for it, and that was my first attitude and I sort of sat back and realised that it's no use getting defensive about it, you actually just have to keep quietly just getting the stuff out there. And part of it, I've also learnt, is that I must be completely open with what I'm doing and why, and make sure that everybody knows.

I've had comments, a couple of comments from colleagues who would say, 'Oh, but you are so lucky', and, 'How do you have the time?' and, 'You obviously haven't got enough to do!' Their support was ambiguous at times, from generally supportive, very happy that I'm doing it, particularly when it matches into students' needs and objectives. So there is that side, but it wears thin where I think people felt it was too much personal growth, 'Oh she's always away doing her things'. The fact that I'd get to work at half past six in the morning and work till eight at night to make sure that all the rest of the work has been done and the fact that my students are actually never neglected, they're always looked after, didn't really count because, 'You're never here on a Thursday. Thursday afternoon's your afternoon'. So that's the ambiguities. But generally I'd say they were happy for me, but every now and then I got this scratchiness, all my work, not once has it been acknowledged, not once.

At the time of the merger I felt that the academic development work that I'd done had in fact jeopardised my career as a disciplinary specialist. I was shattered. It all sort of came at a time where I definitely felt fingers were being pointed at me because I had wanted to do

something different. The language was very much, 'Well I've got to fight to save my department', and I said, 'Well who's fighting? What's this you and us?' 'No well I've got to fight to save my staff and you've got other things, you've got so much work, with academic development.' And I said, 'But you have no right to mention the academic development work because that is over and above my departmental work.' The whole thing is a political ploy and it makes me feel paranoid, it almost feels as if the powers-that-be are plotting, but then I think, I'm being paranoid. I think I have to be very calm and rational about stuff, just carry on doing the work as hard as you can. Make sure the students are fine. Make sure that everybody is getting what they need. I just get itches of it every now and then, little scratches and I think, 'Are they planning something that I don't know about?'

Before I got involved in academic development work my time was almost completely taken up by my discipline-based teaching. To be involved in academic development work has meant that I had to trust other people to do some of that teaching for me. Giving up part of that disciplinary role has now impacted on my position in the context of a merger, because they might be looking and saying, 'We can sort of free her.' Which is what they were suggesting, that I be freed from my disciplinary role, and so you see, I sort of feel as if I've left myself open. But then I think, 'Oh you're being paranoid here', just work as hard as you can. But I mean after all the work I've done, to try and develop academically, to now be cut off totally from disciplinary teaching, they were sort of using my academic development work as an excuse to justify rationalisation. I was so indignant.

The above narrative raises the lived consequences of successfully mainstreaming academic literacy teaching in an institutional context where academic development still exists as a marginal enterprise. This study has shown that shifts in academic literacy practices, conceptualisations, and academic identity, are possible when tertiary educators from a range of

disciplines along with academic literacy practitioners, collaborate systemically in discursive spaces over sustained periods of time. However, these shifts seem to be confined to those who participate in such initiatives, in the absence of a broader institutional context that takes account of academic development in systemic ways. The meso level research conducted in this study has highlighted the importance of the academic 'workgroup' as a unit of analysis in understanding the interplay between the micro level of individuals in academia, and the macro levels of institution and higher education. The layered analysis, which sought to locate the analysis of discourse within its basis in the social structure of the institution specifically and higher education generally, suggests that systemic change in academic literacy practices, conceptualisations and academic identity, requires the infusion of academic development work into existing institutional systems. This has implications for how academic development practitioners understand their work in higher education, and for how higher education understands academic development work.

Academic development is currently being reconceptualised as *Higher Education* development at a number of tertiary institutions both nationally and internationally. This is a significant development, as it shifts academic development beyond a focus on students, staff and curriculum, to a focus on entire institutions within the context of higher education. For academic development practitioners this means multiple roles often held in tension. While they need to professionalise their work and set themselves up as experts at the macro level in order to move from the margins of the institution, they also need to underplay that 'expert' role in their work with disciplinary specialists at the micro level, so that they don't inhibit those who construct themselves as non-experts in teaching and learning. Asserting expertise at this micro level leads to academic literacy practitioners being held accountable for institutional transformation around teaching and learning, and also casts disciplinary specialists with good teaching and learning practices, in a deficit mode. This does not enable the establishment of strategic alliances between academic literacy practitioners and disciplinary specialists.

