Moving from the Known to the Unknown in Academic Writing

Verbra Frances Pfeiffer

Moving from
the Known
to the Unknown in
Academic Writing

Moving from the Known to the Unknown in Academic Writing

By

Verbra Frances Pfeiffer

Cambridge
Scholars
Publishing

Moving from the Known to the Unknown in Academic Writing

By Verbra Frances Pfeiffer

This book first published 2022

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

Dedicated:

To my beautiful daughter Jessica Pfeiffer

An evolutionary journey with expressive writing,
moving from the known to the unknown in academic writing.

—Verbra Frances Pfeiffer

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

CHAPTER ONE

INTRODUCTION

The only means of strengthening one's intellect is to make up one's mind
about nothing, to let the mind be a thoroughfare for all thoughts.
(John Keats, 1817)

1.1 Point of Departure

Writing in its own right is a difficult and complex activity and for this generation of students consumed in a world of electronic gadgetry, visual culture and information overload, reading and writing have declined as educational practices. It is my observation that our university students read and write mainly in order to meet exam requirements and standards. As a result, students no longer view reading and writing as an educating act, nor do they understand the sense of personal gratification it promotes. In light of this, for students, learning to write often begins with the mastery of producing legible letters and basic spelling (Abbott, Berninger and Fayol, 2010) and once these skills are attained, young writers attempt to master basic grammar and sentence structure (Pfeiffer and Sivasubramaniam, 2016, p. 95).

According to Kohonen et al. (2001: 145) "schools are seen as production plants, curricula as production plans, students as raw materials, teachers as production managers or producers of 'educational commodities'" and so on. With this mindset, students find reading and writing in school demotivating. Having this attitude could explain to students' their incapacity to write fluently at a tertiary level.

It appears that when students read and write just because they need to pass exams and graduate, it is unlikely that they will appreciate the value of what they read and write. Hence, it is likely that such a situation will influence them to view literacy as a mechanical acquisition of reading and writing skills. Accordingly, their view of literacy fails to transcend its literal meaning for want of a meaning that will emphasise its transformative educational and constructive social nature. In effect, our students become

casualties of "a cultural ignorance and categorical stupidity crucial to the silencing of all potentially critical voices" (Giroux in Freire and Macedo, 1987: 13).

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

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

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

Many universities homogenise their teachers to teach in a particular way and pressurise their students to learn in a particular way. These universities that homogenise their teachers and students into specific ways of functioning feel they will provide for better control and power relations.

Very often universities use set course books that impart themselves to fact-based and transference-based models of teaching and learning. As a result, there is little or no scope for both the teacher and the students to reclaim their language. The outcome in such instances is that neither the teacher nor the student can reformulate their language. Thus, the teaching and learning of language fails to evolve critical and creative consciousness in the classroom.

In order to promote learning through personal "response" and experience, I looked to literary text(s) of an evolutionary nature that can facilitate the deployment of literature pedagogy. I found that the beneficial and challenging content of literary texts that relate to daily living can serve to demolish the course book drills and the culture of ignorance it creates. I, therefore, intend to lay the foundations for using literature of daily living, one that relates to students' joys, fears, sorrows, abstractions, hopes and intuitions, to help them become better writers.

1.2 Aims and Scope of this Study

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

By addressing linguistic, methodological and pedagogical issues and the corresponding values that accrue from them, my research will appraise the use of literary texts of an evolutionary nature in the classroom as a means of promoting student-centred pedagogies and practices in writing. The rationale for this investigation is to use a literary text of an evolutionary nature, which transcends a fundamental approach to expressive writing. The use of such literature based on daily living, where emotions like hopes, fears, joys, sorrows, abstractions and intuitions are expressed, has been viewed as the most suitable form of literature to address expressive writing. In essence, with this kind of literature, the students read the literature texts and react to it in writing, which means that they would need to write something that is a reaction to what they had read and is, in a sense, an act of aesthetic reading. Hence, in this kind of reading, one explores the work and oneself. Rosenblatt (2005: 25) argues that in aesthetic reading, the

reader's attention is centred directly on what he/she is living through during his/her relationship with that text.

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

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

1. The emphasis be placed on expressive language-based approaches to literary texts as they provide a "way into" the text.
2. The teacher acts as an enabler in helping students to develop a sense of involvement with the text and in helping them to explore and express their perceptions that accrue from their emotional and experiential involvement with the text of their daily living.

Linked to Widdowson's rationale for the subjective view on literature, I argue that the students will not fall short of the chance to discover the rules of language and language use through sustained and initiated appreciations of the discoursal value of connected language (Carter and Long, 1991; Widdowson, 1975).

By the same token, I was curious to find out if the use of literary texts of an evolutionary nature:

1. can motivate students to become better writers,
2. can promote learning through "response" rather than learning by rote, and
3. can develop language awareness and a sense of literacy.

Ergo, I argue that by integrating personal "response" to literary texts of an evolutionary nature, we can lead writers to believe that grammatical accuracy is not that important since writing as an acceptance of the belief that error is developmental and evolutionary, rather than deficient and nonstandard. I suggest that literature of this nature can be gainfully deployed in the educational practice of reading and writing. It will be further argued that the scope provided by literature, based on daily living, can provide provisional interpretations through writing, which can bring about constructive educational and social change. The envisaged scheme of investigation will use a qualitative research methodology. Based on this

choice, my book, which is predicated on this study, will describe the dynamics and outcomes of a second language (L2) phenomenon influenced using literary texts of an evolutionary nature. I hope that such a description will provide an understanding of that phenomenon from the perspective of participants, that is, the students and ourselves.

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

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

I hope that these questions will augment my understanding of a student-centred pedagogy and the practices that can accrue using literary texts and journal writing. The research questions that I have proposed, require a research design that allow triangulation through multiple source data collection. In this respect, my data collection procedures have shaped the core of the classroom story that my research proposes to construct in order to answer the questions it has raised.

With this in mind, my research has created a self-directed, transformational and experiential learning complement cognition through reflection, thus allowing the teacher to become a facilitator for student engagement (Merriam, Caffarella and Baumgartner, 2007 as cited in Rodrigues-Garcia, 2014). Therefore, it should be noted that the procedures used in this study were not devised just for the sake of collecting data; rather, they are an indivisible part of a curriculum design and classroom methodology signifying the overall educational ideology of the researchers. In this book, I plan to use multiple writing exercises and provisional interpretations of evolving literary texts to promote an appreciation of writing. I hope that such interactions will serve to de-emphasise the exam-centred university atmosphere and encourage students to view their reading and writing as acts of social involvement.

1.3 Context of the Study

The context of this study was a literary-based language programme which I initiated. The programme is longitudinal in that it spreads over two semesters

and has three stages requiring 320 hours of classroom work during this time. The students who participated in my study were members of an engineering communication class, a course that all first-year students have to attend. In selecting students, I was familiar with what they were studying, and I was able to construct topics for the writing sessions that legitimately reflected classroom work.

This study attempted to determine the centrality of a literature-based approach to L2 learners, whether that approach can address the L2 "angst" at a university in the Western Cape, South Africa and whether it could have general implications for other universities. The L2 angst referred to here manifests itself in symptoms such as rote learning, little or no inclination to read or write, exam-oriented learning habits, poor motivation to attend and participate in communications class and increasing failure rate. These symptoms are educational and sociocultural problems, and this study hopes to find solutions to them by bringing about a change in the students' attitudes and approaches to writing. As this study was situated in a South African context, it is necessary to discuss the context with reference to some aspects of culture and its implications for the classroom. The following discussion aims to do that.

First and foremost, I wish to caution that the ensuing description of the context is not meant to be "an objective window on reality" (Edge and Richards, 1998: 340). I prefer that my study be viewed as a dynamic and discursive meaning structure that I constructed as "the teacher of a continuity and community of shared understanding with learners" (Candlin and Mercer, 2001: 7). In this regard, the emotional and affective involvement that I had with the students will form the basis of my understanding of the context as a sociocultural classroom phenomenon. Working with, relating to and getting to know my students daily can create an interactive approach that enhances teaching, I aimed to develop the rapport and the trust necessary for this study.

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

Barret, Bower and Donovan (2007: 46) assure that "it will take more study and a better understanding of the factors influencing instructional style to facilitate the evolution to a truly learner-centred environment". For this purpose, another motivation to undertake this study had been stimulated due to the outside factors influencing my instructional style.

1.4 Definitions

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

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

First Language (L1): A first language (also native language, mother tongue, arterial language, or **L1**) is the language(s) a person has learnt from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity (Wikipedia).

Second Language (L2): More informally, a second language or **L2** can be said to be any language learnt in addition to one's mother tongues, especially in the context of second language acquisition (that is, learning a new foreign language) (Wikipedia).

Noticeable students: Worthy or deserving of notice or attention (dictionary). This definition is very fitting with reference to my students because that is exactly the way I saw them: as worth noticing. I hope that my data will help justify this metaphorical categorisation.

Distinguished students: Known by many people because of some quality or achievement (Merriam-Webster). This metaphorical categorisation compliments these students because I found that they possessed some qualities worth seeing, which I hope will be further distinguished in my investigation.

Literature of daily living (evolutionary): Entails literature that affects emotions, motives, features of personality and forms of cognition. It is the interactions between "human nature" and the forms of cultural imagination, including literature and its oral antecedents.

1.5 Significance of my Study

This study was conducted to raise awareness of meaningful literacy, proposing that this pedagogy can be a way to promote a humanistic language classroom. I used this case study as an exercise in eclectic humanism, so that it can be seen in a humanistic way. It presents an introduction to meaningful literacy by using fourteen participants performing various writing tasks, journal entries and interviews. The students' writing tasks and journal entries were quite personal and allowed them the scope to express themselves freely from a personal perspective.

Although this study cannot be considered a full-term experience of meaningful literacy, it has exposed participants to the practice of meaningful literacy (Alosaimi, 2014). This study was intended to raise awareness in language teachers and provide an opportunity for them to consider meaningful literacy as an approach for creating a contextualised learning experience for promoting L2 writing. By highlighting English Second Language (ESL) learners'/teachers' reflections on the value of meaningful literacy, my study can add further knowledge to effective ways for humanising language learning and use it in an ESL context (Alosaimi, 2014). Furthermore, I propose a methodology, which I believe can be easily executed in any L2 writing classroom or can be integrated as a part of teacher education programs.

My study is significant considering its benefits for the participants. This is the first time that such a study of this scale and substance has been implemented at a university in South Africa. This study was executed to serve as a consciousness-raising exercise in which language teachers have the chance to experience and think about the advantages of meaningful literacy instruction and how to apply it in their future teaching contexts. Another point of significance about this study is that the participants could attain greater understanding of the value of meaningful literacy practices by sharing their perceptions about its role in developing L2 writing.

Moreover, since the consciousness-raising exercise included different writing genres—personal response, course-based exams and literary texts of an evolutionary nature—this study can be pivotal to enhancing the participants' genre awareness. In addition, by exploring the participants' pedagogical recommendations based on their experiences in the current meaningful literacy exercise, this research aimed to provide a detailed justification for implementing a meaningful literacy approach from an English language teacher perspective.

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

1.6 Attitude and Beliefs Underlying my Stance

The educational and social nature of this study demands a discussion of my stance and the implications for the choice of epistemology employed in my investigation. I hope that the ensuing discussion will provide the synergy for my investigation and the underpinnings it needs to justify the how and why of the methods employed and their outcomes.

Briefly, my discussion attempts to define the governing dynamic of this study in terms of the epistemology I have chosen to implement. The epistemology of this study is meant to dispute the scientific/rationalistic/ technological approach to our world and the one-sided view of human beings that arise from it as a result. There appears to be confusion about what science projects as a rationalistic representation of life and the real, personally meaningful lived life of the human being (Sivasubramaniam, 2004). I suggest that the quantitatively measured, value-free knowledge of science is fundamentally different from the personalised and panoramic knowledge that human beings live by in their daily lives. In light of this, the conceptualisation of language teaching and language learning attempted by the rationalistic–scientific epistemology in quantitative approaches fails to account for the lived experiences of the teacher and the students (Kohonen et al., 2001).

Researchers have argued that the research data in education is usually obtained from human beings and that the compulsion to quantify them as seen in a rationalistic epistemology reduce human beings to test scores, mean scores and experimental objects (Bailey in Byrnes, 1998: 81-82). Such a stance is not consistent with the educational values that underlie this study. Hence, I argue that this study discards an objectivist epistemology in favour of a subjectivist/constructivist epistemology. This means that I do not

expect knowledge to come as a product of impersonal procedures designed to support a scientific inquiry at a neutral site, but rather to regard knowledge and its meaning as outcomes of experience in a given social context and at a given time and place (Bleich in Cooper, 1985: 269-272).

In articulating a subjectivist/constructivist epistemology, this study signals an urgency to question research postures that directly focus and supply energy that is fitting to human nature and society into exact rational categories. Thus, this study aims to recognise the need to contextualise its questions and interpret knowledge as an outcome of that contextualisation (Chopra, 2000; Polanyi, 1958; Toulmin, 1990).

In order to find a suitable way of describing the uniqueness of an individual's perception both from the participant's' point of view and the researcher's, this study will assign immediacy and primacy to the dynamics of response. Having incorporated a subjectivist/constructivist epistemology, this study will examine and emphasise the implications of such an epistemology for my research. I hope that the following discussion can serve to totalise my stance in addition to providing a basis for both making value judgments and justifying them.

However, preceding that, I need to reinforce my research questions and direct the proposed discussion with reference to each of them. I believe this will add impetus to the proposed discussion:

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

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

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

The command of writing gives access to certain cognitive, conceptual, social and political arenas (Tribble, 1996) whereby the person who commands both the forms of writing and of speech is therefore constructed in a

fundamentally different way from the person who commands the forms of speech alone. ""Learning to write is not just a question of developing a set of mechanical 'orthographic' skills, it also involves learning a new set of cognitive and social relations", as stated by Tribble (1996). Abbott et al. (2012) argue that research on writing alone is typically grounded in the cognitive processes of writing such as planning, translating and reviewing/revising, rather than on the levels of language involved in translating ideas into a written product.

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

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

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

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

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

According to Hayes (2012), there is a distinction between the writer, the writer's task environment and the writer's long-term memory. The attempt to identify separate interacting writing subprocesses and the importance of the text produced so far are all still regarded as useful ideas. In this study, I wish to address how to combine motivation with cognitive processes and to show how motivation is important in writing and through that, how it influences students' willingness to engage in writing. Observations suggest that whether people write, how long they write and how much they attend to the quality of what they write will depend on their motivations.

Many researchers argue that learning English as a second language is decontextualised even if it is used in a communicative setting or is based on the authentic use of language (Hanauer, 2012; Kramsch, 2006, 2009; Widdowson, 1978). Alosaimi (2014) believes that this perception is based on the idea that by focusing on the cognitive, structural, linguistic and communicative aspects of language learning, ESL pedagogy has lost the vision of "the flesh and blood individuals who are doing the learning" (Kramsch, 2006: 98). This means that emphasising language learning as an intellectual act has marginalised learners' sense of individuality to the extent that learners' experiences, emotions and personal expressions are avoided in the language classroom (Alosaimi, 2014). As a result, this study also wishes to address the difficulty that language learners go through in expressing themselves meaningfully in the second language or even have a sense of authorship and ownership.

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

Essentially, this research not only draws considerably less attention and obtains its foci from developments in reading but also treats writing primarily to display evolving knowledge of language forms. As Bernhardt (1991: 235) states: "second language learners … essentially have to 'read to learn' and 'write to demonstrate learning'".

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

Classroom-based studies must investigate how students learn how to write in a second language. It is therefore equally important to learn how students learn a second language through writing (Haklau, 1999: 329).

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

Language learning should be perceived as a human activity for facilitating personal expression and reflection. Hence, Lapidus, Kaveh and Hirano (2013) and Park (2013a, 2013b) explored autobiographical writing as a method for constructing L2 identity. In this study, I used autobiographical writing, journal writing and literary text of an evolutionary nature which I thought may contribute to expressive writing. In a setting where writing was the focus, the engagement with texts of an evolutionary nature did not involve textual modelling at a level of specificity that might subsequently enhance writing.

I approached this study in a more general treatment of the structure of texts that might work well for university students, in which I assumed that the students had gained appreciable language knowledge and had been exposed to various literacy events that gave them a feel for the texts I used. I aimed to develop students' writing by creating situationally appropriate texts that recognise their current meaning-making capacities and simultaneously push them to continue to develop their meaning-making resources and by extension, their writing abilities over an extended curricular progression.

1.7 Organisation of the Chapters of the Study

This book consists of five chapters.

Chapter One serves as an introduction. It discusses a set of educational and social concerns that act as an awareness-building exercise and a point of departure for this study. It discusses the aims, scope, rationale, context, definitions and significance of this study and my stance underlying its epistemology.

Chapter Two presents a literature review that focuses on insights and issues in L2 writing. It examines various models of reading and writing and assigns centrality to expressive models of writing in this study. It also discusses crucial theoretical constructs that relate to the deployment of literacy in L2 classrooms. It attempts critical engagement with methods and materials that articulate the use of literary text of an evolutionary nature as a resource for language teaching and their implications for classroom research. It also discusses the importance of a constructivist approach to knowledge in this study regarding some theories of education.

Chapter Three presents a rationale for the presentation and analysis of data and attempts a description and analysis of the data gathered in relation to the research questions raised by this study.

Chapter Four presents a discussion of findings. It interprets the findings as relates the research questions along with the underlying epistemology of this study.

Chapter Five presents the conclusions of this study with reference to the research questions and the findings. It discusses the limitations of this study, revisits some of the ideas presented in the literature review, revisits the significance of this study and lists the implications of the findings for future research.

1.8 References

Abbott, R.D., Berninger, V.W., and Foyal, M. 2010. "Longitudinal Relationships of Levels of Language in Writing and Between Writing and Reading in Grades 1 to 7". *Journal of Educational Psychology.* 102. 281-298.

Alosaimi, M.S. 2014. "A Consciousness Raising Exercise in Meaningful Literacy: ESL Female Teachers' Perspectives and Recommendations". Master's Thesis Unpublished. Indiana University of Pennsylvania.

Barret, K., Bower, B., and Donovan, N. 2007. "Teaching Styles of Community College Instructors". *The American Journal of Distance Education*. Vol. 21 (1) 37-49.

Bernhardt, Elizabeth B. 1991. "A psycholinguistic perspective on second language literacy." In J. H. Hulstijn and J. F. Matter (Eds). Havek B.V., Alblasserdam: The Netherlands. 31-44.

Brumfit, C.J., and Carter, R.A. 1986. *Oxford Applied Linguistics. Literature and Language Teaching.* Oxford: Oxford University Press.

Candlin, C., and Mercer, N. 2001. *English Language Teaching in Its Social Context: A Reader (Teaching English Language Worldwide).* London: Routledge.

Carter, R., and Long, M.N.1991. *Teaching Literature*. United Kingdom: Longman Group.

Chopra, D. 2000. *How to Know God*, London: Rider

Christie, F. 1989. *Language education.* Oxford: Oxford University Press.

Cooper, R. C. (Ed.) .1985. *Researching Response to Literature and the Teaching of Literature: Points of Departure*. Norwood, New Jersey: Ablex Publishing Corporation.

Edge, J., and Richards, K. 1998. "May I See Your Warrant, Please?: Justifying Outcomes in Qualitative Research". *Applied Linguistics*. 19 (3) 334-356.

Freire, P., and Macedo, D. 1987. *Literacy: Reading the Word and the World*. Connecticut: Bergin and Garvey.

Haklau, L. 1999. "Representing Culture in the ESL Writing Classroom". In E. Hinkel (Ed.), *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.109-130.

Halliday, M.A.K. 1993. "Towards a Language-Based Theory of Learning". *Linguistics and Education*. 5. 93-116.

Halliday, M.A.K. 1999. "Language teaching and linguistic science: a new look at an old question". *SPELT Journal* [Sociey of Pakistan English Language Teachers] 14(4)2-11.

Hanauer, D. I. 2012. "Meaningful literacy: Writing poetry in the language classroom". *Language Teaching*. 45(01), 105-115.

Hayes, J.R. 2012. "Modelling and Remodeling Writing". *Written Communication* 29. 369-388.

Kohonen, V., Jaatinen, R., Kaikkonen, P., and Lehtovaara, J. 2001. *Experiential Learning in Foreign Language Education*. Harlow: Longman.

Kramsch, C. 2006. Preview Article: "The Multilingual Subject". *International Journal of Applied Linguistics. 16*(1). 97–110.

Kramsch, C. 2009. *The Multilingual Subject*. Oxford, NY: Oxford University Press.

Lapidus, A., Kaveh, Y. M., and Hirano, M. 2013. "ESL Teachers/ ESL students: Looking at Autoethnography Through the Lens of Personetics". *L2 Journal*. 5(1). 19-42.

McCormick, K. 1994. *Text, Reader, Ideology*. New York: Manchester University Press. 68-90.

Park, G. 2013a. "My Autobiographical-Poetic Rendition: An Inquiry into Humanizing Out Teacher Scholarship". *L2, Journal 5*(1). 6-18.

Park, G. 2013b. "Writing is a way of knowing": Writing and identity. *ELT Journal. 67*. 336-345.

Pfeiffer, V and Sivasubramaniam, S. 2016. "Exploration of Self-Expression to Improve L2 Writing Skills". *Per Linguam. A Journal for Language Learning*. 32(2): 95-108. http://dx.doi.org/10.578/32-2-654

Polanyi, M. 1958. *Personal Knowledge: Towards a Post-Critical Philosophy*, Chicago: Chicago University Press.

Rodrigues-Garcia, L.M. 2014. "Influential Factors That Affect Retention and Language Acquisition in Beginning ESL Adult Students". Unpublished Doctoral Thesis. Walden University.