Academic development practitioners need to understand these multiple roles and know when to apply them strategically. At the micro level they need to familiarise themselves with the systems, processes and practices of lecturers, departments and faculties. These are often different across departments and faculties. They then need to build their credibility by infusing their work into those systems, processes and practices through strategic alliances with disciplinary specialists. At the meso level they need to establish 'affinity groups' of higher education practitioners across disciplinary boundaries that operate in structured discursive spaces over sustained periods of time. This meso level work should advocate the professionalisation and accreditation of higher education teaching.

At the macro level of the institution, academic development practitioners need to actively counter those institutional discourses that continue to frame students in deficit mode, that conceptualise academic literacies as atomised lists of autonomous skills, that conflate academic success and English proficiency, and that hold academic literacy practitioners responsible for ensuring that students can read, write and pass their disciplinary courses. Academic development practitioners also need to be vigilant that they themselves are not caught up in these dominant institutional discourses, thereby perpetuating their influence on practice. At the macro level of higher education more broadly, academic development practitioners need to forge national and international networks to promote the professionalisation and accreditation of higher education teaching.

For higher education, the challenge is to be more responsive to the changing needs of both educators and students, through strategies to enhance teaching and learning. One such strategy would be to address the low status of the discipline of Education, which militates against efforts to professionalise and accredit higher education teaching. Higher education needs to counter the practices that continue to devalue the disciplinary status of education, by encouraging disciplinary specialists to theorise their teaching practices. In this way the higher education sector will take responsibility for its own development and broaden its current, narrow responsiveness to economic

and societal demands, to include the needs of its educators and students for enhanced teaching and learning.

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LIST OF APPENDICES

Appendix A:	Consent form and information sheet	289
Appendix B:	Visuals of the memory room	291
Appendix C:	Example of one page of free writing by a participant	292
Appendix D:	Covering letter accompanying the project portfolios	293
Appendix E:	Visual representation of project experience generated by participant K.	294
Appendix F:	Visual representation of project experience generated by participant L.	295
Appendix G:	Visual representation of project experience generated by participant M.	296
Appendix H:	Visual representation of project experience generated by participant N.	297
Appendix I:	Visual representation of project experience generated by participant O.	298
Appendix J:	Visual representation of project experience generated by participant P.	299
Appendix K:	Visual representation of project experience generated by participant Q.	300
Appendix L:	Visual representation of project experience generated by participant R.	301
Appendix M:	Example of exploratory interview questions based on a freewrite of one of the participants.	302
Appendix N:	Grounded coding categories used in data analysis	303
Appendix O:	Example of one page of coded and segmented data from a narrative interview	304

LANGUAGE AND CONTENT INTEGRATION RESEARCH PROJECT

Information sheet

I, Cecilia Jacobs, am on study leave from (name of institution). I am presently a full-time doctoral student at the University of Durban-Westville engaged in research into the intersection between language and content in higher education. The purpose of my study is to explore several related questions. Firstly, my interest is to understand how collaborating language lecturers and discipline specialists negotiated an integrated approach to the teaching of academic literacies. Secondly, I wish to explore how the process of negotiation might have influenced language lecturers' and discipline specialists' conceptualisations of integrated academic literacy practices. Thirdly, I wish to explore how language lecturers and discipline specialists construct their respective roles and professional identities within an integrated approach to academic literacy practices.

The population I hope to engage as participants in my research consists of all (name of institution) staff members who participated in the TELP PIL 88 project over the period June 1999 to December 2002. I intend interviewing all willing project participants, and engaging them in reflective exercises such as free-writing on and visual representations of their project experiences, as part of my research. As you were a project participant I hereby request your participation. I wish to emphasise that your participation is entirely voluntary, and you may withdraw from the process at any point. In carrying out the research I promise to acknowledge the help of those who participate, respect and ensure their confidentiality and protect their anonymity.

Through the research, I will write a doctoral thesis and various conference papers. I undertake to provide all willing participants with copies of the work in progress so that they can check the accuracy of the information. I will also provide the institution, through the library, with a copy of the completed thesis.