Rosenblatt, L. 1995. *Literature as Exploration*. New York: The Modern Language Association of America.

Rosenblatt, L. 2005. *Making Meaning With Texts. Selected Essays*. Portmouth: Heinemann.

Sivasubramaniam, S. 2004. "An Investigation of L2 Students's Reading and Writing in a Literature-Based Language Programme Growing Through Responding". Unpublished PhD Thesis, University of Nottingham, Nottingham, U.K.

Smith, F. 1982. *Writing and the Writer*. Oxford: Heinemann Educational Books.

Toulmin, S. 1990. *Cosmopolis: The Hidden Agenda of Modernity*. Chicago: The University of Chicago Press.

Tribble, C. 1996. *Writing*. In C.N. Candlin and H.G. Widdowson (Eds), *Language Teaching. A Scheme for Teacher Education*. Oxford: Oxford University Press.

Widdowson, H.G. 1975. *Stylistics and the Teaching of Literature*. Oxon: Routledge.

Widdowson, H. G. 1978. *Teaching Language as Communication*. Oxford: Oxford University Press.

CHAPTER TWO

ALL ABOUT WRITING

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

As educators we should consider the following questions as posed by Spandel and Stiggins (1997: 3): (i) What are we teaching, when we teach writing? (ii) Is it form and function? (iii) Is it the thinking behind the writing? (iv) Should it be some of each? (v) Should we consider each of these questions, then we must make room in the curriculum not only for informational and technical writing, research writing, journalist reporting, business writing, persuasion writing and literary analysis but for creative and reflective writing as well.

When it comes to academic writing, it is all about what happens during the actual writing and the strategies the writer adopts before engaging in the writing process (prewriting, planning, editing, revising, writing). Tierney's (2002: 385) understanding of the "how" of writing, is that "our texts are built more in relation to fiction and storytelling, rather than in response to the norms of science and logical empiricism". With this in mind, it is believed that this effort in writing is not merely experimental but "personal, political and intellectual, reflecting the qualitative effort toward more engaging, more useful texts that 'change minds and hearts' as well as the norms of academic writing" (Foley: 2002: 383).

2.1. Defining Expressive Writing

The philosophical and educational foundations of expressive writing and its development as a pedagogical tool are examined in this book through the technique of expressive thinking.

Students have to understand that expressive writing is not so-called "creative writing" in which the writer essentially "plays" without purpose or structure (Foulk and Hoover, 1996). Expressive writing is the act of thinking

on paper something one probably does every day in the course of one's research, composition and planning processes; it also deals with observations, analyses and insights designed for a writer's personal use (Foulk and Hoover, 1996).

Expressive writing has also been defined as a manner of making connections between the "known" and the "new" on paper and writing for the purpose of displaying knowledge or supporting self-expression (Graham and Harris, 1989; Russell, Baker and Edwards, 1999, Pfeiffer and Sivasubramaniam, 2016). Even though the above definition was aimed at students with learning disabilities, I have adopted this definition and found that its definition of expressive writing also applies to students without learning disabilities, meaning that the definition may be useful even to students who are struggling writers at tertiary level. In addition, Foulk and Hoover (1996: 3) defined expressive writing as a form of writing in which the writer is her/his own audience. They also argue that writing needs to be evaluated by no one other than the writer. With expressive writing, one can commit thought (related to emotions) to what can be seen on paper. Expressive writing is a form of writing that enhances the learning process (Foulk and Hoover, 1996). Psychologists have used the expressive writing paradigm by asking participants to write generally about their thoughts and emotions regarding traumatic life experiences. Expressive writing has also been used as writing prompts such as writing about life goals, one's best possible self, or an imagined traumatic event (Henry et al., 2010). What is seen here is that expressive writing was not used to improve the participants' writing but rather to engage their emotions. The point being that when using expressive writing, your emotions are involved. These emotions can be joy, sadness, hope and healing. Thus, I decided to use this expressive writing technique with my first-year engineering students to improve their academic writing. This meant that the students first had to do some personal response writing with the use of expressive writing, to improve their academic writing. The use of expressive writing helped the L2 students develop confidence in writing in English, which I will examine further in my discussion chapter.

Furthermore, Spigelman (1996: 120) argues that an expressive essay is a form of writing that is easier to recognise than to classify. She discovered that the term *expressive* has been applied to a variety of textual forms over the centuries, including poetry, plays and novels as well as to instructional methods, like freewriting or writing in journals, which in fact do not represent a specific discourse category. Researchers argue that expressive writing pedagogy resulted from the good faith efforts of many writing teachers to encourage students to find and express their individual "voices".

What this meant as stated by Spigelman (1996: 121), was that in the "1960s and 1970s, it was the escape from the pasteurized and pedestrian prose … [students] had been conditioned to produce in traditional, [that is, current-traditional] writing classrooms".

Under the umbrella of personal expressive essay writing, Peterson (1991: 180) claims that the term autobiographical essay meant that it was a "specific, form of personal writing which focuses on the presentation, analysis, and interpretation of an important event in the writer's life". What this implies is that personal expressive writing encourages students to want to write because they want to use writing for their own pleasure as well as a way of solving problems or gaining new insights, rather than seeing writing as a chore or punishment. When language conveys or mirrors to others a sense of their experience, it becomes part of the great human accomplishment of the written language—equal to one of the outstanding gifts of humankind.

Using this method of expressive writing could become a personal expressive voice in helping students to understand and clarify their academic material, despite concern about the use of expressive writing, because the language is transparent for exposing the thought process of a unified and consistent mind at work which will reveal the truths about itself and life (Spigelman, 1996). Expressive writing pedagogy located meaning (understood as individual truths) inside the mind of the student. I argue that even though the language use is transparent in expressive writing, this is one-way students overcome their fear of writing in a language that is not their home language. Using expressive writing gives the student some form of freedom to express themselves and just feel comfortable in writing. This form of writing also gives students the feeling that they do not have to consider surface features of writing like grammar and punctuation.

2.1.1 Identity in writing

Creating an identity for L2 students can often be very challenging or even difficult, due to the expectations of the subject teachers who present students with new disciplines. At this point, I argue that the author's appearance in the text may be explicit or absent where the opportunity to create a plausible academic identity and a voice with which to present an argument might not be visible (Ivanič, 1998: 48; Pfeiffer, 2018: 62). We should not simply assume that academic writing is universally impersonal because that could disguise variability and prevent our students from coming to terms with the specific demands of their disciplines (Pfeiffer, 2018: 62).

Connected to expressive writing, I will look at how Ivanič (1998) discusses one's identity in the writing process. Ivanič (1998: 24) identified three different but correlated selves that are socially constructed: autobiographical self, discoursal self and the self as author. The *autobiographical self* "emphasises writer's sense of roots" and "is itself socially constructed and constantly changing as a consequence of their [writers'] developing life-history" (Ivanič, 1998: 24). The *discoursal self* is identified as "the impression—often multiple, sometimes contradictory—which they [writers] consciously or unconsciously convey of themselves in a particular text" (Ivanič, 1998: 25). The third way of regarding the writer's self in the writing act is the *self as author* that refers to the extent to which the writer perceives himself/herself as an author, as well as it "concerns the writer's 'voice' in the sense of writer's positions, opinions, and beliefs" (Ivanič, 1998: 26).

In light of this, I believe that allowing students the opportunity to explore their autobiographical self in writing can make writing a meaningful and empowering experience. With this in mind, I used autobiographical writing in my study, allowing students to explore their emotions by giving them a sense of identifying their positions, opinions and beliefs. I argue that this form of writing can help language learners to connect to their identities, understand their discoursal selves and thus develop their sense of authority in L2 writing (Park, 2013b).

Pfeiffer (2018: 62) argues that identity construction is significant in discussions of academic writing since "writers differ considerably in how far they claim authority as the source of the content of the text, and in how far they establish an authorial presence in their writing" (Ivanič, 1998: 26). Consequently, these identity constructions can further raise our awareness of how English and its culture have become a critical component in the academic and professional development of all language learners and users (Park, 2013; Pfeiffer, 2018: 62). In a class of multilingual speakers, students have to shuttle between different spaces of self when they articulate thoughts in different languages (Canagarajah, 2011; Makalela, 2015; Pfeiffer, 2018: 63). For multilingual communication to run smoothly, language is an integral part of identity construction which means that language experience represents negotiating multiple and fluid identities (Garcia, 2011; Pfeiffer, 2018: 63).

With regard to the *self as author* identity (Ivanič, 1998: 26), an expressive writing instrument was designed to assist students in their writing. My intention with the use of expressive writing instruction was originally to free students from the shallow "performance" (Spigelman, 1996: 130) that was

current–traditional exposition, where students just wrote enough to be accepted at university (Pfeiffer, 2018: 63).

2.1.2 The significance of writing

Where writing is concerned, it is mainly the surface features that are of importance, for example, spelling, punctuation, grammar and "works" if the material (experiences, ideas, etc.) is interesting, communicated and/or meets the course requirements, i.e., primarily at the level of their material (Hughes, 2007). Molloy (1996: 1072) describes the writing process: "To write is a way of thinking. While we write, we see thoughts take form. While we think, we create language". The result of this study is directed at helping students to realise that writing is a way of thinking and that it is difficult to separate the writing from the writer.

2.1.3 Expressive Writing in Reading Comprehension

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

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

It appears that Maslow's statement was intended as a rationale for the use of expressive writing in the classroom. Nevertheless, it is applicable for it is through writing, particularly through expressive, reflexive, or personal writing, that students begin to hear their inner voices, discover and develop their writing voices, evolve their unique prose styles, give order, sense, and meaning to their lives, and learn (Emig, 1977; Hawkes, 1967; Macrorie, 1970).

Collins (1979) performed an experimental study by having developmental students in a reading course write expressively for ten minutes a day. The results of the study revealed that the simple act of expressive writing could significantly improve students' reading comprehension, enhance their attitudes toward instruction and make them feel better about themselves as readers, writers and learners. The effect that these ten minutes of expressive

writing was intended to do was to affect the nature of expressive writing itself; it was also meant to support the notion that reading, and writing are intimately related. Collins discusses the power that expressive writing has on reading comprehension. Based on studies by Britton et al. (1975), expressive writing is language close to the "self", loosely structured because it follows the contours of the speaker's preoccupations. It is the language in which we first draft most of our important ideas. Collins (1985: 50) indicates Kinneavy's (1971) lists as

> Samples of the classroom are giving them an implicit message, the message that they have something worth discourse, journals, much ordinary conversation, … cathartic interviews in psychoanalysis, cursing, a good deal of prayer, grip sessions, suicide notes, some book reviews, some utopias, confessions, apologies, autobiographies… religious credos, manifestoes of minority groups, declarations of independence, constitutions of clubs or countries, and contracts.

Collins (1985: 50) claims that any type of discourse will have something of an expressive factor and conversely, discourse that is for the most part expressive will also contain informative, persuasive, literary or scientific aspects. It appears that it is the expressive component that "gives all discourse personal significance to the speaker or listener". According to Collins (1985: 51), Britton (1972) somewhat limits his discussions of expressive discourse to student writing yet explains that "The prototype for linguists is the exclamation".

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

In light of this, Collins (1985: 51) defines expressive language as best used for exploration and discovery; it has a feeling–thinking aspect to it which may or may not be present in expository prose; it is psychologically prior to other forms of writing and its function is to develop understanding and enhance personal growth. My view is that the need for an expressive relationship with a teacher will probably be the fundamental need of students to engage with a more complex audience. This study expects to demonstrate that the experience of expressive writing is a freeing one for most students: They are freed from the fear of writing, freed from the lack of confidence in their writing, freed from a lack of fluency with written language (Southwell, 1977).

2.1.4. Possible Abilities to Write Well

The ability to write well is not a naturally acquired skill; it is usually learnt or culturally transmitted as a set of practices in a formal instructional setting or other environments (Myles, 2002). Researchers argue that writing must be practised and learnt through experience and that writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts as in expository or argumentative writing (Myles, 2002; Omaggio, 1993).

Perhaps writing should be best viewed as a continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end to the more complex act of composing on the other end (Myles, 2002; Omaggio, 1993). Scholars noticed that the act of composing, which can create problems for students, especially for those writing in L2 in academic contexts, and formulating new ideas can be difficult because it involves transforming or reworking information which is much more complex in writing than in telling. By putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing texts" (Bereiter and Scardamalia, 1987: 12).

This implies that academic writing requires conscious effort and practice in composing, developing and analysing ideas compared to students writing in their native language (L1). However, students writing in their L2 also have to acquire proficiency in the use of the language as well as writing strategies, techniques and skills (Myles, 2002). Although a consciousness-raising awareness may be a necessary aspect for readers, students aim to write close to error-free texts and therefore enter language courses with the expectation of becoming more proficient writers in the L2. As a result, the nature of academic literacy often confuses and disorients students, "particularly those who bring with them a set of conventions that are at odds with those of the academic world they are entering" (Groben, Kuts and Zamel, 1993: 30).

Knowing how to write a summary or analysis in their native language does not necessarily mean that students will be able to do these things in English, as stated by Kern (2000). In much of the research conducted by Myles, L2 writing has been closely dependent on L1 research and that although L2 writing is strategically, rhetorically and linguistically different from L1 writing in many ways, L1 models have had a significant influence on L2 writing instruction and the development of a theory of L2 writing. There are

two popular L1 models that can give us some insight into the problem of developing a distinct construct of L2 writing. The Flower and Hayes (1980, 1981) model which focuses on what writers do when they compose, known as the *problem-solving activity*, can be divided into two major components: the rhetorical situation (audience, topic, assignment) and the writer's own goals (involving the reader, the writer's persona, the construction of meaning and the production of the formal text) (Myles, 2002).

When you compare skilled and less-skilled writers, the emphasis is placed on "students' strategic knowledge and the ability of students to transform information … to meet rhetorically constrained purposes" (Grabe and Kaplan, 1996: 116). Thus, writing should not be viewed solely as an individually oriented, inner-directed cognitive process, but as a much-acquired response to the discourse conventions … "within particular communities" (Swales, 1990: 4). "A lack of competence in writing in English results more from the lack of composing competence than from the lack of linguistic competence" (e.g., Jones, 1982; Raimes, 1985a; Zamel, 1982; Issa, 2010).

Very often the personal nature of writing differs among individuals because for some people writing comes easily while others find it a continual struggle. In light of the research done on writing it appears that writing has drawn alongside reading as a matter of educational concern and perhaps has overtaken it as a target of educational and psychological research (Smith, 1982). Writing can contribute to every aspect of our lives; it can be an extension and reflection of all our efforts to develop and express ourselves in the world around us, to make sense of that world and to impose order upon it. It is a known fact that not many people write very much, yet writing is something that everyone should be doing and enjoying as naturally as singing, dancing or playing. Writing is full of inhibitions for most of us. Instead of asking why so few people learn to write well and enjoy writing, we might ask why so many come not to enjoy it and therefore lose the desire to engage in it (Smith, 1982).

In Sivasubramaniam's (2004) study, writing is regarded as an instrument of experience and social change. He argues that students have to realise that "writing like reading can serve as an extension and reflection of all our efforts towards self-development and empowerment" (Sivasubramaniam, 2004: 24). As a result, students merely read and write to meet college requirements which means that students are "illiterate" even if they can read and write, allowing this kind of illiteracy to not only threaten the economic status of a society but also to constitute an injustice by preventing the

illiterates from making decisions for themselves or from participating in the process of educational and social change (Sivasubramaniam, 2004). The intention is to get students to enjoy writing and make them realise that literature educates human emotions, whereby we channel our emotional energies and provide an emotional release so that our engagement with literature exercises our senses more actively than we can otherwise achieve (Sivasubramaniam, 2006).

2.1.5. Modes of Writing

According to Emig (1977: 124), writing's uniqueness lies in the fact that writers use three learning modes simultaneously: enactive learning (learning by doing), visual learning (learning by depiction) and symbolic learning (learning by representation in words). It is believed that each of these modes is active; each locates learning in a different place: the hand, the eye and the brain (Colyar, 2008). Fulwiler (1982: 21) reiterates and reinforces this emphasis on action and points out that "one cannot be passive and at the same time generate words, sentences and paragraphs".

According to Light (2002: 259), there are differentiations between three mature modes, otherwise known to him as functions of writing. He argues that the middle is flanked by *transactional* (communicative) writing at one end and *poetic* writing at the other end. Light's (2002: 259) view is that the central importance is the differing nature of the expressive self in the two roles. Transactional writing moves out to meet the demands of an audience, it increasingly "excludes the personal, self-revealing features". Moving out towards an audience in poetic writing leads to a focus on precisely these personal features: "the embodiment by the writer of feelings and beliefs becomes paramount, and what is included in the utterance that may be highly personal" (Light, 2002: 259). Researchers have made similar distinctions in their work, agreeing that all student writing emanates from an expressive impulse, which they bifurcate into two major modes, which they call *extensive* and *reflexive* (Light, 2002). Extensive writing is active, focusing on the writer's interaction with his/her situation while reflexive writing is contemplative, focusing on what the experience means for the self.

Another mode of writing is the genre-based approach where writing development happens when knowledge about language, the context, the purpose for the writing and the skills in using the language are integrated into the classroom. Genre-based pedagogy allows ESL writing teachers to "ground their courses in the texts that students will have to write in their

target contexts, thereby supporting learners to participate effectively in the world outside the ESL classroom" (Hyland, 2007: 148). It is believed that this approach is crucial in enhancing better understanding of how language is used in certain contexts because it links the social and cognitive understanding of L2 literacy. However, writing within a genre-based approach seems to be a socially situated act (Hyland, 2007; Iida, 2011). For this study, I intend to use some reminiscent genres to raise participants' awareness of a connection between the personal and societal factors, which enable them to find power and rationality in the second language.

2.1.6. Defining Good Writing

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

Fulkerson (1996) described good writing as being talked about in formalist, expressivist, mimeticist and rhetorical terms. Fulkerson (1996) defined these terms as follows: (1) formalist perspectives value corrects and well-organised writing; (2) mimeticism values factual correctness in content; (3) expressivism values sincerity, heartfeltness, honesty, authenticity or originality of voice; (4) the rhetorical perspective characterises good writing as that which persuades, engages or interests its audience. The variety of composition terms Fulkerson (1996) uses to talk about "good writing" can help us clarify the assumptions with which creative writing teachers assess growth and development in their students, a clarification sorely needed, as the torturous discussions at professional conferences about grading creative writing amply show (Larcher, 1999).

According to Crossley et al. (2011: 284), a good deal of research has focused directly on assessing writing quality, generally through the use of human raters. They attest that there are three main approaches used to assess writing quality: primary trait, analytic and holistic. These three approaches have been viewed as follows (a) primary trait assessment uses the rhetorical situations (e.g., the purpose, audience and writing assignment) as the criteria for evaluation; (b) analytic scoring focuses on individual qualities of a text that correlate to good writing (i.e., content or organisation) (c) lastly, holistic scoring uses a raters general impression of a text as an assessment of quality. In light of this, it appears that a common approach to assessing

writing quality is through the analysis of linguistic features that characterise proficient writing (Crossley et al., 2011). They argue that an investigative link between linguistic features and writing skills have been less interested in the development of writing skills and more interested in distinguishing which features of writing lead to a higher quality writing sample.

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

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

2.2.1. Requirements of Academic Writing

Writing proficiency is a term that can be hard to conceptualise and even harder to define because it is a "slippery term" that hides "an even more slippery concept" (White, 1994: 150). It appears that academic writing requires conscious effort and practice with composing, developing and analysing ideas that students who are writing in their L2 have to acquire a proficiency in: the use of the language as well as writing strategies, techniques and skills, compared to students writing in their L1.

Tshotsho's (2006) study argues that the nature of academic literacy often confuses and disorients students, "particularly those who bring with them a set of conventions that are at odds with those of the academic world they are entering" (Kutz, Groden and Zamel, 1993: 30). Individuals with poor writing performance encounter negative consequences far beyond the classroom as employment opportunities may be limited for those with weak writing skills (College Board, 2003). I argue that such consequences are the result of workplace expectations that require workers to use writing skills in salaried positions to write reports, develop presentations and communicate ideas. Researchers believe that on a personal level, the ability to express oneself in writing is important because writing about one's emotions can positively affect overall health (Gortner, Rude, and Pennebaker, 2006).

Despite evidence that sufficient writing skills are growing ever more important for success, it does not appear that educational policies are placing enough emphasis on the development of writing skills (Viel-Ruma et al., 2010).

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

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

2.2.2 The Word Process

Faigley (1986: 537) argues that the word process may be understood in two different ways that correspond to two different trends within the process movement: (i) the expressivist and (ii) the cognitivist. For the former, writing was seen as the process that allowed an expression of the self, provided the student was encouraged to write freely on those topics that matter to him/her (Roca De Larios et al., 2002). They found that it was fundamentally a paradigm of L1 writing that had little effect upon L2 writing research. For the cognitivist, the word "process" refers to the mental operations writers utilise when they are trying to generate, express and refine ideas in order to produce a text: this is the conception of process. From this perspective, I found that L2 writing research seems to have evolved into a research domain addressing a homogenous set of problems which can be seen as an attempt to answer certain questions like the following questions posed by Manchon (1997: 93): (1) Do the reported findings on L1 writing process apply equally to L2 composing processes? (2) If writing in a non-native language imposes extra constraints on learners, do these constraints create additional competing demands for attention? (3) Do they also influence the type of problems attending to the strategies used to solve them? My understanding is that from an applied perspective, answering these questions may be regarded as an essential step for teaching

methods to be based on a sound theory that may help practitioners avoid the risks of blindly transposing recommendations for the teaching of L1 writing to the L2 situation (Silva, 1993; Zamel, 1983).