Ethical statement and consent form

As the researcher, I wish to confirm our shared understanding and agreement with regard to my research project on language and content integration.

I, am willing to participate in this research project on language and content integration in higher education. The researcher may conduct interviews with me and engage me in reflective exercises such as free-writing on and visual representations of my project experiences.

As researcher, I, Cecilia Jacobs, agree to respect and ensure your confidentiality and to protect your anonymity, as well as that of the institution. I respect that your participation is entirely voluntary and that you are free to withdraw from the process at any stage. I will acknowledge your participation in my thesis and in any report or paper that I write.

Signatures:

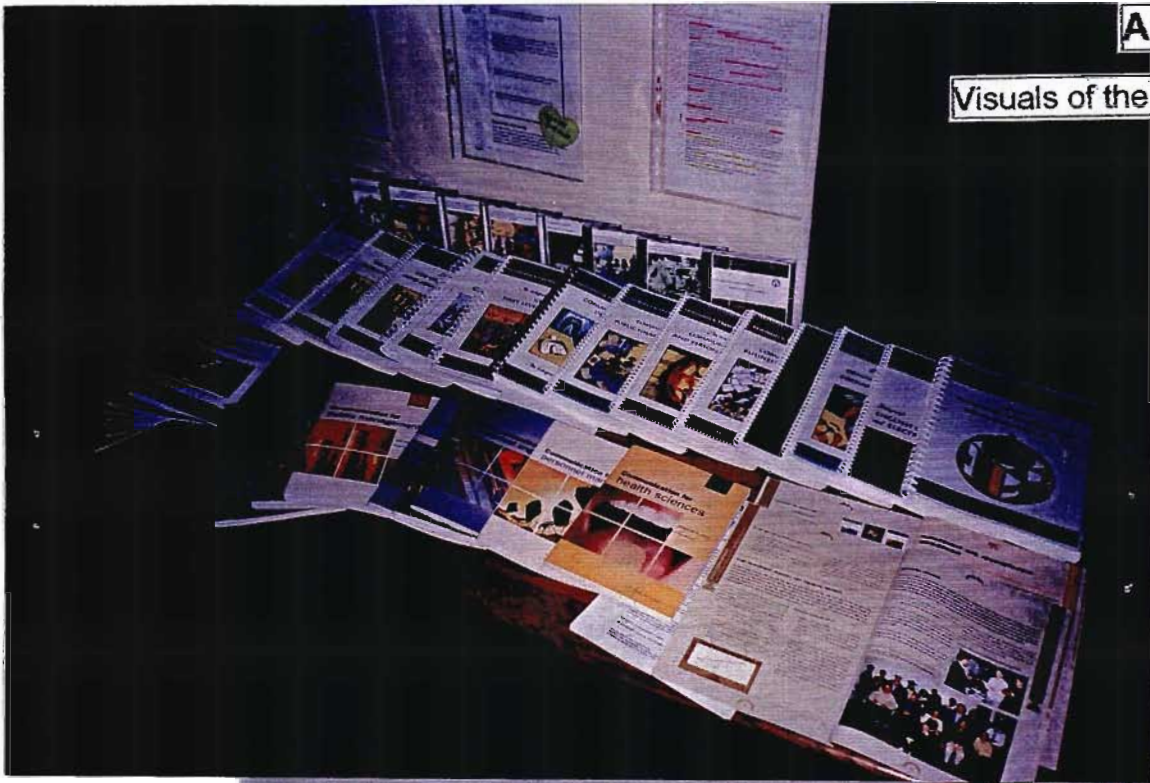
Project Participant:

Researcher:

Date:.....

Appendix B:

Visuals of the memory room



Reflections

Example of one page of free writing by a participant

Three years down the line & what do I say? As I write now, I still have mixed feelings on the Telp project relating to the integration of content & language.

Initially I was thrown into this project without really applying my mind. The only experience I had in writing (ie academic writing) was drafting my lecture notes. I was confident, however, of my ability to analyse, edit & summarise. But, the drawback for me, was the prime object of writing in accessible English which could be easily understood by students who did not have English as their 1st language. I have always been upset by the bombastic language used in textbooks. One had to first analyse the language before the concepts. Hence, the project appealed to me & as time moved on, I became passionately involved in it, heart, body & soul!

On the positive side, I realised that I had the ability to write simply & concisely. I must admit that I enjoyed this realisation. At the same time, I felt that I would be assisting who struggled

APPENDIX D

Covering letter accompanying the project portfolios

Dear _____

Thank you for agreeing to be a part of my research. I have prepared for you a personalised project portfolio which documents some of your TELP PIL 88 project experiences over the two-and-a-half-year life of the project. This portfolio serves as a keepsake as well as a reflective tool.

In preparation for our first interview at the start of the second semester I would like you to skim through the portfolio as you reflect on your project experiences over the last two and a half years, and then from these reflections create a visual representation of your lived experiences as a project participant.

You are free to focus on any aspects of your project experience, those aspects that first come to mind as you reflect, those issues that stand out for you when you think about your project experiences, whether good or bad.

Your visual representation can take on any form, from a collage to a diagrammatic representation, to a hand-drawn picture or sketch, or it can contain elements of all of those. You might find it useful to collect material from different sources. The elements of your visual representation should reflect moments, feelings, people, activities, processes, places, or events from your project experience, which are significant to you.

The suggested size for the visual representation is A3 (double A4) but this is entirely up to you. Your visual representation, and your free writes for those who have done them, will form the basis of the first interview, so I would appreciate it if you could let me have it at least three days before the scheduled date of the interview.

Finally, in the interests of confidentiality and anonymity, would you please suggest a name for yourself, which I will then use in my thesis and any other publication emerging from my research. Once again many thanks for your time and insights.

Initial perceptions
- "language"
people ignored
more quickly
what project
was about

Personal Development
- increased confidence
- better teacher

Relationships within
technique
trainings were experienced
within technique as I
met people I wouldn't
otherwise have met
became more
involved with
technique matters

Work Load

Conferences
first acceptance
paper at a conference
this experience
equipped me for
subsequent presentation

Partnership
- initially
difficult
no way concept
of how things
should be done
was challenged
- I like to

294

Involvement in other
 / Self projects.
 - Co-located production meetings
 - alternative
 medium
 visit
 - time consuming
 - time off from
 lecture did not
 compensate

Visual representation of project experience generated by participant K

Relationships within
technique

hominous was experienced
within technique as I
met people I would not
otherwise have met
became more
involved with
technique matters

conferences
first audience
paper at a conference
was expensive
overwhelmed me for
subsequent presentation
of how things
should be done
we challenged
- I like to

partnership
- initially
difficult
in my concept
of how things
should be done
we challenged
- I like to