2.2.3. The Effect of Spelling on the Cognitive

Hossain (2017: 5) distinguishes between spelling errors and spelling mistakes, in that he defines spelling errors which occurs when a learner consistently makes the same misspellings over and over because they do not know what is correct. He defines spelling mistakes which occurs when a learner occasionally misspells a word which they most of the time spell correctly (Ellis, 1997: 17). There are two types of spelling errors: typographic errors and cognitive errors (Hossain, 2017: 5). According to Yanyan (2015: 1629), typographic errors include errors like *letter insertions, letter omissions, letter substitutions and transpositions*, whereas cognitive errors stem from phonetic similarities such as writing *acedemy* instead of *academy*. As a result of these above definitions related to spelling, it appears that spelling can affect writing in several ways in that one misspelt word can blur the message that an author is trying to convey. In light of this, poor spelling may also influence perceptions about a child's competence as a writer and that having to process spelling while composing may tax the writer's processing memory and interfere with other writing processes such as generating content and planning (Graham, Harris and Chorzempa, 2002). The challenge with the English language is the fact that it has an orthography (writing system) that is hard to learn (Hossain, 2017: 1). What is implied here is that most communication on the internet is done through writing, it is even more important that one is able to "express oneself through not just syntactically correct sentences, but with correct spellings*(sic)* as well" (Hossain, 2017: 1). Unfortunately, not many studies have been done on L2 user spelling mistakes (Cook, 1997: 474). Thus, spelling acquisition may have become a lifelong endeavour for learners of English due to the nature of the English orthography (Russak and Kahn-Horwitz, 2015: 310). Knowing the kind of spelling errors that students make can help educators improve the spelling proficiency of their students (Hossain, 2017: 7).

2.2.4. Learning to Write

The command of writing gives access to certain cognitive, conceptual, social and political arenas (Tribble, 1996) whereby the person who commands both the forms of writing and of speech is therefore constructed

in a fundamentally different way from the person who commands the forms of speech alone. Aristotle (1965-1979: 115 as cited in Colyar, 2008) links writing speech: "Written words," he asserts, "are the signs of words spoken". Thus, this type of linear theory which traces spoken to written words is certainly logical. In each individual's development as well as in the development of social systems speech has preceded formal writing systems. As mentioned earlier, Tribble (1996: 118) states that learning to write is not just a question of developing a set of mechanical "orthographic" skills, it also involves learning a new set of cognitive and social relations. Writing alone is typically grounded in the cognitive processes of writing such as planning, translating and reviewing/revising, rather than on the levels of language involved in translating ideas into a written product (Abbott et al., 2012).

Writing skills may be highly constrained by topic knowledge, knowledge about how to write or prompt (i.e., the amount of prompt-based information) a writer needs or can process. Thus, writing skills may be compelled by working memory under the assumption that writing skills are strongly related to working memory mechanisms such as storage and processing units for word forms, syntactic processing, phonology and orthography; accordingly, greater expert writers have greater working memory capacity to devote to the writing process (Crossley et al., 2011). Some theories attribute this capacity to expert writers possessing greater skill and knowledge about language and writing. It appears that these working memory mechanisms operate alongside a set of executive functions (word forms, syntactic processing, phonology and orthography) that allow for the self-government of language (Crossley et al., 2011).

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

2.2.5. Literacy Affecting the Social and Cognitive Practices in Writing

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

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

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

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

(a) Writing and reasoning

McGinley (1992: 228) looks at Newell's (1984) findings, dealing with the different writing activities that influenced students' learning. Three specific tasks were investigated: note-taking, study-guide questions and essay writing. Two major findings emerged from this study. The first being that students involved in essay writing, especially those who had limited knowledge of a topic, acquired more knowledge of key concepts than equivalent students who had either taken notes or responded to study-guide questions. Secondly, based on an analysis of students' think-aloud protocols, students engaged in a greater number of overall reasoning operations (i.e., planning, generating, organising, goal setting, translating and reviewing) when involved in essay writing, tend to write better than students who just begin writing without thinking about the process of writing.

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

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

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

Formal writing engages students in interpreting the story in an extended fashion, drawing inferences mainly from the text. What this implies is that if students use this form of writing their writing technique might improve.

(b) Composing from multiple sources

I propose to demonstrate the impact that reading articles of an evolutionary nature concerned with daily living activities have on the students writing. Researchers found that students who wrote extensively after reading performed better on a post-test designed to measure several levels of literary understanding. It is also believed that students engaged in personal writing approached the stories from a more diverse literary perspective compared to when they are engaged in restricted writing (Marshall, 1987). In personal writing, the students are left with a range of descriptive, personal,

interpretative and evaluative statements appearing in their writing. It appears that in examining the reasoning operations that students engaged in before and during different types of personal writing tasks. In addition, extended reading-to-write activities are induced on students to engage in significantly more examination, interpretation and deliberation of the stories (Marshall, 1987).

It has been found that better readers included more important information in their synthesis with greater overall coherence and organisation (McGinley, 1992). Furthermore, results revealed that students who devoted more time to the task and engaged in more elaborate written planning composed a better-quality report. With this purpose in mind, the fluent readers coordinated a large repertoire of reading and writing study strategies and activities through which to study and synthesize information (McGinley, 1992). An example by McGinley (1992) was that more able readers tend to read and write with intention and purpose: retrieving information, writing notes, reading, and revising their notes, and copying important quotations to integrate the source material with their own thoughts and ideas. Conversely, as the less able readers composed their essays, they made little use of the potential collection of support activities available to them, for instance, they relied heavily on the source articles, reread an article and simply inserted a huge chunk of text into their essays.

I will now look at the various models of the writing process which Zimmerman (2000) mentions below:

 (i) Hayes and Flower's (1980) model that has three components namely planning, translating and reviewing, of which planning is the most elaborate and translating the most poorly developed.

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

1. Reflections in pauses.
2. (Free) association of a formulation unit of about three words.
3. Evaluation of the formulation unit.

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

(iv) Krings's model of the L2 writing process contains at its core a typical formulating sequence with just two sub-processes, namely "expressing local plans in L1/L2" and for additional subprocesses for the solution of L2

problems: identifying L2 problems, activating L2 strategies, evaluating L2 problem solutions and deciding on problem solution (Zimmerman, 2000). The above-mentioned points are meant to illustrate the various models of writing that have been studied by researchers. I hope to return to some of the above-mentioned models at a later stage in this book.

Bereiter and Scardamalia (1987) proposed a model that suggests reasons for differences in writing ability between skilled and less-skilled writers. In a study conducted by Myles (2002), she found that basic differences are revealed in two models of writing: (i) the knowledge-telling model, whose basic structure depends on the process of retrieving content from memory with regards to topic and genre cues, and (ii) the knowledge-transforming model, which involves more reflective problem-solving analysis and goal setting. The latter model is important because it opens up the idea of multiple processing, which is revealed through writing tasks that diverge in processing complexity. The knowledge-transforming or intentional writing model is different from knowledge telling in that it involves the setting of goals that are to be achieved through the composing process and the purposeful achievement of those goals. It is believed that the composing process does not depend on memories, emotions and external (teacher) assistance for its direction (Myles, 2002).

Both Flower and Hayes (1980) and Bereiter and Scardamalia (1987) realised that the writing process models could serve as the theoretical basis for using the process approach in both L1 and L2 writing instruction. By incorporating prewriting activities such as collaborative brainstorming, choice of personally meaningful topics, strategy instruction in the stages of composing, drafting, revising, and editing, multiple drafts and peer-group editing—the instructor has to take into consideration what writers do as they write (Myles, 2002).

This model is mainly an adaptation of Hayes and Flower's (1980) to additional outer conditions of the L2 context: Börner integrates aspects such as the L2 teaching agenda, the learners' textual histories in L1 and L2 and their L2 or interlanguage competence. Börner (1987) looks at linguistic problems L2 writers have to master: expression grammatical synthesis and orthographic aspects (Zimmerman, 2000). However, it appears that Hayes and Flower's model of L1 has had a strong influence on the writing process with its emphasis on planning and a certain disregard for the formulating component ("translating"). Hayes and Flower's structure has been largely maintained in Börner's model of L2 writing, despite some necessary additions as demonstrated in Figure 2 below.
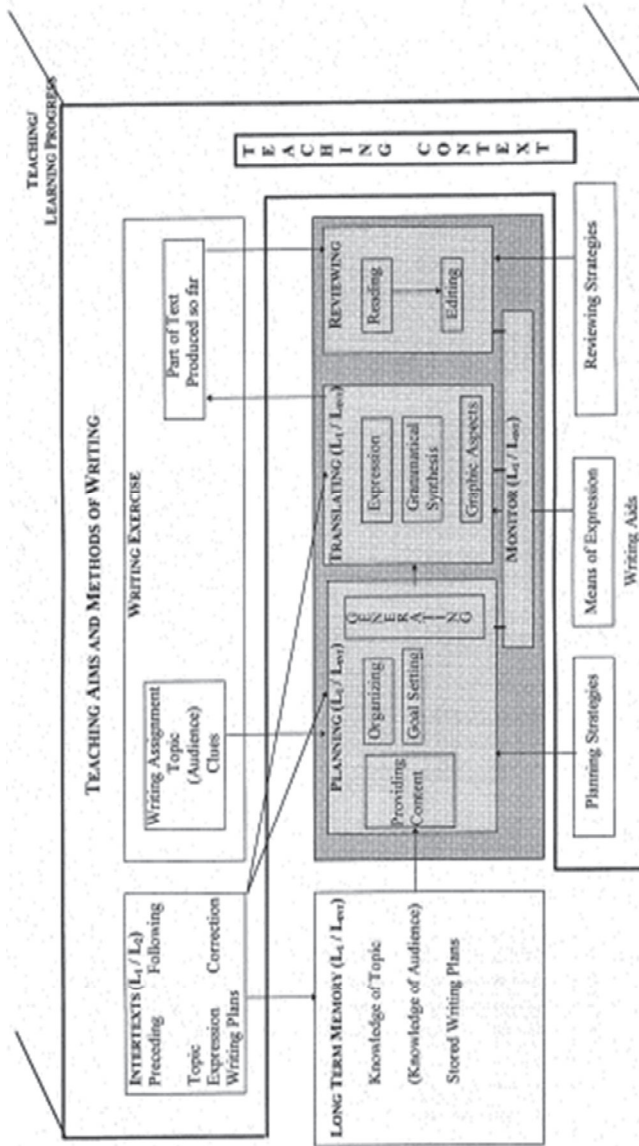
Fig. 2 Börner's model: L2 Writing (1987; translated from German).

2.2.6. Socio-cognitive theories of writing

Scholars believe that socio-cognitive theories of writing should demonstrate how social contexts for writing operate together with the cognitive efforts of the writer, just as they do when a person is acquiring a new language. L2 writing involves the cognitively demanding task of generating meaningful text in a second language. As a result, L2 students generally want more teacher involvement and guidance, especially at the revision stage according to Myles (2002: 7). Furthermore, L2 writing instructors need to understand the social and cognitive factors involved in the process of second language acquisition and error writing because these factors have a salient effect on L2 writing development (Myles, 2002).

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

2.2.7. Influences on writing

Growing evidence from several language laboratories suggests that people are most likely to benefit if they can write a coherent story and that any technique that disrupts the telling of the story or the organisation of the story is undoubtedly detrimental. A writing exercise was conducted where people had to write diary entries in the first person, then write about the same event from the second-person perspective and finally, they had to write about that same event from a third-person perspective. They noticed that these changes in writing perspectives were an emergent property of successful writing and came to the realisation that expressive writing brings about changes in people's social lives. Writing has been shown to increase working memory (Pennebaker and Chung, 2007). In light of this, expressive writing is believed to be relevant to work in autobiographical memory where you are forced to stop and look back at your life and evaluate issues and events that have shaped who you are, what you are doing and why.

Myles (2002) looks at a model that applies to both speaking and writing in a second language as seen in Anderson's (1985) model of language production, which can be divided into three stages: (1) construction, in which the writer plans what he/she is going to write by brainstorming, using a mind-map or outline; (2) transformation, in which language rules are applied to transform intended meanings into the form of the message when the writer is composing or revising; and (3) execution, which corresponds to the physical process of producing the text. The first two stages have been described as "setting goals and searching memory for information, then using production systems to generate language in phrases or constituents" (O'Malley and Chamot, 1990: 42). Snow (2001) argues that writers become indecisive between these processes as they develop the meaning they wish to express in writing. In addition, Snow (2001) views Anderson's (1985) learning theory as supporting teaching approaches that combine the development of language and content knowledge, practices in this theory by using this knowledge, and strategy training to encourage independent learning where the student will plan what it is they are going to write, then apply the language rules intended to bring the meaning across and finally, the student produces the text after implementing the previous two steps.

There has been curiosity about the various types of knowledge writers used, including discourse knowledge, understanding of audience and sociolinguistic rules in structuring information (O'Malley and Chamot, 1990). Organisation at both the sentence and text level is important for effective communication of meaning and ultimately, for the quality of the written product. Revision in writing is an important part of this stage which is cognitively demanding for L2 learners because it not only involves task definition, evaluation, strategy selection and modification of text in the writing plan (Grabe and Kaplan, 1996) but also the ability of students to analyse and evaluate the feedback they receive on their writing (Myles, 2002).

Pea and Kurland (1987) argue that cognitive studies of writing begin with the observation that writing is a complex task in which many cognitive demands impinge on the writer at the same time. In addition, writing may be viewed as "a process of generating and editing text within a variety of constraints" such as structure, content, and goals (Collins and Gentner, 1980: 52). Pea and Kurland (1987) surmise that the reason for this could imply that on the one hand (perhaps the left), the writer has ideas to communicate and experience to embody in written text and on the other hand (perhaps the right), the writer is creating a text structure governed by many constraints and conventions. Myles (2002)) found that during the complex process of writing in an L2, learners often find it difficult to

develop all aspects of the stage simultaneously. Ergo, scholars selectively use only those aspects that are automatic or have already been strategised. To enhance or facilitate language production, students can develop learning strategies that isolate component mental processes. O'Malley and Chamot (1990) as cited in Myles (2002) have differentiated strategies into three categories:

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

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

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

Myles (2002) addresses language transfer which is another important cognitive factor related to writing error. This transfer is defined as the influence resulting from similarities and differences between the target language and any other language that has been previously acquired (Odlin, 1989). The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms and their over-use (Ellis, 1994). Behaviourist accounts claim that transfer is the cause of errors whereas from a cognitive perspective, transfer is seen as a resource that the learner actively draws upon in interlanguage development (Selinker, 1972). In other words, "the L1 can have a direct effect on interlanguage development by influencing the hypotheses that learners construct" (Ellis, 1994: 342). Given what Myles (2002: 8) states, transfer errors can occur because learners either lack the necessary information in the second language or the attentional capacity to activate the appropriate second-language routine. But such an account says little about why certain linguistic forms transfer and others do not.

2.2.8. L2 Writing

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

It is found that students writing in a second language generally produce texts that contain varying degrees of grammatical and rhetorical errors, depending on proficiency level. The richer the content and creativity in the text, the greater the possibility of errors at the morphosyntactic level (Myles, 2002). It is further believed that these kinds of errors are especially common among L2 writers who have a lot of ideas, but not enough language to express what they want to say in a comprehensible way (Carson, 2001).

Even though instructors may think of errors as part of a language process related to linguistic, situational and psycholinguistic contexts (Carson, 2001) and writing as a skill developed over time, most L2 learners' writing is judged according to criteria that are static and product based. Variability in writing, which is typical of a learner's interlanguage, is a concern when addressing proficiency issues. The definition of proficiency has consequences for L2 students; it affects their ability to complete writing tasks across the disciplines, coping with the demands of academic English and receiving recognition as well-informed, critical thinkers (Myles, 2002).

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

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

When considering the above statement, I argue that L2 students should never feel "crippled" by the stress of grammatical correctness but also find some enjoyment in writing, which leads them to become better writers.

2.2.9. The Effect of L2 Reading on Writing

In addressing the topic of second language (L2) reading which affects the writing process, it appears that this may place a cognitive burden on the working memories of L2 readers who are required to comprehend the text and it is believed to have an even greater cognitive burden on the working memories of L1 readers (Suzuki, Sato and Awazu, 2008). Suzuki et al. (2008) conducted research where they had a closer look at previous studies

and found that there were many differences between reading in L1 and L2 with respect to the cognitive burden of the two modes. In their research, they established some examples of these differences between L1 and L2 as well as the problems of lexical access, the knowledge of grammar, the orthographic depth hypothesis, the language threshold and the difficulty L2 readers have in constructing a situation model.

L1 readers and L2 readers use different strategies to pay attention to texts and inefficient use of the working memories pertaining to L2 reading which is suggested by using the reading span test as a measure. It appears that the consensus is that reading texts in L2 places considerable strain on readers, which can prevent them from achieving a completely effective understanding of the texts. I surmise that consideration should be given to L2 learners' limited working memory capacity, which is important and necessary to determine a way to reduce the cognitive burden on L2 learners when they read L2 texts, or to create an instructional design to use their limited working memory capacity optimally as mentioned by Suzuki et al. (2008). The relationship between reading and writing could be seen as the process used by a reader to comprehend a text and may be the same process used by a writer to create meaning, which in turn, implies that the act of reading may affect the act of writing to some extent.

More recent researchers found a distinction between the writer, the writer's task environment and the writer's long-term memory; the attempt to identify separate interacting writing subprocesses; and the importance of the text produced so far that all are still regarded as useful ideas (Hayes, 2012). As a result, we must learn how to combine motivation with cognitive processes and that the most obvious way in which motivation is important to writing is through its influence on people's willingness to be engaged in writing.

During research conducted by Hayes et al. (1989), they noticed that students who had been admitted to college as "basic" writers engaged much less in an activity designed to improve their writing skills than average and honours students. Hayes et al. (1989) and Hayes (2012)) argue that writers who are strongly motivated to produce high-quality texts will be more likely to edit proposed language than less motivated writers. These observations suggest that whether people write, how long they write and how much they attend to the quality of what they write will depend on their motivation (Hayes et al., 1989).

2.2.10. Motivation behind Writing

Researchers found that when they asked people who had been exposed to stress to write about their stress, they discovered that writing about traumatic events reduced stress, as indicated by reduced visits to medical facilities and enhanced immune function (Hayes, 2012). Writing is not simply a matter of translating preconceived ideas into text, but also involves creating content and tailoring the way this is presented to the needs of the reader. Writing is as much a matter of discovering or inventing the thought to be expressed in the text as it is a matter of expressing it appropriately and convincingly (Flower and Hayes, 1980 as cited in Galbraith, 2009). Writing places extremely high demands on the limited capacity of working memory and in order to avoid cognitive overload, writers have to develop effective strategies for managing the writing process (Galbraith, 2009). Thus, planning, translating and revising can, in principle, occur at any moment during writing—they refer to cognitive processes rather than stages in the writing process as stated by Galbraith (2009). It has been found that teachers should be the motivation behind the writing of the students. Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn (Ellis, 1997).

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

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

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

(iii) Resultative motivation implies that learners who achieve certain success in learning may want to learn more. In this regard, students who learn more may be motivated to learn more. With this in mind, it may be helpful if educators show students the importance of communication and let them experience this by writing in English, then the student might be motivated to work harder at the subject.

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

Ellis (1997) believed that students' writing should be based on their interests and experiences like their "family" or "football". With this kind of motivation, students will be able to write well. All the above-mentioned points of motivation depend on the teacher's ability to make the student feel confident in what they are doing. By encouraging the production of writing, we can take advantage of these different aspects of motivation.

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

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

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

2.2.12. Text Production Processes

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

Often the main factor emphasised in early models of writing was cognitive overload, arising from the fact that a complex set of processes has to be carried out in a limited capacity working memory and that the demands of translating ideas into a well-formed text may consume resources required for higher-level planning (Galbraith, 2009). This study postulates that being able to write or type fluently and have well-developed language skills, should reduce cognitive overload and facilitate more fluent retrieval of content from long term memory. L2 language proficiency would be expected to affect not just how well-formed the written product is from a linguistic point of view, but also the writer's capacity to engage in the higher-level problem-solving activities characteristics of expert writing.

Galbraith (2009) argues that when L2 production is linguistically accurate, the extent that L2 language production in L2 remains more effortful than in L1 where one might expect writers to be less able to engage in goal-directed creation of content and the quality of the text to suffer accordingly. It would be interesting to test, for example, whether writers in L2 showed similar decreases in their ability to retrieve content compared to retrieval in L1, as young writers do in retrieving content when writing compared to speaking (Galbraith, 2009). Researchers noticed that if the effort involved in L2 language processes could impair the ability of writers to engage in higher level-planning process then one would expect corresponding improvements in the quality of the text produced under outlining conditions compared to single draft conditions and that this would be a consequence of a reduction in the need to generate content at the same time as producing text (Galbraith, 2009).

2.2.13. Hayes and Flower's cognitive process model of writing

Although different investigators offer different cognitive models of writing, Flower and Hayes (1981a) present a comprehensible account of their cognitive process model that suits our purposes. Three major elements of the task of writing are distinguished: (i) the task environment (including "everything outside the writer's skin": what the rhetorical problem is, the text as it evolves, writing tools and sources of information to be used in writing); (ii) the writer's long-term memory (including knowledge of the topic, audience and writing strategies); (iii) writing processes (including planning, translating and reviewing-controlled by an executive monitor) (Pea and Kurland, 1987). It appears that the purpose of such a model is to help sharpen thinking about writing by describing the parts of the cognitive writing system and how they work together to create a written text. A process model pivots on the analysis of units called basic mental "processes" like generating ideas. We can call any execution of a basic mental process a mental "act". According to this model, any of the mental acts described may be carried out at any time during the writing activity and one basic mental process "monitors" the use of the others (Pea and Kurland, 1987).