personal costs
- maintain not
completed

Book
- time consuming
- maintaining
- increased status
within department

294

Visual representation of project experience generated by participant L

STAGE 6

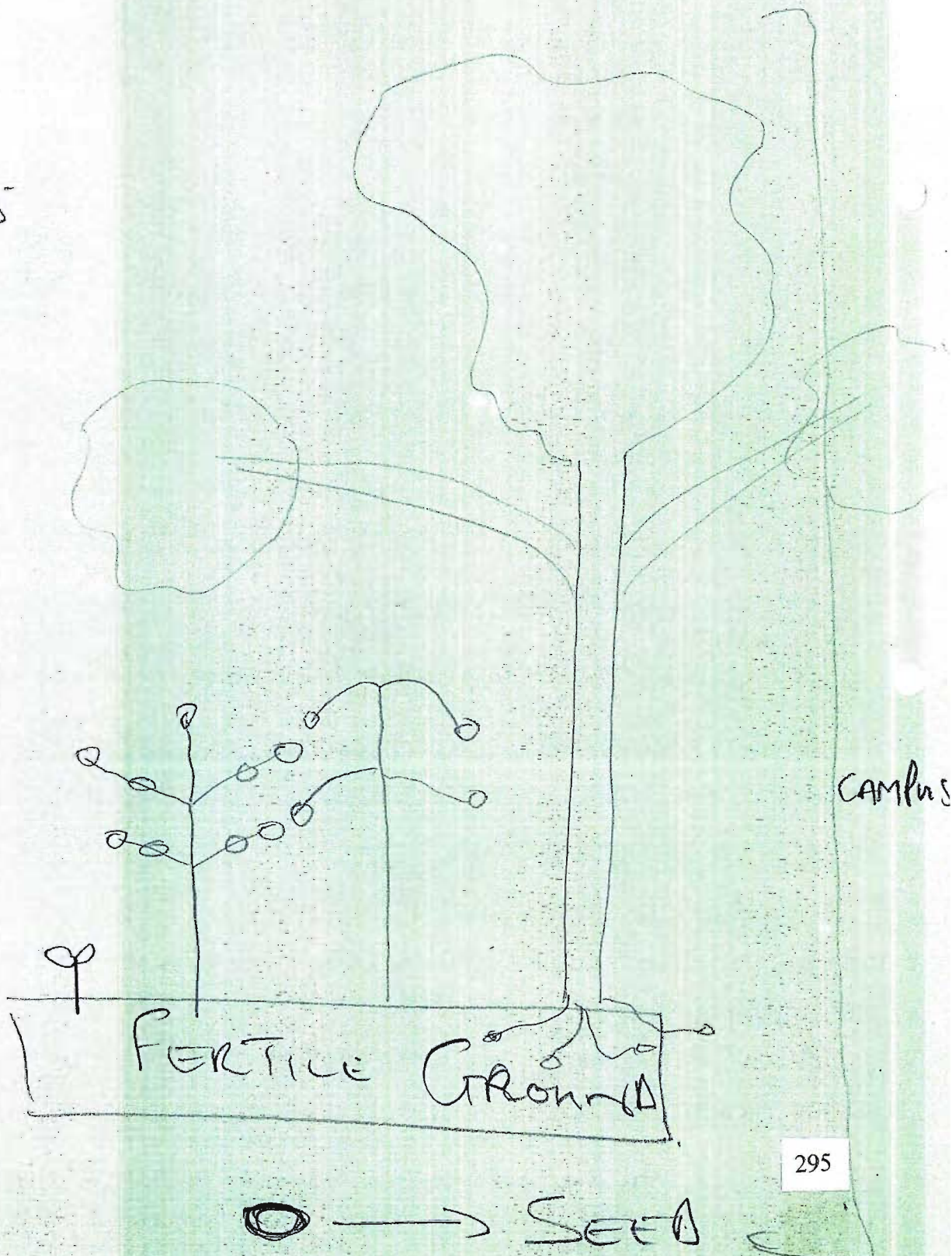
WIDER AUDIENCE

STAGE 4+5

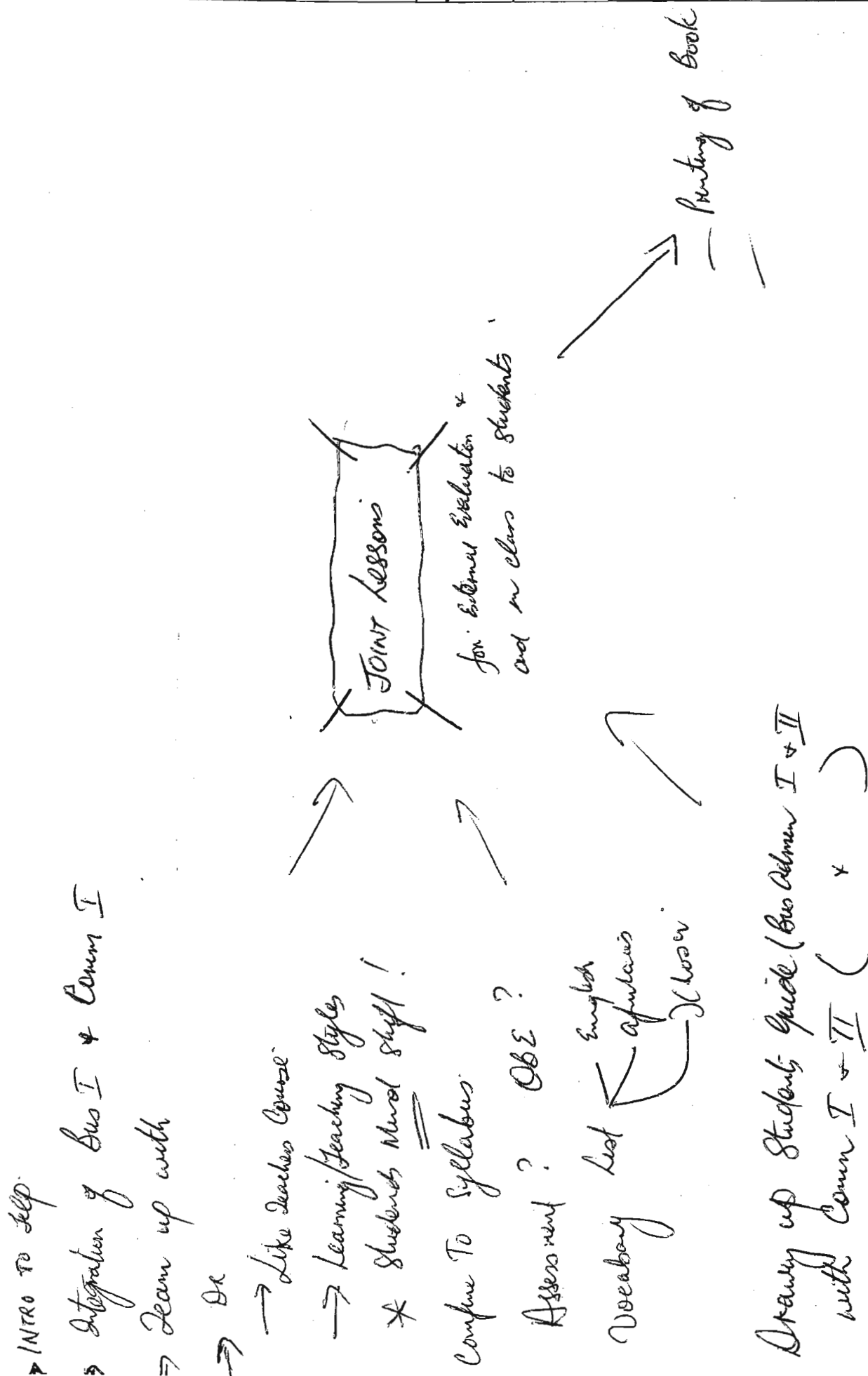
STAGE 3

STAGE 2

STAGE 1



Visual representation of project experience generated by participant M



Visual representation of project experience generated by participant N

UNCERTAINTY!	HOPES?	EXPECTATIONS
DISCOVERY!	ENTHUSIASM	MOTIVATION
ACHIEVEMENT!	SATISFACTION!	CELEBRATION

PERCEIVED TELP SHORT AND LONG TERM OBJECTIVES

1. Develop curriculum materials and methodologies
2. Integrate Language support into content courses
3. An orientation to teaching and learning.
4. Team building capacity for materials development
5. Document and share their learning experiences
6. Conduct classroom-based research
7. Experience of team teaching
8. Promote the significance of language in the learning and teaching of content subjects
9. Efforts and opportunities to make language visual

IDENTIFICATION OF STUDENTS' LANGUAGE NEEDS

- Lack of reading skills
- Inability to understand what he/she reads
- Inability to comprehend and interpret a written text
- Lack awareness of grammar, spelling and punctuation errors
- Application of learning insights in own oral and written work
- Hesitant and meek approach to interaction in class
- Dealing with cultural differences and intelligence inequalities when challenged in a classroom situation
- Difficulty in reading and writing critically
- Inability to think act, and work independently

CONSTRAINTS

- Inability of some subject lecturers to conform to change and transformation
- Refusal by some students to admit their linguistic shortcomings and actively attempt to improve those
- Students' poor interest in reading outside the coursework
- Students' inability to apply their acquired knowledge in practice
- Reluctance by authorities to fund tutors and materials to supply sustainable programmes to alleviate students' language needs

My vision

To empower students to become confident language users at work and at play.
 For students to engage in interactive language activities in the classroom and in their private lives and in the workplace.
 For students to develop independent thinking skills in learning language and content subjects.
 To enable students to refine all the language skills they have acquired before admission to higher education.
 Assist students in becoming confident, active, critical thinkers, speakers, readers and writers.
 To perfect and develop writing skills which will enable them to compile and writing large and small writing tasks competently.
 In short, a student should develop into a confident, useful citizen during his/her training at any higher educational institution.