Below, I have included a cognitive model of the writing task as adapted by Flower and Hayes (1981a).
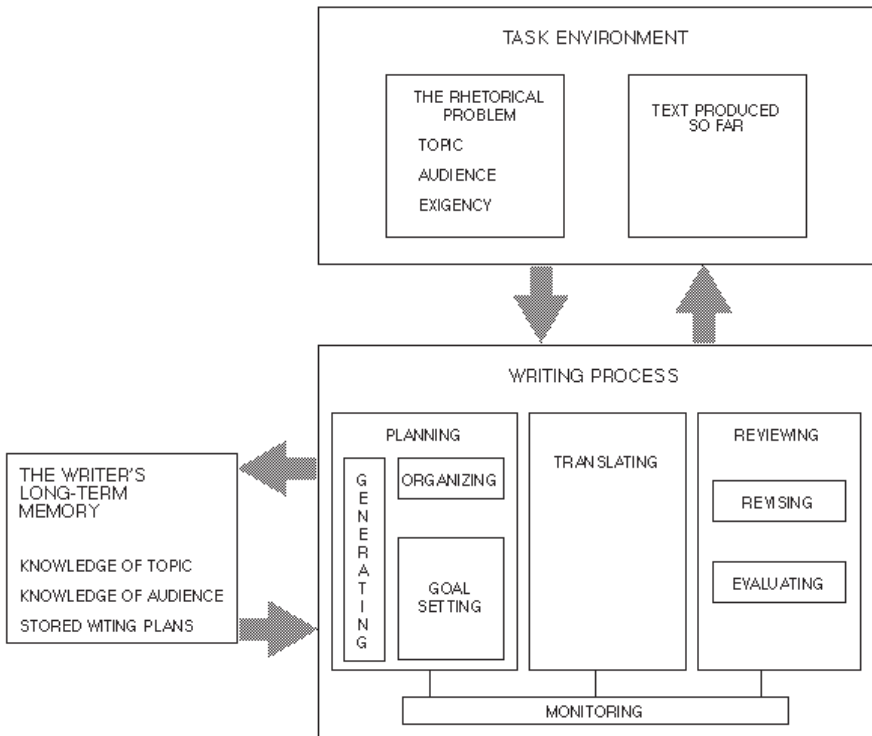
Figure 3: Cognitive processes of the writing model
Source: Adapted from Flower and Hayes, 1981a

This study expects to highlight findings on writing development with significant implications for the kinds of cognitive writing tools needed to foster writing development.

2.2.14. Cognitive models of writing

It has emerged that early cognitive models of writing focused on the goal-directed nature of the thinking behind the text and then treating the translation of thought into the text as a relatively passive component of the process, of interest primarily because of the lack of frequency in translation which is assumed to have interfered with the writers' ability to engage in higher-level thinking (Galbraith, 2009). Hayes'(1996) revision of the Hayes and Flower model makes it a much less clear cut distinction between the different components of the writing process, where planning has become

one component of a more general "reflection" module; translation has been renamed as text production, reflecting, perhaps, a less passive view of its role in content generation; and revision is treated, not as a separate process in its own right, but as a combination of the more basic processes of text interpretation, reflection and text production. In the same vein as Hayes' revised model, Kellogg (1996) presented a model of working memory in writing and subsequently elaborated in more detail. In Baddeley's model (1986), working memory has three main components. The (i) central executive, which is responsible for retrieval from long-term memory, control of attention, supervision of the system as a whole and for coordinating the activities of the other two subsidiary systems. This central component is supported by and controls the operation of two "slave" systems: the phonological loop, which stores and maintains verbal material in active memory and the visuospatial sketchpad (VSSP), which stores and maintains visual and spatial material in active memory. According to Kellogg (2001), the planning component (i) requires both the VSSP and the central executive since it is concerned with prelinguistic ideas and not the verbal component of working memory. The translation component (ii) requires the central executive to plan sentences and the phonological loop to store and maintain verbal material while sentences are being constructed. Transcribing language (iii) involves programming and executing motor routines and requires central executive resources. This may be a minimal demand for practised writers and such resources have minimal involvement in the executing as opposed to the programming component of transcription.

2.2.15. Conditions under which writers develop

Alosaimi (2014) argues that writing is about making sense of our world, however, the decontextualised context for teaching writing is regarded as another hindrance to L2 writing.

Concerning this hindrance, Galbraith (2009) claims that after going through a series of studies, Hayes (1996) developed a more detailed model of the processes involved in text production and made comparisons between writers writing in L1 and L2. The model has four components: (1) The prosper, which is responsible for creating conceptual content—an idea package that is sent to the translator; (2) the translator, who produces a language string that is evaluated by the evaluator/reviser. If the string (3) is acceptable, it is passed to the transcriber to be turned into text. If the string is not acceptable, then the reviser (4) can call on the other processes to produce a revised version of the language or idea package and this can, in principle, operate over several cycles before the text is generated

As a result, there are numerous experiments investigating the conditions under which writers develop new ideas through writing. Galbraith (2009) and his colleagues have suggested that, although writers do develop their ideas more when they plan in note-form than when they try to produce full text at the same time as planning, the knowledge-transforming model would predict and produce new ideas when they write spontaneous drafts of full text, and these ideas are associated with the development of the writer's understanding of the topic. This has led to the development of a dual-process model in which effective writing is assumed to be the joint product of two conflicting processes. The first process, knowledge retrieval, involves retrieving already-formed ideas from an explicit store of knowledge in long term memory, either to translate these directly into text or the goal-directed evaluation and manipulation of ideas before translating them into text (Galbraith, 2009).

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

According to Bereiter and Scardamalia (1987), formulating new ideas can be difficult because it involves reworking information and that by putting together concepts, the writer engages in a two-way interaction between developing knowledge and developing text. In Tshotsho's (2006) study, it is mentioned that students writing in L2 have to acquire proficiency in the use of language as well as writing strategies, techniques and skills. Certain social and cognitive factors relating to second language acquisition show that strategies involved in the language learning process also affect L2

writing. According to Cummings (2001), learning to write involves three fundamental dimensions of second-language writing: (a) features of the texts that people produce, (b) the composing processes that people use while they write and (c) the sociocultural contexts in which people write. Cummings (2001) also identifies that each dimension has a micro- and macro-perspective, viewing second-language writing either from a relatively local, episodic, or individual basis or from a more global, sequential, or holistic viewpoint.

Styati (2010: 24) argues that macro skills are parts of academic writing that focus on working at the section- and whole-text level (e.g., structure/organisation). English Language Centre (2008: 1) presents macro skills as follows: (1) selecting and ordering information, (2) writing explanation, (3) summarising academic texts, (4) writing in an impersonal style, (5) understanding the difference between an abstract and a summary, (6) learning how to approach exam questions, (7) analysing assignment titles, (8) using cohesive devices to link paragraphs/ideas throughout a piece of writing, (9) producing a discursive/argumentative essay, (10) using appropriate tense and (11) others are identified as students or teachers. Writing is a productive skill within the writing mode, and it is the most difficult skill to attain, even for native speakers of the language since it involves not just a graphic presentation of speech but also the development and presentation of thoughts in a structured way.

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

a.) Use the orthography correctly, including the script and spelling and punctuation conventions.
b.) Use the correct forms of words. This may mean using forms that express the right tense, case or gender.
c.) Put words together in the correct word order.
d.) Use vocabulary correctly.
e.) Use the style appropriate to the genre and audience.
f.) Make the main sentence constituents, such as subject, verb and object clear to the reader.
g.) Make the main ideas distinct from supporting ideas or information.
h.) Make the text coherent, so that other people can follow the development of the ideas.
i.) Judge how much background knowledge the audience has on the subject and make clear what it is assumed they donot know.

The challenge in this study was to implement the above-mentioned strategies with the participants in the programme.

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

In Table 3 below, micro- and macro-level learning from Cummings (2001: 3) can be seen. I found this table quite useful and interesting in trying to understand how a person learns when writing in a second language and therefore I have included it.

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

Table 3: Micro- and Macro-Level Learning

2.2.16. Novice and expert writers

I have briefly looked at novice and expert writers earlier, but now I will discuss these types of writers in detail. As mentioned, there are novice and expert writers, and students are regarded as novice writers. The clarification of the terms novice and expert writers is essential. The term *novice writer*, as used in the literature on the developmental psychology of writing, refers to those who do write—whether at school, for business purposes or other functional activities in their lives—but whose writing is problematic (Pea

and Kurland, 1987). It refers to nonwriting individuals, either illiterate or functionally illiterate (i.e., those who rarely use what writing skills they have) (Pea and Kurland, 1987). Based on this definition, I regarded my students who were part of this study as novice writers.

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

As a result, Pea and Kurland (1987) found that the chief distinction between novice and expert writers is that the novice reaches the plateau of writer-based prose and may never progress to the reader-based prose of the expert (Flower, 1979). What the above-mentioned refers to is that in writer-based prose, gets most writers through school and many through business-related writing, the focus is on the text in isolation, produced in linear, nonreflective fashion (Larson, 1971), rather than on the text in relation to its intended audience (Maimon, 1979). Bereiter and Scardamalia (1983) call this overused procedure the "knowledge-telling strategy" as mentioned earlier. Kroll (1978) describes this general problem of novice writing as one of the "cognitive ego-centricism". In Flower's (1979: 63) words: "In its language and structure, Reader-Based prose reflects the purpose of the writer's thought; Writer-Based prose tends to reflect its process". What Flower describes as writer-based prose would appear to be, in part, a literal translation of oral speech conventions into written language (Shaughnessy, 1977). Pea and Kurland (1987: 293) argue that there are many other problems of novice writers emerging as symptoms of this "memory-dump", mainly linear, approach to writing. This study expects to demonstrate how students as novice writers can get to the plateau of writer base. The challenge we are facing today is that it is difficult to get writers to begin to write and to provide writers with the cognitive momentum to keep on writing, to evaluate and revise, or to desire more highly developed writing skills.

2.3 Various writing exercises that could help improve students' writing

Writing classes should be considered a place where students study English rhetoric rather than develop their voice in writing; where producing an accurate piece of writing is more emphasised than the writer's expression of his/her innermost thoughts.

2.3.1 Reading and writing as part of the literacy practice

Literacy stresses the relationship between reading and writing; that reading, and writing are part of the literacy practices within a community. In a study conducted by Tshotsho (2006) communities use literacy to produce, consume, maintain, and control knowledge from their own culture. It appears that literacy is important for a person to translate correctly from L1 to L2 when writing academic texts. Bearing Tshotsho's (2006) study in mind, I am inclined to believe that students use translation as a coping strategy in their academic writing, but they do not have the skill to translate from the L1 to the L2. Tshotsho (2006) also mentions that students sometimes are aware that translating from one language to another is risky and problematic and moreover, that their teachers are not trained to help them to translate well. As a result, students find it difficult to translate from one language to another since they lack experience and academic conversation with regard to concept formulation and logical thinking in their L1 and ESL. The problem that we face in South Africa and globally is that because students are of different races and from diverse backgrounds, they do not all have the same mother tongue, and the teacher is left with the reality of not being able to translate the work given in class to those students in their native language. Because classes are overcrowded, the teacher is not always able to provide individual attention. For students to be able to translate from L1 to L2, they need to be taught the basic language skills of transferring knowledge between languages to enable them to translate cognitive knowledge. They also need to develop their L1 and L2 competencies. I argue that the problem is that some students just swap labels between L1 and L2 and that without transferring knowledge itself in swapping labels, concepts are confused as dictionary definitions are not always adequate to explain sociolinguistics and applied linguistic concepts (Banda, 2003 in Tshotsho, 2006). Therefore, translating by mere swapping of labels should be discouraged as it gives the student a false impression that they understand the ideas and concepts involved when this is not the case (Tshotsho, 2006).

Swales (1990); Grabe and Kaplan (1996) argue that social dimensions are important in writing because writing should not be viewed as an individually oriented, inner-directed cognitive process, but as an acquired response to the discourse and that instruction should allow students to participate in transactions with their own texts and the texts of others. I believe that guiding students towards a conscious awareness of how the audience will interpret their work allows them to learn to write with a readerly sensitivity.

Very often literacy emphasises a close relationship between reading and writing (as mentioned earlier). I surmise that to learn to read and write is to engage with using and interpreting the written code. Good educational programmes stress the relationship between reading and writing and encourage students to move between the two, using the experience gained in one activity to inform and enrich the other. The two cannot be separated; they are viewed as two aspects of the same phenomenon, using written language (Christie, 2005). I view the written language as having no visual contact with the intended audience; thus, language is used to reflect on some topic. It is a given that a written text has a beginning, middle and end. Students who are competent in academic writing follow a pattern of thesis, evidence and summary.

2.3.2 The correlation between autonomous and ideological models of literacy

In Issa's (2010) study, a correlation between autonomous and ideological models of literacy in the context of academic writing pedagogy was made, as represented in Table 4 below:

A skills approach embedded in the autonomous model emphasises	A practice approach embedded in the ideological model emphasises
• Student writing as primarily an individual act. • The individual as an autonomous, socially neutral subject. • Language as a transparent medium of communication. • Literacy as autonomous and universal.	• Student writing as a social act. • Language as constructing meanings/identities. • Literacies as numerous, varied and socially/institutionally situated. • The socio-historically situated nature of essayist literacy.

• The appropriateness of essayist literacy in higher education.	• The privileged status of essayist literacy within academia. • The contested nature of dominant academic conventions.

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

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

In the skills approach with reference to the preceding table, basic language skills and their importance should be emphasised to students during their early years of language learning. At the lower level, i.e., pre-university, students are not yet able to handle literacy in an advanced and sometimes abstract manner, as it is configured in the practice approach. The above-mentioned issues are raised at pre-university level where learners mainly focus on e.g., poetry and novels and not on writing related to their future careers. Hence, at a tertiary level, students have to learn how to select information that is relevant to their studies whereas at school, learners are given set work to study (Issa, 2010). Students should be able to acquire these writing skills through the process of reading and writing texts as literacy events, notwithstanding the hybridisation process, which must take place during the encounters of local literacies (from the home, the community, or earlier schooling) students bring into the university and the dominant university literacies students are supposed to conform with (Issa, 2010). Issa's (2010) study emphasised that such hybridisation is essential to avoid privileging the more valued university dominant literacies and ignoring the students' background knowledge and the experiences that they bring to university.

2.3.3 Unpacking of literacy

Johns (1997: 5) defines literacy as encompassing,

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

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

Issa (2010) argues that for a literate person, the unpacking of literacy practices in the construction as mentioned above and with the production of texts, might appeal to a more sophisticated mode of processing of texts than would otherwise be the case if the person was not literate. The implication here is that for a literate person, writing with sophistication would be more appealing than for someone who is not literate. Johns (1997: 5) proposes the integration of literacy views from a pedagogical point of view and argues that students need not conceptualise "a social construct *(sic)* as a rigid set of rules, but as guidelines to be negotiated within specific contexts" which means that in the reading and writing of every text, as a literacy practice, there is always space for "individual interpretations; purposes, voices" and that students ought to be encouraged to "experiment within and outside, textual boundaries and conventions".

According to Hayes (2012), some researchers have observed that when freshmen students were asked to revise, they attended primarily to local text problems such as spelling and grammar and ignored global text problems such as organisation. In contrast, experienced revisers attended to problems both global and local (Hayes, 2012). It appears that what Hayes is stating here is that the reviser would look at the bigger picture like ways of expression and not just merely at surface features like spelling, punctuation and grammar.

The trouble with young writers (when it comes to revision) is that they lack the necessary executive skills, which is to coordinate problem detection and problem repair (Hayes, 2012). What this implies is that students sometimes have a problem with noticing when their written work is written incorrectly and when they do notice errors in their work, they are not sure how to rectify the mistake.

2.3.4 Problems that L2 writers confront regularly

The mainstream approaches to ESL/EFL writing, the pattern–product approach and the process approach, appear to focus on the structural, grammatical and practical skills of writing (Badger and White, 2000; Bilton and Sivasubramaniam, 2009, Alosaimi, 2014). As a result, L2 writers struggle to maintain the lexical and structural constraints, aiming at producing what sounds like an English text while the writers' imagination, self-expression and creativity are avoided (Gravin, 2013, Alosaimi, 2014). In light of this, L2 writers do less planning at the global–local levels since they devote more attention to generating material. The generation of today is more challenged and less successful in that more time is spent on figuring out the topic, less useful material is generated, and fewer generated ideas find their way into the written text. Researchers argue that L2 writers engage in less goal setting, global and local, hence, they have more difficulty achieving these goals. It has been reported that organising generated material for the L2 is more difficult, thus L2 writers spend more time referring back to the outline or prompts instead of consulting a dictionary and therefore, exhibits more concern and difficulty with vocabulary. My view is that L2 writing pauses are more frequent, longer and take longer to write, which means that L2 writers write at a slower rate and produce fewer words of the written text (Silva, 1993).

In light of this, L2 writing is a less fluent process and L2 writers make more errors overall, which means more morphosyntactic errors, more lexicon semantic errors and more errors with verbs, prepositions, articles and nouns (Silva, 1993). In addition, L2 writing is distinct from being simpler and less effective than L1 writing, however, the general composing process patterns are similar in L1 and L2. Silva (1993) found that L2 composing is more constrained, more difficult and less effective which meant that L2 writers did less planning and had more difficulty with setting goals and generating and organising material. She also noticed that the L2 writer's transcription was more laborious, less fluent and less productive—perhaps reflecting a lack of lexical resources.

This research expects to demonstrate that L2 writers review, reread and reflect on their written texts less, revise more—but with more difficulty and less ability to revise intuitively. In the above-mentioned observation, Silva (1993) discovered that L2 writers' texts were less fluent (fewer words), less accurate (more errors) and less effective (lower holistic scores). For this purpose, at the discourse level, their texts often exhibited distinct patterns of exposition, argumentation and narration; their responses to two particular types of academic writing tasks, namely answering essay exam questions and using background reading texts were different and less effective (Silva, 1993).

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

2.3.5. Writing exercises to assist L2 writers

Students have to realise that writing is an activity designed to create a text for some audience and that within this broad definition, it is useful to identify certain specialised writing activities. What we most commonly think of as writing is the activity of producing texts to be read by other people, for example, writing articles or school essays. As mentioned earlier, there is formal writing where the author meets the standards of spelling, grammar and other rules of good communication. Beside formal writing, there is journal or autobiographic writing, where the writer is the sole audience and formal rules may be relaxed.

Creating a writing plan may be helpful as it would be considered a specialised writing activity. A writing plan that involves setting goals, generating ideas and evaluation may be necessary for the involvement of translation and transcription to produce a written product: a plan. Revising written text is also thought of as a specialised writing activity which is initiated by the detection of a problem in an existing text and therefore planning a solution to the problem, translating that solution into language and transcribing that language into a new text to replace the old text (Hayes, 2012). It has been found that writers who produce different kinds of texts have different writing strategies available to them, which means that they may respond best to different instructional procedures offered to them.

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

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

When activities that encourages creativity within reasonable subject-related constraints are designed, students are led to empowerment and ownership of their learning (Nunn and Sivasubramaniam, 2012).

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

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

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

As educators, we are left with the daunting task of teaching students to write, by showing them how to develop and organise what they want to say and guide them in the process of getting it down on paper. For example, planning results in a better first draft and using a *planning think sheet* that specifies a topic and asks the questions (i) Who (am I writing for)? (ii) Why am I writing? (iii) What do I know? (iv) How can I group my ideas? (v) How will I organise my ideas? (Englert, Raphael and Anderson, 1992). According to Russell et al. (1999: 2), using a plan of action helps students to create first drafts, thus the plan serves as a concrete map for engaging in the writing process and provides students with suggestions for what to do when they feel "stuck". A revising and editing method were used, where pairs of students alternate their roles as student–writer and student–critic, who may be seen as helpful (Russell et al., 1999). In this process, the student–critic would identify ambiguities in the essay and thus be given the opportunity to ask the writer for clarification. The teacher also provides the student–writer with feedback on clarity and the plausibility of the supportive arguments. Once the clarity and plausibility of the essay meet the teacher's standard, the pair moves on to correct capitalisation, spelling and punctuation.

Mironko (2004), like many other researchers, also believes that the writer needs to plan the whole process before writing occurs and that after reading

a topic or the subject matter, the learner needs to organise the writing in a certain way, that is drafting, reorganising, second drafting or even third drafting, proofreading and then writing the final draft. Writing is process-focused on that the teacher creates an effective environment of learning in which learners feel comfortable about writing, explore the nature of writing and discover their strengths and weaknesses as writers. In a study conducted in (2014) Garcia-Sanchez found this meaningful statement by Paige (2010: 303) in corroboration with the instructor's role to detach it from teacher-directed:

> We constantly face the temptation to tell students what they should do, should know, should think! In order to help a student, become self-directed in their learning habits as adults, we must once again begin showing students how to identify and then engage all types of potential learning situation*(sic)*.

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

Researchers discovered in their analyses of language development in L2 writing, fluency as a temporal phenomenon, defining it as the number of words and structures that became accessed in a given period. Simply stated, more fluent writers access a greater number of words and structures more efficiently, less fluent writers' access fewer words and structures less efficiently.

2.3.6. How beginner second-language writers can produce more fluent language

Fluency has been described as an *automatic procedural skill* that is relatively free from conscious attention (Chenoweth and Hayes, 2001). It is believed that beginner second-language learners can "bootstrap" their way into more fluent language production by using routines and automatised chunks of language that allow them to produce longer strings of language more easily and within less time (Chenoweth and Hayes, 2001). Researchers argue that the writing of beginner second-language learners, whose second language has not been proceduralised, can often be a very effortful process.