ALLEVIATING STUDENT'S NEEDS IN PART, RESULT OF TELP EXPERIENCE

1. Change in-class reading strategies
2. Give writing exercises over and above the prescribed coursework to be evaluated by lecturer, self and p
3. Become a facilitator rather than an instructor
4. Become constantly involved in team teaching with subject lecturers
5. Always planning the development and implementation of materials to improve students' language skills
6. Allow flexibility in production and evaluation of p tasks.

Visual representation of project experience generated by participant O

Appendix I:



FACING CHALLENGE



ANSWER=SEMINAR?



- INTRO SHARING (EYE-OPENER)



CECELIA - GOALS



PLAN & SCHEDULE



CROSSING SWORDS



MINI-TEACHING



W/SHOPS



CHOOSE MATERIALS



GOING FOR IT



TEAM-TEACHING



FRUSTRATIONS



OUR PACE



WE MADE IT !!!!!

Visual representation of project experience generated by participant R

Appendix L:

Example of exploratory interview questions based on a freewrite of one of the participants

Reflections –

Three years down the line and what do I say? As I write now, I still have mixed feelings on the TELP project relating to the integration of content and language.

Initially I was thrown into this project without really applying my mind. The only experience I had in writing (i.e. academic writing) was drafting my lecture notes. I was confident, however, of my ability to analyse, edit and summarise. But, the drawback for me, was the prime object of writing in accessible English which could be easily understood by students who did not have English as their 1st language. I have always been upset by the bombastic language used in textbooks. One had to first analyse the language before the concepts. Hence, the project appealed to me and as time moved on, I became passionately involved in it, heart, body and soul.

On the positive side, I realised that I had the ability to write simply and concisely. I must admit that I enjoyed this realisation. At the same time, I felt that I would be assisting(those) who struggled to understand concepts. I was elated at this prospect. Gradually, as I got more involved, by attending workshops and communicating with other participants, I found this new concept of integrating language and content interesting, exciting and challenging.

I certainly gained valuable insight by interacting with others at workshops and material development sessions, as well as by the directions given by the co-ordinator. The co-ordinator was a hard task-master, but this was certainly to my benefit and instilled discipline within me as there were many deadlines to meet. At the same time, it was frustrating too. I had lectures to deliver to big, big classes and marking was a nightmare. Finding time to write was easier said than done! Most of my writing, if not all, was done in my own personal time, at the expense of my family. Thank God, I enjoyed what I was doing!

On the negative side, I was not too pleased in my partnership experience. Perhaps I was too finicky and disciplined. I want everything to run smoothly and cannot handle unpunctuality, missing meetings, etc. My gut feeling is that I would have performed better if I had a partner to suit my personality, temperament and idiosyncrasies. The partnership is like a marriage and incompatibilities leads to the disintegration of partnerships. I may sound rather arrogant but I survived in my partnership because I was accommodating and compromising. Is that not how all marriages survive? At the same time, I must also admit, I enjoyed my interaction with my partners, the discussions, the arguments, engaging in mind-boggling sessions. The problem was the getting-together and putting it down on paper.

In short, my involvement in this project was a valuable experience, even though it was a time-consuming one. I have no regrets!

Grounded coding categories used in data analysis

Critical question 1:
HOW DID THEY NEGOTIATE THIS INTEGRATED APPROACH TO AL TEACHING?
= how did they negotiated it? (two levels)

1A TRANSDISCIPLINARY COLLECTIVE

- 1a.1 sense of belonging [family, club, common platform, inter-institutional collective]
- 1a.2 processes (how) – [discussing in collective, mutual support, sharing experiences, interdisciplinary perspectives, facilitation, moderation, criticism, nature of academia, management, common purpose]
- 1a.3 learnings (what) – [what students bring, negatives, teaching, writing, language]
- 1a.4 application – [teaching methodology, planning lessons, assessment]

1B COLLABORATIVE PARTNERSHIPS

- 1b.1 collaborative interactions – [questioning, taking another point of view, pushing boundaries, mediation, coercion]
- 1b.2 nature of relationships - [personalities, approaches to teaching, ethics, age, gender, qualities needed, geographic]
- 1b.3 power dynamics - [authority, expertise, equality, credibility, decision-making]
- 1b.4 roles and responsibilities – [division of labour, institutional discourse, expertise]

Critical question 2:
HOW DID THE NEGOTIATIONS INFLUENCE THEIR CONCEPTUALISATIONS OF AL?
= how did they understand it?