As a result, their writing may require conscious attention to retrieve words and spelling, leaving little working memory free to attend to higher-level concerns such as generating detailed content and organising the discourse. A series of studies conducted by Chenoweth and Hayes (2001) provide both empirical observations of students writing in their first language (L1) and a model of written language production that supply a valuable context for thinking about the processes involved in generating written sentences. These authors believe that in the context of a think-aloud protocol study, L1 writers typically "construct sentences by proposing and evaluating sentence parts" (Chenoweth and Hayes, 2001: 85).

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

1. Ideas: clarity, detail, original thinking and textual interest.
2. Organisation: internal structure, logical sequencing, a captivating lead and a sense of resolution.
3. Voice: liveliness, passion, energy, awareness of audience, involvement in the topic and a capacity to elicit a strong response from the reader.
4. Word choice: accuracy, precision, phrasing, originality, a love of words and sensitivity to the reader's understanding.
5. Sentence fluency: rhythm, grace, smooth sentence structure, readability, variety and logical sentence construction.
6. Conventions: overall correctness, attention to detail and an editorial touch.

2.3.7 The incorporation of the writing process

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

According to O'Mally and Chamot (1990), to facilitate the writing process, students can develop metacognitive writing strategies such as planning the

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

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

	Modelled Writing	Shared Writing	Interactive Writing	Guided Writing	Independent Writing
What is it?	Teacher writes in front of students, creating text, doing the writing and thinking aloud about strategies and skills.	Teacher and students create the text together; then the teacher does the actual writing. Students may assist by spelling the words or generating content.	Teacher and students create the text and share the pen to do the writing. Teacher and students talk about writing conventions.	Teacher presents a structured lesson and supervises as students write. Teacher also teaches a writing procedure, strategy or skill.	Students use the writing process to write stories, informational books, and other compositions. Teacher monitors student's progress.
Who writes?	Teacher	Teacher	Teacher and students	Students	Students

What size groups?	Whole class Small groups	Whole Class Small groups Buddies Individuals	Whole Class Small group Buddies Individuals	Small group Buddies Individuals	Buddies Individuals
Which activities?	Demonstrations	Language Experience Approach K-W-L Charts	Predictions Daily News Innovations Letters	Class Collaborations Class books Formula Poetry	Writing Centres Writing workshop Journals Letters

Table 6: Writing process that could assist teachers and students
Source: Hughes (2007)

2.3.8. Implications for the classroom

Research in applied linguistics and language teaching has ably described language learning classrooms as decontextualised contexts where learners are inclined to be barely "an intellectual entity involved in an assessable cognitive process" (Hanauer, 2012: 105). It is argued that learners' subjectivities should be addressed within language classrooms (Elbow, 1994; Hanauer, 2003, 2012; Kramsch, 2006, 2009; Pennycook, 2004; Widdowson, 1978).

Researchers attest that some educators believe in limiting the focus of expressive discourse, students go beyond superficialities and move into reflection and knowledge. In a study conducted by Beach (1977), who adapted the phrase *autobiography method* as suggested by Moffett (1968), using the acronym AMP for his method of teaching personal writing: Autobiography, Memoir and Portrait. (1) Autobiography focuses on the writer, (2) memoir is writing about someone else in the past and (3) portrait is defined as writing about someone in the present. It appears that another movement that utilises the writing of autobiography for discovery as well as for self-improvement is Progoff's (1975) *Intensive Journal Workshop*. In Voit's (2009) study, she argues that teachers always tend to look for ways to reach their students, identify with them and of course, improve their students' language skills. She believes that dialogue journals seem to address all of those issues together. Although it is somewhat more focused than freewriting, it makes use of the expressive mode within its structured exercises (Collins, 1985).

Progoff, a Jungian psychologist, bases his theory of journal writing on bringing one's life into focus, through his studies of creative people. The principle operating in the progressive exercises of the journal is that when a person is shown how to reconnect himself with the contents and the continuity of his life, the inner thread of movement by which his life has been unfolding reveals itself to him by "itself" (Collins, 1985). The idea that writing should bring order, understanding and meaning to one's thoughts and experiences is another way of saying that writing processes internal information, makes it external and holds it in graphic relief for reflection and learning as stated by Collins (1985). For this purpose, students who write expressively are thinking on paper which helps them in a way, where they begin to see relationships, connections and ideas that once were elusive and abstract. Against this backdrop, their convictions are strengthened, and each begins to develop a stronger sense of self, increased confidence and a decreased sense of failure (Collins, 1985).

This study intends to offer some verifiable explanation by demonstrating that when students actively use expressive writing for independent learning and for discovering interrelationships among their reading-writing-thinking practices, it can support the assumption that the thinking processes of the writer complement the reader's reception of the material that grows in power and effectiveness when reader and writer are one. To determine if journal writing will help my students improve their writing is something that I will discuss further in my book.

2.3.9. The effect of feedback on students

Research showing that feedback helps students in their writing process exists. It is also believed that students appreciate feedback. Given Tshotsho's (2006) study, correcting students' errors should always provide a platform from which students can reassess and redraft their work and that correction should encourage students to think about what they have done and lead them to improve on it. Thus, providing feedback on errors can tell the teacher something about the effectiveness of teaching techniques and show the teacher what parts of the syllabus have been inadequately learnt or taught or need further attention. Spandel and Stiggins (1997: 41) state that students who know the traits of good writing feel less confused and bewildered by the feedback they receive.

According to Sheen (2007), corrective feedback (CF) may be a reasonable way to think that learners with high language analytic ability will be better able to engage in the kind of cognitive comparison that is required of CF

and is to result in learning. It can be further argued that direct metalinguistic correction will benefit analytically strong language learners to a greater extent than analytically weak learners because the former will find it easier to use the metalinguistic information. Sheen (2007) found that while it may be hypothesised that written, direct feedback increases noticing, direct metalinguistic feedback increases not only noticing but also encourages awareness-as-understanding (i.e., a deeper level of cognitive processing).

Ferris (2004) argues that error feedback to uncorrected students will lead them to write better than the corrected ones in which case correction is harmful. He compared the writing of students who had received grammar correction with that of students who had not, and he found that most teachers thought they had an ethical dilemma when it comes to correction / no correction in L2 student writing. Ferris (2004) found that not only are teachers already sure that error feedback does not help students, but they also sense that it may harm them instead. It appears that teachers consider it unethical to withhold feedback from their students simply for research purposes. What this implied for teachers was that they felt they were under the impression that students most likely will rebel and complain and lose confidence in them if they do not give them feedback on these types of research efforts. This study hopes to understand that the cognitive investment of editing one's text after receiving error feedback is likely necessary or at least a helpful step on the road to long term improvement in accuracy.

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

According to Montoneri, Moslehpour and Chou (2012: 346), "teacher's feedback is most effective when it is delivered at intermediate stages of the

writing process, when students can respond to feedback in subsequent revisions and may thus be more motivated to attend to teacher suggestions".

It is reported that students do tend to utilise teacher feedback, on grammar problems in particular, in their revisions (Hedgcock and Lefkowitz, 1994). Russell et al. (1999) mention that feedback is combined with instruction in the writing process, dialogue between student and teacher is strengthened and that giving and receiving feedback also help students to develop "reader sensitivity" and their own writing style.

 The ability to write an error-free text is not a naturally acquired skill but is formally learnt or culturally transmitted as an asset of practices in formal instructional settings and that students can only learn the skill in a school situation (Banda, 2003; Tshotsho, 2006). Kahn and Holody (2012) argue that when students receive feedback and they perceive it as excessive, inconsistent, arbitrary and they have no opportunity to incorporate the feedback, they are less likely to improve their writing. In light of this, students who have problems with spelling and grammar should receive feedback, however, there is a difference between students who occasionally misspell a word or make similar grammatical errors and those whose work is littered with punctuation and capitalisation mistakes, incomplete sentences, subject-verb disagreements and other surface errors (Kahn and Holody, 2012). Hence, I argue that students whose work is littered with mistakes definitely need the feedback the most.

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

2.4. Conclusion

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

By writing, students are engaged in critical thinking and analysis that is not afforded when they are listening to a lecture. The focus on using writing to learn does not mean that the rules of written expression can be ignored. Without the opportunity to write and experiment with language and vocabulary, students certainly will not improve their writing. As with the development of other skills, improvements in writing occur progressively through practice and useful feedback. I am inclined to agree with Issa (2010) that a student can never be assumed to have acquired academic writing literacy by simply mastering grammatical features and other language skills and that the teaching of grammar and other language tools—though essential—cannot induct the student–writer into the literate writer of the academic discourse. At university level, more efforts should be utilised in assisting students to become successful, literate writers in the disciplines within which they write. Students' unsuccessful writing revolves not so much around being unable to write in English (i.e., manipulation of grammatical skills) but rather being unable to write in the academic discourse as demanded by the different disciplinary requirements (Issa, 2010).

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

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

My understanding of students' inability to write well could be driven by the following facts in a study conducted by Sivasubrmaniam (2004: 1) Their primary goal is to get through the exams based on a system of teaching and learning; (2) there is no real initiation of thinking, emotional engagement, reaction and response in the language classroom; (3) there is no real use of expressiveness and tentativeness in thinking; (4) the normative orientation to test and assess writing, which ignores the qualitative aspects of the writing process. As a result, all of the above-mentioned factors are driven by a way of thinking in our educational settings which view educational

practices in terms of a rationalistic technological stance (Sivasubramaniam, 2009).

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

A study conducted by Garcia-Sanchez (2014) suggests that higher education institutions are making a great effort to move toward student-centeredness and to develop awareness in the scholarly community through symposiums and other educational forums (Kember, 2009; Rangachari, 2010; Finch, 2013). It is also believed that high schools are experimenting with student-centred approaches to put students in control of their behaviour and discipline (Freiberg and Lamb, 2011). I argue that it is a good idea that higher education institutions and high schools move towards a student-centred approach in their teaching, however, I do believe that such a move will not be that easy since there is a time limitation, and the curriculum does not always permit such a move.

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

2.5 References

Anderson, R. 1985. "Becoming a nation of readers: The report of the commission on reading". Washington: National Institution of Education.

Alosaimi, M.S. 2014. "A Consciousness Raising Exercise in Meaningful Literacy: ESL Female Teachers' Perspectives and Recommendations". Master's Thesis Unpublished. Indiana University of Pennsylvania.

Baddeley, A. 1986. *Working memory*. London: Oxford University Press.

Badger R. and White, G. 2000. "A process genre approach to teaching writing". *English Language Teaching Journal*. 54(2). 153-160.

Beach, R. 1977. "Conference Overview", in Perspectives on Literacy: Proceedings of 1977 Perspectives on Literacy Conference. Beach, R. &

Pearson, P.D. (Eds). Minneapolis: University of Minnesota. *College Composition and Communication*. 28: 1-8.

Bereiter, C. and Scardamalia, M. 1987. *The Psychology of Written Composition*, Hillsdale, New Jersey: Lawrence Erlbaum Associates Publishers.

Bilton, L. and Sivasubramaniam, S. 2009. "An Inquiry Into Expressive Writing: A Classroom-Based Study". *Language Teaching Research*. Vol. 13.

Börner, W. 1987. "Schreiben im Fremdsprachenunterricht: Überlegungen zu einem Modell" [Writing in the foreign language classroom: thoughts on a model]. In W. Lörscher, and R. Schulze. *Perpectives on Language in Performance, Studies in Linguistics, Literary Criticism and Language Teaching and Learning.* Tübingen: Narr. Vol. II: 1336-1349.

Britton, J., Burgess, T., Martin, N., McLeod, A. and Rosen, H. 1975. "The Development of Writing Abilities" (ll-18). *Schools Council Publications*. London: Macmillan Education Ltd.

Carson, J. 2001. "Second language writing and second language acquisition". In T. Silva and P. Matsuda (Eds), *On second language writing*. Mahwah, NJ: Lawrence Erlbaum Associates. 191-200.

Christie, F. 2005. *Language Education in the Primary Years*. Sydney: University of New South Wales, Ltd.

Chamcharatsri, P. B. 2013. "Emotionality and second language writers: Expressing fear through narrative in Thai and English". *L2 Journal, 5*(1), 59-75.

Chenoweth, N.A. and Hayes, J. R. 2001. "Fluency in Writing: Generating Text in L1 and L2". *Written Communication 2001*.18: 80 -98.

College Board. 2003. *National Commission calls for a Writing Revolution*. Retrieved September 19, 2007. From http://www.writingcommission.org/pr/pr_4_25_2003.html.

Collins, C.D.1979. "The Effect of Writing Experiences in the Expressive Mode Upon the Reading, Self-Esteem, Attitudes and Academic Achievement of Freshman in a College Reading Course". Doctoral Dissertation. Rutgers University. *Dissertation Abstracts International*. 40 (7).

Collins, C. 1985. "The Power of Expressive Writing in Reading Comprehension". *Language Arts*. 62(1): 48-54.

Collins, A. and Gentner, D. 1980. "A Framework for a Cognitive Theory of Writing". In L.W. Gregg and E.R. Steinberg (Eds.). *Cognitive Processes in Writing*. Hillsdale, NJ: Erlbaum. 51-72.

Colyar, J. 2008. "Becoming Writing, Becoming Writers". *Qualitative Inquiry*.15(2): 421-436.

Cook, V. 1996. *Second Language Learning and Language Teaching*. London: Arnold.

Crossley, S.A., Weston, J.L., McLain Sullivan, S.T. and McNamara, D.S. "The Development of Writing Proficiency as a Function of Grade Level: A Linguistic Analysis". *Written Communication 2011*. 28: 282-311.

Cummings, A. 2001. "Learning to Write in a Second Language: Two Decades of Research". *International Journal of English Studies.* 1(2): 1-23.

Elbow, P. 1994. *Writing for learning—not just for demonstrating learning*. University of Massachusetts, Amherst. 1-4.

Ellis, R. 1997. *Second Language Acquisition*. Hong Kong: Oxford University Press.

Dai, F. 2010. "English language creative writing in mainland China". *World Englishes*. 29(4): 546-556.

Emig, J. 1977. "Writing as a Mode of Learning". *College Composition and Communication*. 28: 122-128.

Faigley, L.L. 1986. "Competing theories of process: A critique and a proposal". *College Composition and Communication*. 48: 527–42.

Ferris, D. R. 2004. 'The "Grammar Correction" Debate in L2 Writing: Where are we, and where do we go from here? (and what do we do in the meantime …?)'. *Journal of Second Language Writing.* 13: 49-62.

Finch, A. 2013. "Designing and implementing a Freshman English program to meet 21st Century needs". *Studies in British and American Literature*. 106: 265-288.

Flower, L. and Hayes, J.R. 1980a. "The Cognition of Discovery: Defining a Rhetorical Problem". *College Composition and Communication*.31: 21-32.

Flower, L and Hayes, J.R. 1980b. "The Dynamics of Composing: Making Plans and Juggling Constraints". In L.W. Gregg and E.R. Steinberg (Eds.). *Cognitive Processes in Writing*. Hillsdale, NJ: Erlbaum. 31-50.

Flower, L. and Hayes, J.R. 1981a. "A Cognitive Process Theory of Writing". *College Composition and Communication*. 32: 365-387.

Foley, D.E.2002. "Introduction". *International Journal of Qualitative Studies in Education.* 15: 383.

Foulk, D. and Hoover, E. 1996. *Incorporating Expressive Writing into the Classroom.* Technical Report Series. No. 16. Minnesota: University of Minnesota.

Freiberg, H., and Lamb, S. 2009. "Dimensions of person-centered classroom management". *Theory into Practice*, 48(2), 99–105.

Fulkerson, R. 1996. *Teaching the Argument in Writing*. Urbanan, IL: NCTE.

Fulwiler, T. 1982. "The Personal Connection: Journal Writing Across the Curriculum". In *Language Connections*. Ed. Fulwiler and A.Young. NCTE.

Galbraith, D. 2009. "Cognitive Models of Writing". *German as a Foreign Language-Journal*. No. 2-3: 7-22.

Garcia, O. 2011. "From language garden to sustainable languaging: Bilingual education in a global world". *Perspectives,* 34(1):5-9.

Garvin, RT. 2013. "Researching Chinese history and culture through poetry writing in an ESL composition class". *L2 Journal,* 5(1):76-94.

Gortner, E., Rude, S and Pennebaker, J. 2006. "Benefits of expressive writing in lowering rumination and depressive symptoms". *Behaviour Therapy*. 37: 292-303.

Grabe, W. and Kaplan, W. 1996. *Theory and Practice of Writing: An Applied Linguistic Perspective.* Harlow: Longman.

Graham, S. & Harris, K.R. 1989." Improving learning disabled students' skills at composing essays: Self-instructional strategy training. Exceptional Children". *National Institutes of Health*. 59: 201-214.

Graham, S., Harris, K.R. and Chorzempa, B.F. 2002. "Contribution of Spelling Instruction to the Spelling, Writing, and Reading of Poor Spellers". *Journal of Educational Psychology*. 94. (4): 669-686.

Hanauer, D. I. 2004. *Poetry and the meaning of life*. Toronto: Pippin.

Hanauer, D. I .2010. *Poetry as research: Exploring second language poetry writing*. Amsterdam: John Benjamins.

Hanauer, D. I. 2011. The scientific study of poetic writing. *The Scientific Study of Literature*. 1: 79-87.

Hawkes, J. 1967. *An Experiment in Teaching Writing to College Freshmen (Voice Project).* Stanford, California: Stanford University.

Hayes, J.R. 2012. "Modelling and Remodeling Writing". *Written Communication* 2012. 29: 369-388.

Hayes, J. R., Flower, L., Schriver, K. A., Stratman, J. F., and Carey, L. 1989. "Cognitive processes in revision". In Rosenberg, S. (ed.), *Advances in applied psycholinguistics, Vol. 2: Reading, writing, and language learning,* Cambridge University Press, Cambridge, England. 176-240.

Hedgcock, J. and Lefkowitz, N. 1996. "Some Input on Input: Two Analyses of Student Response to Expert Feedback in L2 Writing". *Modern Language Journal. 80:* 287-308.

Henry, E.A., Schlegel, R. J., Taley, A.E., Molix, L.A. and Bettencourt, B.A. 2010. "The Feasibility and Effectiveness of Expressive Writing for Rural and Urban Breast Cancer Survivors". *Oncology Nursing Forum*. 37(6).

Hossain, A. 2017. "Motivation for the young teachers and novice researchers in research writing". *Studies in Linguistics and Literature*. 1(2): 171 – 185.

Hughes, J. 2007. "The Writing Process". *Teaching Language and Literacy*, K-6. faculty.uoit.ca/hughes/Writing/Writing Process.html

Hyland, K. 2007. "Genre pedagogy: Language Literacy and L2 Writing Instruction". *Journal of Second Language Writing.* 16(3): 148-164.

Iida, A. 2011. "Revisiting Haiku: The Contribution of Composing Haiku to L2 Academic Literacy Development". Doctoral Dissertation. Retrieved from *ProQuest Dissertations and Theses*. (UMI No. 3453596).

Issa, M. H. 2010. "Academic Writing as Social Practice: A Critical Discourse Analysis of Student Writing in Higher Education in Tanzania". Unpublished PhD. Thesis. University of the Western Cape. Cape Town.

Ivanič, R. 1998. *Writing and identity: The Discoursal Construction of Identity in Academic Writing*. Amsterdam: John Benjamins.

Johns, A. 1997. *Text, Role and Context*. Cambridge: Cambridge University Press.

Jones, C. S. 1982. "Attention to rhetorical form while composing in a second language". In C. Campbell, V. Flashner, T. Hudson, and J. Lubin (Eds.), *Proceedings of the Los Angeles Second Language Research Forum*. Los Angeles: University of California, Los Angeles. 2: 130-143.

Kahn, J.M. and Holody, R. 2012. "Supporting Field Instructors' Efforts to Help Students Improve Writing". *Journal of Social Work Education.* 48 (1).

Kellogg, R. T. 1996. "A model of working memory in writing". In C. M. Levy and S. Ransdell (Eds.). *The science of writing: Theories, methods, individual differences, and applications*. Mahwah, NJ: Lawrence Erlbaum Associates. 57-71.

Kellogg, R. T. 2001. "Long-term working memory in text production". *Memory & Cognition*, 29, 43-52.

Kember, D. 2009. "Promoting student-centred forms of learning across an entire university". *Higher Education*. 58: 1-13.

Kern, R. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.

Keseling, G. 1993. "Schreibprozeß und Textstruktur. Empirische Untersuchungen zur Produktion von Zusammenfassungen". [Writing processes and text structure. Empirical studies into the production of summaries] *Reihe Germanistische Linguistik*. Tu¨bingen: Niemeyer.

Kinneavy, J.L. 1971. *A Theory of Discourse.* Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Kirkgoz, Y. 2012. "Incorporating Short Stories in English Language Classes". *Novitas-ROYAL* (Research on Youth and Language), 6 (2), 110-125.

Kramsch, C. 2006. "Preview Article: The Multilingual Subject". *International Journal of Applied Linguistics.16*(1): 97–110.

Kramsch, C. 2009. *The Multilingual Subject*. Oxford, NY: Oxford University Press.

Krashen, S. 2003. *Explorations in Language Acquisition and Use: The Taipei Lectures*. Portsmouth, NH: Heinemann.

Krings, H. P. 1989. 'Schreiben in der Fremdsprache-Prozeßanalysen zum "vierten Skill"'. [Writing in the foreign language-analysing the processes in the "fourth skill"]. In G. Antos, and H. P. Krings, *Textproduktion. ein interdisziplina¨rer Forschungsu¨berblick*. Tu¨bingen: Niemeyer.

Kroll, B. 1998. "Assessing writing abilities". *Annual Review of Applied Linguistics*, 18, 219–240.

Kutz, E., Groden, S.Q. and Zamel, V. 1993. *The discovery of Competence: Teaching and Learning with Diverse Student Writers*. Portmouth: Boynton/Cook.