2. CONCEPTUALISATIONS OF ACADEMIC LITERACIES

- 2.1 Understandings of integration - [discourse vs discipline, inside/outside]
- 2.2 Characteristics of integration - [knowledge of 'other' discipline, academic experience]
- 2.3 Educational principles and practices - [familiar/unfamiliar, simple/complex, scaffolding, reflective practitioner, pedagogical experience, nature of/lack of expertise]
- 2.4 Academic literacy discourses - [role of language, perceptions of academic literacies development, ownership, add-on, curriculum is content]

Critical question 3:
HOW DID THEY CONSTRUCT THEIR ROLES AND IDENTITIES WITHIN INTEGRATED APPROACH?
= how did they see themselves in it?

3 ACADEMIC IDENTITY

Disciplinary, professional practice, teacher, discourse teacher – [boundary crossing, expertise]

Appendix O:

Example of one page of coded and segmented data from a narrative interview

1a.2 processes (how) – [discussing in collective, mutual support, sharing experiences, interdisciplinary perspectives, facilitation, moderation, criticism, nature of academia, management, common purpose]

Segment	Partici-pant	Coded verbatim transcript from narrative interviews	Analysis
70	DS7	<p>Erm – I think, some of the exercises that we were doing, that was where some of those things that we did at first, where we wrote things up and then spoke about them, then there was all this – because suddenly I was talking to people who – um – were from all sorts of different disciplines and trying to explain something and that – um – that I realized that –um – because I think it was a kind of – that was also – it wasn't – it wasn't some kind of - kind of evaluation that you were being given. It was simply your peers – sitting around you and discussing things that you were saying. –Um – and that, I think, made me much more aware of it. To be talking to people of other disciplines as you try to prepare something and then speak about it - this is what we're busy doing - that's what I'm trying to do -Um – and I think those presentations that people did, to me - that gave me a lot of insight into – um – a kind of realization about the significance of – the people - sort of a lot of language – hearing problems that other language people spoke about, not just one, the whole range of people.</p>	<p>Talking to people from different disciplines</p> <p>Peers – non threatening</p> <p>Insight into other disciplines</p> <p>Hearing language problems faced by a range of people</p>
73	DS7	<p>I've always – I've always think, it's – it's always one of the – because that way of talking it through – um – clarifies so many things and talking through because you - you have to sort of explain something succinctly and briefly, a kind of editing, and then you get to the core, the essential things. What's – what's the essence of your problem. That's – that's- that's, I think, how I identified, which perhaps although I'm, you know, - in hindsight – it's easier to talk about all the things which were the problems. But that's with hindsight, now, but I think that to me it was that kind of talking it through that you suddenly get the 'aha' – that really is the problem. So there were a lot of things that I saw, that were, you know were obvious to me beforehand, but a lot of them only came through those kinds of discussions, talking about. Then someone else speaking about theirs, you know, it strikes a chord somewhere. You think, Ja, same – I know that problem – I also dealt with the problem, not quite like that, but I know what you're talking about. I know where you're coming from.</p>	<p>Talking it through clarifies things</p> <p>You get the core, the essential things</p> <p>the 'aha' discussions – realising what the problem really is</p>
114	DS7	<p>Oh, I think that it's – it's changed enormously, I mean I'm now much, much more conscious of –um – in teaching, just in terms of how one uses the kind of language one chooses, even one's way of delivering it. I'm much much more aware of that. And that's only come from making – from doing presentations like we did in the project – um – but – but – maybe, because I'd prepared myself in a different kind of way – um – preparing a lesson –that was – suddenly those changed – it really totally changed</p>	<p>More conscious of teaching</p> <p>-How one uses language &</p> <p>-One's way of delivering it</p> <p>he does not conflate T&L with language, sees them as separate aspects of the teaching process</p> <p>Presentations in the collective made him aware</p>