Lapidus, A., Kaveh, Y. M., and Hirano, M. 2013. "ESL Teachers/ ESL students: Looking at Autoethnography Through the Lens of Personetics". *L2 Journal*. 5(1): 19-42.

Larcher, P. 1999. "Vues 'nouvelles' sur la derivation lexicale en arabe classique", in Edzard, Lutz and Nekroumi, M. (Eds). *Tradition and Innovation. Norm and Deviation in Arabic and Semitic Linguistics*. Wiesbaden: Harrassowicz.103-123.

Larson, R. 1971. "Toward a Linear Rhetoric of the Essay". *College Composition and Communication*. 22: 140-145.

Light, G. 2002. "Conceptions of Creative Writing in Higher Education". *Higher Education*. Springer. 43(2): 257-276.

Light, G. 2002. "From the Personal to the Public: Conceptions of Creative Writing in Higher Education". *Higher Education*. Springer. 43(2): 257-276.

Lillis, T.M.2001. *Student Writing: Access, Regulation, Desire*. New York: Routledge.

Loureiro-Rodriguez, V. 2013. "Meaningful writing in the heritage language class: A case study of heritage learners of Spanish in Canada". *L2 Journal*. 5: 43-58.

Macrorie, K. 1970. *Uptaught. Education and Teaching*. New York: Heinemann.

Maimon, E. 1979. "Talking to Strangers". *College Composition and Commuication*. 30: 364-369.

Manchón, R.M. 1997. "Learners' Strategies in L2 Composing". *Communication & Cognition*. 30: 91-114.

Marshall, J. D. 1987. "The Effects of Writing on Students' Understanding of Literary Texts". *Research in the Teaching of English*. 21 (1): 30-63.

Maslow, A.H. 1970. *Motivation and Personality (2ⁿᵈ Ed.)*. New York: Harper & Row Publishers.

McLaughlin, B.1988. *Theories of second-language learning.* Baltimore: Edward Arnold.

McGinley, W. 1992. "The Role of Reading and Writing While Composing from Sources". *International Reading Association*. 27(3): 226-248.

Mironko, B.K. 2004. "An Evaluation of English Language Teaching in Two Centres for Continuing Education in Rwanda". Unpublished. MA Thesis. University of the Western Cape. Cape Town. R.S.A.

Moffett, J. 1968. *A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers*. Boston:Houghton Mifflin.

Molle, D and Prior, P. 2008. "Multimodal Genre Systems in EAP Writing Pedagogy: Reflecting on a Needs Analysis". *TESOL QUARTERLY.* 42(4).

Molloy, G. 1996. "Mock heroics and personal markings". *Modern Language Association.* 111(5): 1072-1075.

Monroe, B. and Troia, G. 2006. "Teachig Writing Srategies to Middle School Students With Disabilities". *Journal of Educational Research*. 100: 21-33.

Montoneri, B., Moslehpour, M. and Chou, H.C. 2012. 'Applying DEA to Assess English Writing Progress of University Students Using "My Access" in Taiwan". The Asian Conference on Language Learning.

Morris, G. and Sharplin, E. 2013. "The Assessment of Creative Writing in Senior Secondary English: A Colloguy Concerning Criteria". *English in Education*. 47(1): 49-65.

Myles, J. 2002. "Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts". *TESOL Quarterly*.6(2).

Newell, G. E. 1984. "Learning from writing in two content areas: A case study/protocol analysis". *Research in the Teaching of English* 18: 265-287.

Nunn, R., Sivasubramaniam, S., Guefrachi, Y., Tariq, A., and Al Shami, H. 2012. "Establishing Voice and Agency in Students' Writing". In Sharda, R.S. (Ed.) Hans Raj Mahila Maha vidyalaya, Mahatma Hans Raj Marg, Jalandhar, India: *Proceedings of International Conference on English Language & Literary Studies*. 1-8.

Omaggio Hadley, A. 1993. *Teaching language in context.* Boston: Heinle & Heinle

O'Malley, J. and Chamot, A. 1990. *Learning Strategies in Second Language Acquisition.* Cambridge, England: Cambridge University Press.

Paige, D. D. 2011. "Engaging struggling adolescent readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading fluency, comprehension, and academic achievement". *Reading Psychology*, 32: 395-425.

Park, G. 2013a. "My autobiographical-poetic rendition: An inquiry into humanizing out teacher scholarship". *L2, Journal,* 5(1):6-18.

Park, G. 2013b. "'Writing is a way of knowing': Writing and identity". *ELT Journal. 67*: 336-345.

Pea, R.D. and Kurland, D.M. 1987. "Cognitive Technologies for Writing". *Review of Research in Education*. 14: 277-326.

Pennebaker, J. W. and Chung, C. K. 2007. *Expressive Writing: Connections to Physical and Mental Health.* Oxford Handbook of Health Psychology. New York: Oxford University Press.

Pennycook, A. 2004. "Performativity and language studies". *Critical Inquiry in Language Studies: An International Journal*, 1(1), 1–26.

Peterson, L.H. 1991. "Gender and the autobiographical essay: Research perspectives, pedagogical practices". *College Composition and Communication*. 42(2): 170-183.

Pfeiffer, V and Sivasubramaniam, S. 2016. "Exploration of Self-Expression to Improve L2 Writing Skills". *Per Linguam. A Journal for Language Learning*. 32(2): 95-108. http://dx.doi.org/10.578/32-2-654

Pfeiffer, V. 2018. Literacies: "Skills and practices in developing writing identity". *Per Linguam*. 34(1). http://dx.doi.org/10.578/34-1-741

Progoff, I. 1975. "Teachers and Counselors Will Find a Thorough Discussion of the Possible Therapeutic Uses of Personal Journals". *At a Journal Workshop:The Basic Text and Guide for Using the Intensive Journal.* New York: Dialogue House.

Raimes, A. 1985. "What unskilled ESL students do as they write: A classroom study of composing". *TESOL Quarterly*, 19(2), 229-258.

Raimes, A. 1991. "Out of the woods: Emerging traditions in the teaching of writing". *TESOL Quarterly.* 25(3): 407-413.

Rangachari, P.K. 2010. "Teaching undergraduates the process of peer review: learning by doing". *Advanced Physical Education*. 34: 137-144.

Richards, J. C., and Rodgers, T. S. 2001. *Approaches and methods in language teaching.* New York: Cambridge University Press.

Roca De Larios, J., Murphy, L. and Marin, J. 2002. "A Critical Examination of L2 Writing Process Research. Studies in Writing". *New Directions for Research in L2 Writing*. 11: 11-47.

Russak, S. Kahn-Horwitz, J. 2015. "English as a foreign language spelling: comparisons between good and poor spellers". *Journal of Research in Reading*. 38(3). 307-330.

Russell, G., Baker, S. and Edwards, L. 1999. *Teaching Expressive Writing to Students with Learning Disabilities*.
http://www.Idonline.org/article/6201/?theme=print.

Sheen, Y. 2007. "The Effect of Focused Written Corrective Feedback and Language Aptitude on ESL Learners' Acquisition of Articles". *TESOL Quarterly*. 41(2): 255-283.

Silva, T. 1993. "Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implication". *TESOL Quarterly*. 27(4): 657-677.

Sivasubramaniam, S. 2004. "An Investigation of L2 Students's Reading and Writing in a Literature-Based Language Programme Growing Through Responding". Unpublished PhD Thesis, University of Nottingham, Nottingham, U.K.

Sivasubramaniam, S. 2006. "Promoting the Prevalence of Literature in the Practice of Foreign and Second Language Education: Issues and Insigts". P.Robertson and J. Jung (Eds). *The Asian EFL Journal Quarterly*. 8(4). Tortula: Asian EFL Journal Press.

Smith, F. 1982. *Writing and the Writer*. Oxford: Heinemann Educational Books

Snow, M. A. 2001. "Content-Based and Immersion Models for Second and Foreign Language Teaching". In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language (3rd ed.)*. Boston: Heinle & Heinle. 303-318.

Southwell, M.G. 1977. "Free Writing in Composition Class." *College English*. 38: 676-681.

Spandel, V. and Stiggins, R.J. 1997. *Creating Writers. Linking Writing Assessment and Instruction.* New York: Longman Publishers.

Spigelman, C. 1996. "Teaching Expressive Writing as a Narrative Fiction". *A Journal of Composition Theory*. Vol. 16. Abington: Penn State University. 119-140.

Sticht, T.G. 1975. "Applications of the Audread Model to Reading Evaluation and Instruction". In L. Resnick and P. Weaver (Eds.). *Theory and Practice of Early Reading*. Volume 1. Hillsdale, NJ: Erlbaum.

Street, B. V. 2003. 'What's "new" in New Literacy Studies?: Critical Approaches to Literacy in Theory and Practice'. *Current Issues in Comparative Studies in Education.* 5(2): 77-91.

Styati, E.W.2010. "The Effectiveness of Clustering Technique to Teach Writing Skill Viewed From Students' Linguistic Intelligence". English Education Department Graduate School. Sebelas Maret University Sarakarta. PhD dissertation. Unpublished.

Suzuki, A, Sato, T. and Awazu, S. 2008. "Graphic Display of Linguistic Information in English as a Foreign Language Reading". *TESOL QUARTERLY.* 42(4).

Swales, J.M. 1990. *Genre Analysis. English in Academic and Research Settings.* New York: Cambridge University Press.

Tierney, W.G. 2002. "Get Real: Representing Reality". *International Journal of Qualitative Studies in Education.*15: 385-398.

Tribble, C. 1996. "Writing". In C.N. Candlin and H.G. Widdowson (Eds), *Language Teaching. A Scheme for Teacher Education.* Oxford: Oxford University Press.

Tshotsho, B. P. 2006. "An Investigation into English Second Language Academic Writing Strategies for Black Students at the Eastern Cape Technikon". PhD Unpublished Thesis. University of the Western Cape.

Venesky, R., Kaestel, C. F. and Sum, A. M. 1987. *The subtle danger: Reflections On America's young adults.* Princeton, N. J.: Centre for the Assessment of Educational Progress, Educational Testing Service.

Viel-Ruma, K., Houchins, D.E., Jolivette, K., Frederick, L.D. and Gama, R. 2010. "Direct Instruction in Written Expression: The Effects on English Speakers and English Language Learners with Disabilities". *Learning Disabilities Research & Practice.* Vol. 25(2). Pp. 97-108]

VOIT, M. 2009. "Do dialogue journals with recasts improve the writing skills for adult learners with limited literacy skills?" Unpublished master's dissertation. Hamline University, Saint Paul, MN.

White, E.M. 1994. "Issues and problems in writing assessment". *Assessing Writing.* 1(1): 11-27.

Widdowson, H. G. 1978. *Teaching Language as Communication.* Oxford: Oxford University Press.

Yanyan, L. 2015. "Spelling errors analysis in college English writing". *Theory and Practices in Language Studies.* 5(8): 1628-1634.

Yau, M. 1991. "The role of language factors in second language writing". In L. Malave and G. Duquette (Eds). *Language, culture and cognition: A collection of studies in first and second language acquisition.* Clevedon: Multilingual Matters. 266-283.

Zamel, V.1982. "The Process of Discovering Meaning". *TESOL Quarterly*. 16(2):195-209.

Zimmerman, R. 2000. L2 "Writing: Subprocesses, a Model of Formulating and Empirical Findings". *Learning and Instruction*. 10: 73-99.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

"Language is as it is because of what it does: which means, because of
what we do with it, in every aspect of our lives"
(Halliday, 1999: 6)

3.1 Preamble: Working out a Rationale for Data Analysis

According to Archibald (2001: 154), writing is a multidimensional skill requiring knowledge and proficiency in many areas and the possible reason for its complexity is because of the interaction of the writer's knowledge, experience, skills, culture and identity with the norms and cognitive demands of the task at hand. When combining all these interactions, students may view this as daunting especially when they are writing in a language that is not their home language. However, once the student is cognisant of the above-mentioned interactions, they might find writing a more pleasant endeavour.

My study generated a large amount of data. Although the data appears to support the underlying beliefs and value systems of my study, it will be impossible to present and analyse all of it in this book. Ergo, I have made a rigorous selection.

I have decided to use selected strands of data that relate to the various stages of my programme (i.e., Beginning Stage, Interim Stage and Final Stage) in order to get a better and perhaps, a more definitive picture of my students' writing development over time. For my analysis and interpretation, I propose to use *expressive* as a word that is synonymous with "meaningful" and "telling". In this sense, the word *expressive* relates quintessentially to the educational and social issues that are central to my study. My understanding is that expressive pedagogy encourages students to reveal themselves in writing because "it suggests that the ability to write comes not from the memorisation of rules but from the true expression of our innermost thoughts" (Fernsten, 2008: 46). Views have been expressed and examined in the preceding chapters of this book. Therefore, the data strands

presented in my analysis should be viewed as "illustrative stretches" (Willet, 1995: 480) of discourse the students produced in their journals, class assignments, interviews and exams. The epistemological underpinnings of my study discussed in the previous two chapters assign a perspectival and speculative view of knowledge to the proposed scheme of focus in my investigation (i.e., my research questions as mentioned in Chapter One). My beliefs and value-systems underlying my investigation demand that I use personalised, value-laden language to interpret and describe the *context-bound characteristics* of the knowledge that my research has set out to construct (Bailey and Nunan, 1996: 2). I thought it appropriate to dismantle the reverential position accorded to objectivity and factuality in what counts as knowledge, which meant that there is neither scope nor space for depersonalised, objective / value-free language in this research (Sivasubramaniam, 2004).

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

3.2 The Basis for Data Analysis

At the beginning of my data collection period, I randomly placed the participants in two different groups. One group being the *distinguished* group (see Chapter One), to whom I responded to in general; that is to say, I did not point out specific errors in the students' writing in this group and if an error interfered with understanding, I would just respond to the student that I did not understand what they meant and have them try again in their next entry. The other group is the *noticeable* group (see Chapter One) in my study to whom I responded by using recasts, in which I highlighted the writing errors and then responded with the acceptable form (hoping to encourage the noticing and realisation of errors).

When I sifted through my data at the end of the longitudinal programme (i.e., the semester interactions of the classroom study and at home), I noticed several similarities and uniformities in them. These appeared to form conceptual patterns and categories. I looked closely to identify patterns of congruencies and connections in the different types of data collected from the students in my study. I found that these patterns of congruencies and connections "had a backwash effect" (Sivasubramaniam, 2004) on my perceptions of students' performance during the different stages of the

programme. What this implies is that I was cognisant of my students' participation and responses as evidenced by the data.

In a study conducted by Sivasubramaniam (2004), where he had two types of students whose characteristics evolved as they progressed through the programme of improving their writing. My study has identified similar types of students, the first type of student (i.e., the top 50% of the students) demonstrated the desire and the ability to be very successful in their studies. These students offered a sense of involvement, initiative, perceptive and interpretive abilities that made them the top-ranking students of the group of communication classes I was teaching at a university in Cape Town, South Africa. The second type of student (i.e., 50%) was not as accomplished as the first type, at least in a qualitative sense. These students were well oriented to the learning experiences, hardworking, reasonably intelligent/perceptive and were ever-willing to try and succeed.

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

My data should be viewed as the representation of a *cumulative educational process* over a period of time. I believe that focusing on the individual student as the principal unit of analysis in my investigation will only produce an incomplete and unrepresentative classroom story (Willet, 1995). I thought that assigning "it in*(sic)* exact and isolated role would be like asking the exact role of each blade of grass in a field" (Brumfit, 2001: 11). Thus, I found the grouping necessary for my data analysis and the interpretation of the findings in my research.

Based on the beliefs and the values expressed in my study, I did the following:

- Presented the data in a detailed analysis.
- Used all the four data sources as focal points in the analysis to provide a cohesive line.
- Presented selections of data strands from the journals, class assignments, summary, course-based exams, autobiographical writing, and interviews relating to each categorisation of students.
- Presented the average performance percentages of the two categories of students (i.e., of the course-based exams).

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

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

3.3. Data from the first interview

I asked the students some open-ended as well as closed-ended questions. I wanted to create a positive attitude among the students as they ventured into working with me. Experts found that the questionnaire fully reflects involving participants perspectives and that items are acceptable, comprehensive and relevant to their condition (McKenna et al., 2003; Ricci et al., 2019). The eleven questions that I used in my questionnaire were meant to develop cognitive, affective or evaluative and actional dimensions in my students' writing. Therefore, I used this instrument with particular care and sensitivity. I did not impose the questionnaire on my students. On the contrary, I went through the questions with the students and gave clarity when the questions were unclear. It was important that the students understood what they were getting themselves into.

The table below indicates the selection of students that were part of this study. As seen in this table, I have not mentioned the students' names, but rather have given the students numbers, as seen in the first column. In the second column, I indicated the country the student was from; in the third column, I refer to the length of time they have been living in South Africa (if they were not South Africans) or whether they are South Africans. In the fourth column, I mention whether the student had English at school and finally, in the fifth column, I placed the student in a category in usage of the English language. I have decided to include country of origin of each student so that it would be clear as to who the student was, I was working with and, the good mix of students in my study accruing as a result.

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

Table 7: Participant Information

In the next segment, I included the interview protocol of the students. I will knit pick some questions and responses to bring my point across. In the student's response, I was able to get a better overview of what type of student I was working with. I was particularly interested in finding out if the students were familiar with the term *expressive writing*, the feedback that they received from their teachers at school concerning their written work, the difficulties they have in writing and whether they did much journal entry at school. These were all verbatim responses, I did not change the wording of their responses.

Interview Protocol Pre-Data-Collection.
Students' answers/response.

In this section I have selected interview questions and answers that will be relevant to this study. In the first question of the interview, I asked the students to explain their understanding of expressive writing. Some of their responses were as follows:

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

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

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

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

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

Distinguished 7: *The way we understand language with a friend or talk about a topic. The way we interpret what we hear which might be different from what we see.*

We can see from the answers given that most students had an idea of what they thought expressive writing is. Neither the noticeable nor the distinguished students were far from their understanding of expressive writing. We notice that the noticeable students' answers are rather short and to the point whereas the distinguished students whose English level was better than the noticeable students gave more developed answers. The noticeable student gave the impression that with expressive writing not much thinking goes on. Their understanding was that you must just write down the first thing that comes to mind and not give much thought in the process of expressive writing. It appears that the distinguished students knew there was a difference between what we hear and what we see, and that using these senses plays a part in expressive writing. Very often the distinguished students gave longer answers. One of the distinguished students mentioned that expressive writing is "*continuous thinking of one thing, while thinking of something else*". It is not clear what the student meant here. I assume the student meant that there is a juggling of the thought process going on because of the different languages. Maybe the student meant that they are thinking in IsiXhosa but have to write in English.

In the second question, I asked them what importance they place on expressive thinking in English studies. I have included a few excerpts from the answers given by the students:

Noticeable 1: *It's important because you are dealing with people. The way you want people to view you.*

Noticeable 2: *Living the fantasy world and up to you to change it. Can make it your dream come true.*

Noticeable 3: *It's important that you understand the way to take instructions and interpret it.*

Distinguished 1: *It's important so that people can express themselves, so that you know what you want to say and that you know what they mean.*

Distinguished 2: *In writing one can express oneself better than in speaking. Speaking you have to consider the person. In writing you let your feelings flow and write to your heart's content and not based on the way the person looks or judge you. That's your own person bring across yourself.*

Distinguished 5: *It's important to think before you talk. Not just say something that has nothing to do with the subject. Important to interact with people and understand people better.*

In this segment of answers, the students gave rather thought-provoking answers. The *noticeable* students' answers were not clear as I was not sure whether they understood the question, the *distinguished* students gave more detailed answers. I liked the one answer given by the noticeable student when they mentioned that expressive thinking is the way you want people to view you. Even though some of the noticeable students' answers had nothing to do with the question, they were leaning towards the correct understanding of what expressive thinking might entail. One student wrote it is a way to take the instructions given and interpret it the way you understand it. Their answers were somewhat personal and the way they wanted it to be viewed. From the distinguished students answers one has the impression that it is important that they were understood in their writing. It also appeared as if they gave more thought to their answers than the *noticeable* students. The distinguished students understood that there is a difference in speaking and writing and that there is some form of freedom in expressive writing and that you do not have to think too much about what you are writing, and that you can write down as much as you want to. From the answers given I understood that not many of them ever did expressive writing at school, thus it was a foreign concept to them. The following question was whether they did expressive writing at school and about 40% of them said they did not do expressive writing. For many of the participants writing in a journal or a diary entry was something completely new, especially since now they must write about themselves. And those students who did adhere to journal entry at their high schools, it was about an author, but never about themselves.

When I asked the students how they felt about writing exercises like composition or essay writing they gave very direct answers. It came across as if they knew or acknowledged writing compositions or essays was a challenge for them. Some of the responses from the noticeable and distinguished students were as follows:

Noticeable 1: *Complex. Writing in English is difficult to understand what it's all about. French is not a problem.*

Noticeable 2: *Not good in writing. Some-times feel comfort-able in writing depending on the topic.*

Noticeable 3: *Find it hard. Go off the point. Hard to interpret composition.*

From the answers given, it appears as though the students found writing in English difficult and they even admitted to not being good in writing.

Distinguished 1: *Rather comfortable writing, but sometimes it can be uncomfortable. Wants to get to the point of feeling confident in writing.*

Distinguished 2: *Can be fun when it's creative writing. Enjoy writing essays relating to my life.*

Distinguished 3: *Enjoy writing about any topic. Express myself better in writing than in speaking.*

From the responses, we notice that the distinguished students did not feel comfortable in writing essays or compositions. However, one of the student's had mentioned that they want to be confident in writing. They clearly expressed that they enjoy writing and to some extent even felt that they expressed themselves better in writing than in speaking. The noticeable students mainly expressed their fears about writing; they had problems when starting to write, they did not know what exactly was required of them when they were given a writing task.

In the following question, I wanted to know what problems they experience when they are doing writing exercises. Here are some of their responses:

Noticeable 1: *Problems with understanding and interpreting writing. Understanding of words, spelling, pronunciation of words. Sometimes the sentences. Can't make a complete sentence. Difficulty summariszing in own words. Speaking French confuses me, then don't have the words in English.*

Noticeable 2: *Language problems. How to use grammar and vocabulary neatly. How to use punctuation. How to structure essays neatly. How to work professionally.*

Noticeable 3: *Understanding of words. Punctuation problems. No problems in writing.*

Distinguished 1: *Punctuation problems. Spelling problems. Don't have problems in expressing myself in writing. Feel I can express myself better in writing than speaking.*

Distinguished 3: *To identify punctuation, grammar, spelling. Not to have much problems in expressing myself.*

Distinguished 7: *Learn how to get the point across. Learn how to summarise and to know what is needed in the essay or summary. Learn how to start and end. Problems are sentence structure and punctuation.*

From the responses above we notice that most of the students express the fact that they have spelling problems and some of them mentioned that the language barrier is a problem for them. We see that at times, their home language confuses them, especially the French-speaking student mentions that many words in French are similar to English as mentioned above.

The data analysed in this segment was meant to give me some indication of what the students understood about expressive writing and how they would like to improve their writing. This segment also indicated the strength of the students' intuitions and beliefs about their ability to recognise, explore and nurture their abilities in writing. Of the responses I received from the noticeable and distinguished students to the question about their understanding of expressive writing, my impression was that they had a reasonably good understanding of the term. I found the participants' responses, especially to the first two questions, particularly interesting because the noticeable students gave shorter answers to the questions asked while the distinguished students' answers were longer, which to me meant that they really thought about the question and had some measure of confidence in their writing. Concerning the question about the first time they wrote in a journal or kept an autobiography, to which most of the participants had never really written an autobiography or kept a journal. When asked about writing exercises at school, some of the responses (as indicated in italics) from noticeable students were: *"Complex", "Find it hard", "Find it very difficult", "Don't really want to do it because not sure where to begin".* The distinguished students had different responses which

were: *"Rather comfortable writing but sometimes it can be uncomfortable"*, *"Can be fun when it's creative writing"*, *"Like writing"*, *"Enjoy writing"*. The responses that I received from my distinguished students gave me some indication of which exercises I could use to help my noticeable students overcome their fear of writing and assist my distinguished students in writing even better. I aimed to use the responses from these semi structured interviews as a basis for factoring in the flexibility that I needed to ask further questions about each participant's perception (Lichtman, 2010).

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

3.4 Journal Entries

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

1. Punctuation   Commas, colons
2. Spelling   Synonyms, antonyms, word search
3. Grammar   Sentence structure, present simple, present continuous, present perfect, past simple, past continuous.

Taking a step back and assessing what I had been doing in my teaching, I came to realise that during my time as an English instructor, I had focused my writing instruction on more of a behavioural and functional approach. This suggests that I focused my students' awareness on what was needed for survival. We worked on very functional, content-specific writing. For example, I taught them how to write a curriculum vitae, formal letter writing, report writing, filling in forms, how to do a presentation and how to conduct themselves in one, basic research paper. While I certainly do not feel this was in any way a disservice to my students, I began to wonder if

perhaps I should be focusing on more than those survival skills to meaningfully improve their overall literacy skills. In fact, those who are critical of the behavioural and functional approach believe that writing should be much more than filling out forms and that this approach actually may limit the types of writing students are prepared for and the roles that it encourages them to take (Tollefson, 1989; Auerbach, 1999).

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

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

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

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

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

I believe that all of these qualities mentioned above make journal writing very different from other kinds of school-based writing. What this implies is that the journal entry was personal to the student. Writing in their journals was their time to express what they were feeling, and they could write the way they wanted to (freely) without considering language features.

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

Vygotsky's Theory of Learning

Russian psychologist Lev Vygotsky (1896-1934) focused on the connections between people and the social experiences in which one is involved. According to Vygotsky, humans' learning of such things as speech and writing are tools they are using to understand and interact with the social environment around them (Wertsch and Sohmer, 1995). He

believes that at first, these skills are only for social functions but then they can lead to higher thinking skills. Thus, he adds that social interaction should be of first and foremost importance on every level to encourage cognitive development. Extending this theory to second language acquisition, Vygotsky supported the belief of a *More Knowledgeable Other* (Wertsch and Sohmer, 1995) which refers to anyone who has a better understanding or higher ability level than the learner. What this implies is that when language learners collaborate and interact with others who are more advanced in the second language (possibly a teacher or a more advanced student), the learner is able to advance to higher levels of linguistic knowledge (Lightbown and Spada, 1999). For this reason, a journal could provide the perfect social opportunity for great linguistic gains. Vygotsky also believed in the *Zone of Proximal Development*, where he describes the balance between a student's ability to perform a task under guidance and their ability to succeed independently. My view is that at this level, the learner is capable of supporting himself/herself with interaction from a more knowledgeable speaker, which is different from what they could do on their own (Lightbown and Spada, 1999). Vygotsky believed that learning occurs through these differences and their ability between the speaker and interlocutor (Wertsch and Sohmer, 1995).

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

3.5 Data from Students' Journals

The analysis of the journal entries again modelled after Peyton's (1990) study, included reading the journal entries (Voit, 2009). I was particularly interested in understanding my students' journals as a space where multiple interpretations might exist in varying degrees of tentativeness subject to scrutiny and reexamination from multiple perspectives. Based on the points raised so far, I will present an analysis of the students' journals in this section. I will present the journal data in the various stages of the program, which are the beginning, interim and final stages.

3.5.1 The Beginning Stage

My students were advised to keep journals and record their daily experiences. This endeavor aimed at exploring the students' reactions to everyday surroundings, to determine what they thought was important about

what happened inside and outside the classroom. In keeping with the directions of Allwright and Bailey (1991), they were told that their journals would not be corrected, and the views and feelings expressed would be accorded full confidentiality. This motivated them to write in their journals in earnest because they did not have to worry about the style or grammar, and it was a means of promoting autonomous learning. With this style of journal entry, Porter et al. (1990: 240) conclude that "the journal enables students to develop a professional approach toward learning and to write as a member of the larger language community". Over time I was able to win their trust. Most of them came forward to discuss their journal entries in my office, which I arranged periodically for "journal talk". This free writing prompted them to write without the fear of being evaluated and gave them the belief that their journal writing work was valued as a contribution to writing improvement.

In a study conducted by Sivasubramaniam (2004), students found the space provided by the journal engaging, inviting and nonthreatening in voicing their fears and self-descriptions. My students started developing a growing sense of trust in me and this is seen in the fact that they chose to voice their fears in their journals. An example of a student demonstrating their trust in their journal entry is seen when the student wrote: "*I don't understand how they think because I was taught if you do not know how to do something at least try, then if you really can't do it then you can ask for help. I went to collect my journal from Ms or Mrs Pfeifferv. The reason for the "or" is because I don't know if she is married or not.*" Being given the opportunity to write about their fears and misgivings is an essential component of the students' storied accounts of learning (Sivasubramaniam, 2004). I believe that using this form of expression nourished the ability to involve the students in the learning process holistically, which promoted a deep sense of experiential learning in the students. My view was that the students also felt encouraged to write about their storied accounts of failures and successes as worthwhile self-investments. Based on this discussion, I wish to argue that learning can become authentic only when the methodology used to realise it affords a safe space for students to develop/explore their "autobiographical consciousness" (Jaatinen in Kohonen et al., 2001: 129). It appears that their journal entries were a way for them to develop their beliefs, conceptions of life, interpretations of actions/relationships and possibilities that contributed to their self-identity. Thus, the journal entries should be viewed as an indication of an autobiographical consciousness that was beginning to develop in their lives.

The journal entries at this stage gradually began to reveal a feeling of adjustability, that is, most of the students were beginning to realise that they had to put up with incompleteness and learn to remain with some of their learning problems. An example of this is "*Enjoying the lesson of construction technology with Mr Blank. He rearly makes me laugh with the story of a men who was stilling from his boss, once the boss send him to buy the materials for building he would go and buy the cheapest material.*" When I say that the students remain with the learning problems, I am referring to things like spelling mistakes like "*rearly*" which was meant to be "rarely" or "*men*" instead of "man" another example, "*stilling*" instead of "stealing" and the list goes on. We also notice some sentence structure problems for example: "…send him to buy the materials for building…" which should read "…sent him to buy materials to build…". However, as the reader you understand what the student is trying to say in their journal entry.

The journal entries recorded at this stage showed noticeably how well they had realised that completeness with regard to learning and understanding is a matter of time, effort and hope.

This led me to believe that they were beginning to address the fear of being laughed at for not knowing something at a given point in time. An example of this is: "*My father's birthday is on the 10th of March. I still am thinking what gift to offer him. I got to find something before he gets back home (D.R.C.). He come here just for 6 days. Sometimes I get jealous because my father prefer visits our sisters I'm vool than coming to visit my brother and I in Cape.*". We notice that there is free writing, and we also notice some frustration that the student is experiencing from the fact that his father prefers visiting his sister seeing that he is so excited to see his dad. Some of the journal entries revealed references to people and places featured in their lives while other journal entries focused on people's behaviours, habits and attitudes. It was interesting to note that those students participating in my study started to feel comfortable writing about the subject that they were attending with me, and they felt comfortable in writing about me (their lecturer) and personal things that they encountered. For example, one student wrote:

> *Examens are coming soon. I just realised that I am not yet ready. When I put it in my mind, I can feel the pressure on me. What shall I do to reduce that pressure? I do not know yet what to do. Applied Building Science and communication will be the more difficult exams, I think.*

In addition, by writing about themselves, the students revealed a sense of the richness of their internal world. In other words, with the help of meaningful literacy instruction, my students were given this opportunity to legitimise their lived experiences as "valuable assets and resources" in an L2 context, allowing them the chance to find power and legitimacy in the target language (Park, 2013b: 343 as cited in Alosaimi, 2014). An example is when my student wrote:

> "*Now is 11h00, time to present it, I prayed that they call be so that I can relax knowing that at least that presentation is out of my way. Thanks God Ms Pfeiffer called on the 4th position, as I was about to start, I was so nervous but after 2 minutes of the presentation, I felt relax.*"

Hanauer (2012) argues that meaningful literacy instruction allows L2 learners to overcome the absence of voice by gaining this sense of the richness of the internal world. An example of one of the entries addressing her internal world and letting me in: "*I feel like my life is in shambles! I can't begin to describe how things have taken a turn for the worst. I don't have a home, I hardly have clothes to wear cause all my things are at home and we can't go back without a protection order. I'm trying really hard to focus and get my head right but its difficult to do since I'm living out of a bag and in someone else's space.*" As the reader we start to develop sympathy and empathy with the writer. We also notice that the student really wrote from a place of sadness in their internal world. I believe that this finding could contribute to the significance of personal writing discussed in some of the autobiographical writing studies conducted by the following scholars (Lapidus et al., 2013; Liu, 2008, Park, 2013a, 2013b).

The following data taken from the journal entries was interesting because it was my guide to focus on whether the grammatical or punctuational worksheets would be useful to them. For example, the following excerpt indicated to me that the student needed assistance in spelling, prepositions, sentence structure, etc.

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

The students worked on the worksheets at home on their own time; I never collected or corrected them. These worksheets supplied my students with

good explanations of the use of commas, colons, tenses and other information that they could put into practice.

The journal entries presented suggested that the students have made a definite attempt to express themselves freely with aspects relating to everyday living, where they write about their hopes, fears, joys, doubts, intuitions and initiations. Because of the many spellings, and grammatical mistakes in their writing I am inclined to believe that they expressed themselves freely because they were not afraid to write how they felt or that I was going to read what they wrote with a critical eye. I did not get the impression that there was any superficial involvement in their writing. They wrote in the first person, and they paid no attention to grammar and punctuation mistakes. I have decided to include just a few samples of sentences written by noticeable and distinguished students to show their growing sense freedom in writing. **Noticeable 1:** *Examens are coming soon. I just realized that I am not yet ready. When I put it in my mind, I can feel the pressure on me.* **Noticeable 2:** *After a long night, I wake up by 6:30 am, got ready for my tech, abide nervous because I was about to do my first power point presentation in communication subject on timetable.* **Noticeable 4:** *Enjoying the lesson of construction technology with Mr Blank. He rearly makes me laugh with the story of a men who was stilling from his boss, once the boss send him to buy the materials for building he would go and buy the cheapest material.* **Noticeable 5:** *This was a painfull day to me because I did brokeup with my girlfriend, the one I love and when I get her massage. It was like I am in a dream land I still going to come back it where I experience how painful to lose someone you love.* **Distinguished 1:** *Having to wake up at 07:00am after sleeping at 03:00am I felt like commit suicide. I might be exaggerating because I don't know how it feels to commit suicide but you can make the assumption that it was hard for me to wake up.* **Distinguished 2:** *I feel like my life is in shambles! I can't begin to describe how things have taken a turn for the worst. I don't have a home, I hardly have clothes to wear cause all my things are at home and we can't go back without a protection order.* **Distinguished 3:** *I was one of the unpriviled kids born in a family where parent are incapable of looking after them. I grow up moving from a family member to the other, trying to fit into other people's home because my parent never gave me one.*

Having realised that voicing their emotions will not in any way result in negative assessment, the students expressed their emotions in different ways unique to their sociocultural backgrounds. There is some sense of tolerance of ambiguity that began to develop in the students as seen in these entries. These entries appear to suggest that the perceived problems of the students

did not in any way allow them to "freeze up" or be swayed by their inhibition completely (Oxford in Arnold, 1999: 63). On the contrary, these entries point to the students' attempts at engaging with their surroundings and a realisation that their delicate self-image(s) will not in any way suffer any damage or humiliation if they tried hard to find solutions to their problems of understanding based on this observation.

When students attempt personal constructions and explorations of meaning, they somehow get to use the room their journals provide them for recording responses. Corcoran and Evans (1987: 187) found that these constructions are "immediate, tentative interim, fragmentary, but not yet deliberately shaped, which leads to a kind of a dialogue between teachers and fellow students and the gaining of trust, which gives validity to student response and helps to develop it". As mentioned earlier, it was my intention to gain the students' trust while at the same time helping them to develop as writers.

These journal entries point to a growing awareness of students developing a written dialogue between themselves and the reader. which encouraged them to think about aspects of human existence. It is with satisfaction that I noted that the students made a definite attempt to relate the text to their own emotions and relationships.

3.5.2 Summing up the analysis from journals

The journal entries can explain how it facilitated mediation for fostering multiple ways of knowing, dialogue with self and others about learning and an open-ended view of knowledge (Donato and McCormick, 1994: 453-464). My intention with the journal entries was for these entries to act as stimuli to the students in regulating their behaviour (participation) instead of being controlled by the existing stimuli (e.g., "parrot" learning). The space that the journals provided to the students was intended to regulate them, in that the students made a crucial attempt to regulate their higher mental processes such as belief, creative/critical thinking and emotional involvement (Sivasubramaniam, 2004). To achieve this perspective of students regulating themselves in their journal entries, I questioned the students individually about their attitudes and opinions towards journal-writing at the beginning and the end of my study (Holmes and Moulton, 1997). I will discuss this further, later in my book.

3.5.3 Data from the first course-based exam

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

Content	10	
Grammar	5	
Punctuation	5	

Table 8: Marking Grid for Summary

Since this was the first exam that they wrote for me, I honed in on their performance in the summary writing section of the exam. My impression was that they understood the article but had some difficulty summarising the information relating to the article. I will now indicate some mistakes made by only a few noticeable students. I have only included certain sections of the summary just to indicate some of their sentence structure, spelling and grammatical mistakes. **Noticeable 1:** *Working together we can reduce pollution because we will do what is right when we work together. No owe will cause the pollution to our worlds. To reduce the pollution we have to work together, we owe is allow to dump the rubbish outside the main parts of the cities. These unhygienic practices undoubtedly led to the outbreak of viral diseases.* **Noticeable 3:** *The environmental pollution is not remarkable event, since the human start to stay in urban and rural erea. They start to make places dirty, then Romans decides to make a place where they could put their dirty. This dirtyness brought the sickness. People ignored that sickness, and their places becomes more dirty.* **Noticeable 5:** *Green way international, a conservation group that conducts research into environmental pollution. Pollution began when ever person congregate into the cities. The Athenians removed refuse to dumps outside the cities, that led to the outbreak of viral diseases.* **Distinguished 1:** *Pollution is dangerous to our environment because it causes diseases in many people in our environments. Man refuses to correct his mistakes, pollution become even more evident. In the sixteenth century England, efforts were made to curb the use of coal to reduce the amount of smoke in air.* **Distinguished 2:** *Green way is a campaign against and conducts environmental pollution research. Pollution began ever since people started to congregate in towns and cities. There are various ways in which people pollute, for example Romans dug trenches outside their cities where they could deposit their garbage etc. These unhygienic practices led to the outbreak of viral diseases.* **Distinguished 3:** *Green way international is a group that*

conducts research into and campaigns against environmental pollution. Environmental pollution started when ancient cultures decided to dump their garbage just outside their cities. <u>As cities grew in</u> the Middle Ages, pollution became even worse. In the sixteenth century England tried to reduce air pollution, but the people didn't co-operate. The Industrial revolution was the point of no return. Machines and industries were now rapidly growing.

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

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

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

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

For this exam paper they had to:

- Write a summary.
- Answer questions relating to the communication course.
- Fill in the blank spaces with the appropriate word.

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

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

As seen in this table, the noticeable group's performance was very poor and that of the distinguished group average in this exam. It should be noted that this was the very first exam the students wrote for me at the start of the academic year.

3.6 Data from class assignments

Students in my study used their class assignments to tell their stories of writing. These written assignments were expressions of their personal engagement with the ideas that the texts provided to them, which related to exercises in exploring meaning. I used class assignments to anchor language development and knowledge in personal experience and expressive writing. I intended for the assignments to guide my students along a continuum of increasing responsiveness (Clifford, 1988). In a study by Alosaimi (2014), meaningful literacy instruction, writing in particular, is intended to direct a process that personalises L2 educational experience. In view of this, I believe that this type of instruction enhances ESL learners' lived experiences, emotional expression and self-discovery at the core of the literacy practice. Hanauer (2012: 4-5) argues that adopting such literacy practices in the class is intended to make the literacy work in class meaningful on the personal and social levels as well as giving a sense of depth and ownership to the writing itself. What this implies is that writing, in this sense, can be meaningful in that it enhances how L2 writers can reveal their personally meaningful understandings to themselves or others (Alosaimi, 2014). With this purpose in mind, I gave my students evolutionary literary texts to work on, meaning that the students would write about themselves and their emotions (love, hope, joy) from a very personal stance, which is not common in academic writing.

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

1. Writing is an edifying experience, and it cannot be assessed with reference to components such as introduction, topic sentence, sentence structure, use of transitions, grammar, vocabulary and conclusion.
2. Expressive writing does not merit judgement based on a truncating set of recognisable skills mentioned as components in the aforesaid point (Sivasubramaniam, 2004).

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

I have included the entire assessment grid in Appendix 3.

The assessment of the assignments done by the distinguished students revealed the following characteristics which correspond approximately to a holistic two-point scoring scale:

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

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

Based on this, the distinguished students were awarded B1.

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

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

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

Based on this the noticeable students were awarded a C3.

3.6.1 The Interim Stage

3.6.1.1 Second Journal Entry

My impression at this stage was that my students showed some definite signs of confidence in their writing. My observation was that the students were making less spelling, grammar and punctuation mistakes, instead making better use of more grammar and punctuation at their disposal (from the worksheets given to them). They never presented perfect sentence

structure, but most of their sentences made sense. The samples presented herein illustrate the point in focus.

Noticeable 1: *Dear Journal on Monday 22ⁿᵈ, we had a conference for students in ECP only. This conference is named Step-Up. We received more knowledge about what to do and how to handle problems we face in studies. Many things have been revealed to me which I have been ignoring, thing like: ignoring people's opinions concerning a solution given on anything facing us.* **Noticeable 2:** *I went to school and I was with Jimi the whole day. While he was busy on yutube I was collecting my research information. After 2 hours I went back to him, then I took his laptop. I opened my e-mail and facebook. I didn't open them for too long, I was tired. I lay my head next to Jimi while he was busy drawing.* **Noticeable 3:** *Finally, it is Friday. This week was not easy at all. I had presentation on Monday, a tutorial of ABS on Thursday … After school today, I went home for resting a little. I slept from 2pm till 4pm. Later afternoon I went vising a friend in Mowbray. Once I arrived by his place, I was surprised to see one of my old friends. It was been a longtime without seeing him. His name is Mathias. Cannot even remember the last time I saw him.* **Distinguished 1:** *A new term, another chance to do better. This reminds me of the Psalm verse "This is a new day the Lord has made for us, let us be glad in it". I'm really looking forward to this week actually this term. It's like we didn't even have a holiday the way we are working in ABS.* **Distinguished 2***: I meant to do my work today, but each day comes with its own challenges that slows me down on my plan. Each day, with a new challenge, a new purpose. The challenge I need to overcome and the purpose that drives me in overcoming those challenges. The 'me' that I am today, is not the same as the 'me' that I was yesterday because I do not feel the same everyday.* **Distinguished 3:** *Dear Diary, I've been out of order for \the past few days. It's not a dream it's reality. I have been fooled and played like a chomp. The events leading up to that day have not really made sense but I'm trying to complete the puzzle. He was extremely nice to me the last few weeks like extra nice and so quiet at times that I asked him what's wrong? Do you want to talk about it? I'm here for you. Those were my exact words and all he ever said was "I'm fine, I love so much, don't ever forget that."*

Once again we notice some sense of freedom in their writing because most of them could write more at this stage. My students were in the process of trying to make writing a meaningful act which was drawn from the need for them to utilise L2 writing as a tool for identity negotiation and self-representation in the target language. At this stage, my impression from what my students had written in their journals was that a lot which is

mentioned above had come to the fore in their writing. The noticeable students were making obvious mistakes like syntax, spelling, grammar and punctuation. The distinguished students were making fewer mistakes at this stage. My impression was that some of the mistakes were not made intentionally but rather because they were in a hurry while writing.

Class Assignments

The following data was polled from class tasks based on paragraph writing. The writing task in this section was part of my evolutionary literary technique; the students had to answer the question below which was aimed at them writing freely and helping them to enhance their creative thinking. Linking to an evolutionary perspective, domination forms only one part of the total complex of factors that characterise human social relationships. What this implies is that social relationships also include internalised norms, willing cooperation and the incorporation of group identity into individual identity (Carroll, 2018: 429).

These assignments were not academic-related but were a way for the students to respond quickly in writing in English. It should be noted that I have included verbatim entries in italics and didn't correct a word. My intention was to observe any improvement in the students' writing. I graded the scripts by using the same holistic grading scale that I used for the summary writing of the first course-based exam (see Table 8). My main focus with the writing assignments was not really the scoring but to encourage the students to improve their writing and to get them to practise writing by giving their personal responses.

For the writing task, they had to tell me about meeting anyone exceptionally interesting lately. Below the students have given some responses that I analysed.

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

language what it was like meeting someone interesting. We notice that they could not really find the words to describe or express what it was like to meet an interesting person. However, we notice that they took on the challenge even if it was poorly executed.

My impression was that the distinguished students had less difficulty in their writing. Their sentences demonstrated a better flow. For example, (Distinguished 1*) I once met a young Nigerian man in a bar, somewhere in Rondebosch. This young man is only 21, and is not studying. He is exceptional and interesting because he spends the most of his time in the Cape Town library*. (Distinguished 2) *I once met a mathematician. He was a brilliant man. He could see things from a different perspective. He'd take something ordinary and change it into something extraordinary.* (Distinguished 3) *I met a female marketing executive a few months ago who despite many disadvantages and obstacles still managed to make a success of her career and life. She is intellectual, funny and a really has a heart of gold.*

In the next task, they had to supply an even stronger personal response to the following question. We heed to the fact that the distinguished students made better use of adjectives and word choice to describe the interesting person that they met. Even the sentence structure of the distinguished students was better than the noticeable students. They made use of good descriptive words.

Following this task, the students had to complete a task where they had to explain when the last time was, they had accomplished something great.

In this (second) writing task, I observed an improvement in the flow of the sentences written by my noticeable students. There were just a few errors like missing words, spelling and use of the wrong verb, but nothing serious. Samples that I have taken from the noticeable students are: (Noticeable 1) *The last time I accomplished something great was when I received my matric. It was so hard in that year for me to make it because many things changed during the year. Trouble came in the family between my parents*. (Noticeable 2) *The last time I accomplished of something great was when our team won the Katongo Provincial cup in 2004. I was 15 at this period. The final game was played in a tour which was at 500km from my hometown (Lubumbashi). It was my first time to be in a town that looks like a rural area.* (Noticeable 3) *The last time I accomplished something great was to work in the construction industry on the management level. It was hectic*

and challenging due to the languages but I finally cope to the atmosphere and made use of my education.

This writing assignment was too easy for the distinguished students; my view is that they showed no signs of improvement in their writing although their responses were interesting.

The next task was to make a formal argument: "The Most Important Word in the English language". This task leaned towards a more academic context and was more challenging because they really had to think of a convincing answer. The students first wrote a rough draft then the final draft. Presented below is the final draft. For this assignment I used the holistic scoring grade as seen in Appendix 3.

With this assignment, I observed that the students in the noticeable group showed signs of confusion in their responses, for example, (Noticeable 1) *The most important word in the English Dictionary is "trust". Trust leads to respect and guidance. Respect becomes mutual and giving permission or allowing one to guide you through hard times.* (Noticeable 2) *The most important word to me is "Family". The word is important because with out it there's nothing you can do in terms of finance. The family is the only thing that can confort mind and soul. There was just one distinguished student who misunderstand the task and this is seen in the response: Good friendship is crutial if you want to live a healthy happy lifestyle. When two people share mutual respect and affection it automatically teaches us to live in harmony.* Most of the time the students were just defining the English word, so it was not clear why they thought this word was the most important word in the English language. I think noticeable student 2 was close to explaining why the word "family" is important to them. From the group of distinguished students some of them came up with interesting answers for example: "*The word "because" is a meaning given on account of and is used to show reason, evidence or proof to a statement or question. This word is part of our daily speech and can be shortened by using "cause"." "The most important word in the English language is "please". It is so important because it shows respect. Respect must be showed in order to bring someone to consider you to hear what you are saying and show interest." "The most essential word in the English language is "Love". Love helps people to support each other, it brings harmony between people and nature."* We notice that the distinguished group had a better understanding of the task at hand. We also notice that the distinguished students at this stage was almost writing perfect sentences structures. We see a progress in understanding the task as well as their writing when tackling this personal response task.

The data shown here came in response to what the students understood in the question asked on "how to be" and "how it changed" and "how it affected them in interesting ways". Hence, these questions "Have they met anyone interesting?" and "What was your greatest accomplishment?" and "What is the most important word in the English language?" made them think about how it had affected their lives. My data also points to the characteristics discussed regarding the holistic score scale.

The noticeable students were able to address the topic but had some difficulty developing their ideas. Their use of language revealed some let-downs and a weak focus on details.

The distinguished students were able to address the topic using sufficient details and some sentence variety and vocabulary. Notwithstanding all that has been pointed out here, my data analysed in this segment suggest that expressive writing can spot and foster response potential in students. When pondering on the responses of the students writing helped me to introduce expressive writing in my own writing pedagogy (Canaragarajah, 2021: 3).

With the writing tasks, I intended for my students' attention not to be focused exclusively on the linguistic system which has received preferential treatment by SLA (Second Language Acquisition) theorists who viewed writing as a quantifiable language practice task (Sivasubramaniam, 2004). The intention was for their preoccupations to centre around generating a causal understanding of cognition which they believed was the single most important component of improving in language. It appears that SLA theorists found it best to assess writing as a cognitive product showing either a cognitive deposit or a cognitive deficit. What this implies is that emotive, expressive and personalised writing is looked upon as an inedible product for a rationalist/scientific analysis (Sivasubramaniam, 2004).

I wanted to incorporate meaningful writing acts such as linguistic biographies, which enabled my students to get engaged in the writing process and go beyond the academic goal and use the target language in their everyday lives, cognise the relationship between language and culture and finally, place themselves within a larger community of the target language speakers (Alosaimi, 2014).

Because my research views writing as an expressive meaning structure, I encouraged the students to construct truly personal meanings. In this respect, the writing done by the students in my study is situated writing which was primarily intended to provoke self-expression (Kern, 2000;

Kohonen et al., 2001). Furthermore, the students' writing, by virtue of its rich subjectivity, challenges the "acquisition" metaphor, which is characteristic of a universalist epistemology (Pavlenko, 1988: 140). The narrative knowing evidenced in my data entries shown in this segment is characterised by the expressive students' activity "in all its variety and illogic" (Polkinghorne, 1988: 140). Although my students' social and personal involvement which had been accrued in the writing activity was viewed from a hermeneutic perspective, the students used their writing to question their own social identity (Sivasubramaniam, 2004). By doing so, they attempted to develop conceptual ways of thinking about themselves, their world and the "others" in it, which were all new to them (Barro, Jordan, Roberts in Byram and Fleming, 1998: 83).

My intention with these writing exercises was to allow my students the freedom to explore their thoughts on paper, by writing about daily events. Flower (1988: 63) points out that their early decisions to proceed in a certain direction may "lock writers into a premature solution before they have entered the problem" and it is believed by scholars that these very decisions, what Rose (1980) calls "inflexible plans", in addition to an almost constant concern with mechanics, correctness and form, keeps hidden from these writers the "shuttling back-and-forth movements of the composing process, the move from the sense to words and from words to sense, from inner experience to outer judgment and from judgment back to experience" (Perl, 1980b: 369). I surmise that these processes might hinder my students' writing abilities.

Working with L2 writing as a form of meaningful literacy can enhance learners' understandings "about themselves, about the presence of others, and the diversity of thought and experience that are so much part of this world which means that, learning a language is about widening one's expressive resources and positioning oneself in *(sic)*multicultural and multilingual world" (Hanauer, 2012: 10). From an evolutionary perspective, individual persons remain indispensable units of organisation in all social groups and all literary analyses. Each person forms part of a network of social relationships that partially determine individual identity. Nonetheless, all cognition and feeling take place in some individual mind, some individual brain and body. In addition, each person shares in the genetic inheritance of the human species, is embedded in a particular culture which can be analysed as a particular configuration of universal human potentials; but every person is also a unique individual, with a history of experiences similar but not identical to that of other individuals (Carroll, 2018: 430).

3.6.2 Autobiographical writing

The following data drawn from a class assignment, autobiographical writing, where the students wrote in the interim stage of the programme, points to how expressive writing helped them improve their writing. This was also a verbatim entry in italics. I graded their writing by using a holistic grading score (see Table 8).

Writing about things that are personal to the student, like writing about themselves, was not an easy task for them to engage in, but they took on the challenge. For most of the students, this was the first time that they had written an autobiography. This we know from the response they gave in the first interview to the question as to whether they have ever written an autobiography. I noticed a subtle flow in their sentence structures, with minor spelling, grammatical and punctuation mistakes. My impression was that the distinguished students enjoyed writing their autobiographies. It is my impression that the students shocked themselves in their writing because their mistakes were minimal when they got their autobiography written piece back. If we look at the way they started writing their essay, it is evident in their opening line they captured the attention of the reader with a catchy sentence. It was during this writing task, that I noticed confidence in the students' writing. Here too, I used the holistic scoring scale (see Table 8). Below are a few examples of the noticeable students: (Noticeable 1*) My life was not easy to be born without a father by myside. My mother was there for me yet I needed my father. Growing older without a male in our house becomes a big challenges to me. In 1999, on November at the age of 8 it was the first time I live in the house that rules by a man. I startet call any man I see around me a father to me.* (Noticeable 2) *My uncle Christian was ten years older than me. Despite, he was older than me we lived together as friend. I can even say that I was considered as his best friend at home. All informations concerning my uncle were collected from me. I was acting as his secretary. He used to encouraging me when I felt bad and shouted at me when I did wrong things.* (Noticeable 3) *It all started when I was eighteen years old, fresh from high school and into tertiary level when I discovered my strengths and weakness. At school we were given a task to go and present at the opening of Expo for young scientists and Engineers. We all had to come up with an idea that would show what the future holds of young scientists and Engineers.*

For the analysis of individuals in a literary study—fictional or real, characters, authors and readers—useful concepts are provided by evolutionary developmental psychology which deals with issues such as

attachment between mother and child; personality psychology, which identifies five main factors that differentiate personality in individuals; narrative psychology, which examines the way each individual human constructs a personal life story (as seen in the student's autobiography) and also locates that story within the larger mythic and ideological narratives of his or her social groups; cognitive neuroscience, which offers insight into the basic mechanisms through which humans take the perspective of others and share in a collective mental life and research on emotions, which offers explanatory access to genres like horror, comedy, or tragedy, that are defined essentially by their emotional tone (McAdams 2016; Carroll 2012e; Carroll et al., 2012; Clasen 2012; Boyd 2009; Easterlin 2000; Carroll, 2018: 430). This may be demonstrated when the student writes: "*My life was not easy to be born without a father by myside. My mother was there for me yet I needed my father. Growing older without a male in our house becomes a big challenges to me . In 1999, on November at the age of 8 it was the first time I live in the house that rules by a man. I startet call any man I see around me a father to me. I never wanted to question my mother whose my father, because I thought she has the reasons why she never told me about him. My life never been easy especially when I have to fill the form at primary school whose my father. I always skip this question.*" We notice that the student is trying to find his identity with a missing father. We also sense an emotional tone portrayed by the student growing up without a father.

According to Chamcharatsri (2013), integrating personally and emotionally meaningful writing instruction would allow L2 writers to reflect on their personal experiences and to extend their self-understanding in relation to cultural, linguistic and emotional factors. I thought that by allowing my students to write about personal history, I would be encouraging them to embrace L2 writing as a platform to negotiate their identities, then to find power and legitimacy in the second language (Park, 2013b). An example of a student demonstrating his personal experience may be seen when the student writes: *My uncle Christian was ten years older than me. Despite, he was older than me we lived together as friend. I can even say that I was considered as his best friend at home. All informations concerning my uncle were collected from me. I was acting as his secretary. He used to encouraging me when I felt bad and shouted at me when I did wrong things.*"

It should be noted here that their writing should be viewed as a continuity of engagement and participation in the educational and social practices of writing. Since my research envisaged the learning of the English language

as expressive, it was meant to initiate and sustain the students' processes of engagement with English through continuous organising and reorganising of the students' meaningful relationships with their worlds. In other words, the notion in focus here is an indicator of the students' ongoing attempts to organise their behaviour and experiences to construct meanings, which they value. An example of the student constructing meaning that they value may be revealed when the student writes: "*My name is anonymous. I was born on the 18 January 1990 in Groote Schuur Hospital. I grew up in Elsies River, mostly with my grandmother. I spent most of my early childhood with her and my memories ring true to that. I started school at the age of 6, on my birthday and it's a day I'll never forget, unlike other children, I wasn't crying or screaming after my mother, I was excited and happy, don't know if it's because it was my birthday! To this day I approach many new prospects in my life with those exact feelings but a little anxiety creeps in now and again, because growing up you learn that life and people are cruel.*" We get the sense that at a very young age this student decided that life and people are cruel. It is not clear if it is the fact that they never had a mother around. We do notice that the student is trying to make a link in their behaviour and experience and trying to construct meaning. Besides the fact that the student had time to write a rough draft and then a final draft in class, we notice that the student inserts punctuations at the correct places. We get the sense that the student gave some serious thought into what they wanted to write. The data from the autobiographical writing and the journal analysed earlier indicated a continuity of impressions of participation and performance. My stance at this juncture was that the students were beginning to transform themselves educationally and socially. In this respect, whatever they read and wrote about was to become a continuous emotional involvement with the target language and its potential for supporting figurative thought (Arnold, 1999; Collie and Slater, 1987; Duff and Maley, 1990; Gibbs, 1994; Lazar, 1993; McRae, 1991; Rosenblat, 1987, 1995; Sivasubramaniam, 2004: 318).

The beliefs and value systems underlying my study may be viewed in light of the continuum of increasing "responsiveness", which serves to characterise the dynamic of my study. This points to the students' dialogue with the "ideational content" (Byrnes, 1998: 24) as a process of an educational and social transformation through language. In addition, what the students attempted to demonstrate was that "valid knowledge was treated as emerging from a disposition of detaining oneself from one's affective life and focusing on the object of inquiry of its own sake, the subjective would be treated as distorted truth" (Canagarajah, 2021: 3). Implying that my

students was emerging their 'identity' in writing to stimulate their inquiry by exposing their true 'self' on paper.

The data above may be viewed as written responses to students' life experiences. This data shows how the students could open up and gain confidence in themselves and their writing. I viewed this data entry as an exposure to the durable and pervasive modes of life-writing, transmitted culturally, provides frameworks for meaning-making that normalise certain narrative structures and shape the content and organisation of autobiographical memory (Harbus, 2009: 126).

It appears that the very act of putting a story into language has a bearing on the qualities of that story. As Bruner (1993: 55) argues "autobiography is life construction through 'text' construction". Eakin (1985, 2008) goes further, to claim that memory shapes the past through the motivated agendas of the autobiographer, engaged in a textualising process.

Scholars found that social processes of storytelling are present, if only latently, in autobiographical narratives and self-formation (Harbus, 2009 and McLean et al., 2007). Even though the causal link has not yet been investigated, empirical research has identified what might be called the confluence of some literary features of the personal communication goals of autobiographical narratives. For example, the impact on the memory of adapting autobiographical stories to entertain (Pasupathi, 2006), the important role of imagery in autobiographical memory (Conway and Pleydell-Pearce, 2000; Harbus, 2009; Rubin and Greenberg, 2003) and the incorporation of fictional material into memory via social contagion mechanisms (Barnier et al., 2008). An example of memory written to entertain may be viewed when the student writes: "*My life was beginning to fall apart. Nothing ever goes according to plan. I realized that it was a hard knock life and that everything you want you have to word hard for. In March 2011, three years after I had matriculated I decided I want to further my studies so I sent in a few applications to CPUT and applied for the courses I would be interested in studying. I wanted to make a difference in my community because crime, drugs, alcohol and poverty is the order of the day. I wanted to rise above my circumstances and overcome adversity in my community. Getting accepted into University would be my stepping stone to reach my dreams and goals.*"

This evidence suggests a genuine causal link between exposure to the rhetorical imperatives of published life-writing and those of personal narratives (Harbus, 2009).

My data presented above indicates how autobiographical writing allows our knowledge of ourselves and our access to and how the organisation of autobiographical memories are shaped by the conventions of life stories and the way we are accustomed to interpreting those narratives (Harbus, 2009). I argue that the most prominent features of those stories (of their autobiography), event causality and sequence, shape both written and oral narratives. In light of this, it appears that standing foremost in an autobiographer's strategy is the element of *character*: his sense of self, of place, of history, of his motives for writing (Howarth, 1974: 365). I demonstrated this with the following example: "*Education is my legacy, that is what I say to myself everyday. However, getting myself educated without any parental guidance and support is an hectic challenge I face everyday of my life. I am one of the underprivileged kids born into a family where parents are divorced. Throwing me into the world of vending for myself. I hardly know my mum because I grow up with my grandma and my father is married to another another wife which keeps us apart.*" Here we witness the student's element of self, place, history and his motive for writing. The student knew that getting an education is important for them and that is what the student focused on in life.

These character traits that Howarth (1974) demonstrates with the autobiographical strategy may be viewed as the element of *technique*, where these components have not received the attention they deserve, except for some promising work on style. An example of style may be seen when the student writes: "*Life in grade eleven was becoming better and better, with the support of my mother and younger brother, Sisonke. The elections for the Excutive Committee members (prefects) was on the horizon. Having had a fair high school carreer thus far, I was confident that I could become a member. Academically I was not the best but I tried my best and having been a Student Representative Council for three consecutive years, showed I had leadership qualities. My sport was also a contributing factor as I was the captain of our cross country team. So I was a possible candidate.*"

It shows that style is not subservient to content but is a formal device significant in its own right. Even the simplest stylistic choices, of tense or person, are directly meaningful, since they lead to larger effects, like those of metaphor and tone—not that I was focusing on those morphemes in particular (Howarth, 1974: 366). Another element of autobiographical writing is *theme*. Howarth (1974: 366) claims that autobiography has an especially inclusive thematic base since its writers constantly grapple with issues like love, memory and death that appeal to a broad reading public and that we witnessed in my data presented above. The above-mentioned

elements, character, technique and theme operate as continuous complements in autobiography (Howarth, 1974). Each of these elements relates to an isolated aspect of composition: the writer (character), the work (technique) and the reader (theme), yet all three form a single chain of relationships progressing from motive to method and to meaning. By analysing these elements in sequence, I was able to trace an outline of my students' strategy, distinguishing their achievement from other works while affirming their place in the literary tradition in that they were able to plan, write, revise, edit and rewrite.

My data presented above indicates how their writing relating to daily issues (involving love, hope, joy, initiation) was subjected to the affordances that came into being as a result of it, which appeared to facilitate my students' agency and subjecthood. I wonder if the self-expressions evidenced in my data could ever accrue from a task-based learning situation. Ergo, I wish to argue that the tasks used by the language researchers in experimental studies can neither initiate an emotional involvement with the language nor evoke the type of imaginative responses shown in my data. Furthermore, as researchers are solely focused on the performance data of their subjects, it is very unlikely that they will spare any attention for the agency and subjecthood of their subjects. Researchers that are preoccupied with controllable and measurable task performance data could reduce their subjects to statistical entries and manipulable objects in the atemporal/depersonalised descriptions that fill their research reports (Sivasubramaniam, 2004). By the same token, I believe such reports can only provide a partial, if not an unbeneficial account of an ever-complex language-learning phenomenon.

3.7 The Final Stage

 Having analysed the data from the classroom assignments, I now need to present a set of data drawn from writing done by the students in the final stage of the programme. In order to bring in some variety, I thought it might be a good idea to draw on writing samples that relate to a text the students read in the final stage. At this juncture, I had moved more to academic writing. Students had to read, understand and then discuss the article and finally write down what they thought the article was about in their own words. In this stage, I also used the holistic grading scale when grading their scripts, which can be found in Appendix 3. The text which the students read is included in Appendix 4. The following data reveals how the students were

able to develop analytical ability through expressive writing that focused on the experiential aspects of response:

The data analysed in this segment could be viewed as composition data because it will be subjected to analysis that will devalue the expressive potential displayed by my students. Furthermore, if the issues surrounding the fluency versus accuracy debate are applied to this data it might further weaken the merit of what has been pointed out in the students' writing. My view of the data presented here was that the students definitely understood the texts and were confident in giving their views on the subject matter being discussed in the article. Looking at just a few samples of their writing to support my previous statement, I used only part of their writing. **Noticeable 1:** *There is a high rate of rape in Indien. The young woman was rapted by the man called Hind Sind and after him it was then Juvenal. They raped her in the bus and the bus was covered with a cutain all the windows. The young woman was wouded in her intestinal. She couldn't speak. The bus driver wanted to run away but the police was there.* **Noticeable 2:** *In India men treat women very badly and sexual abuse and rape to women is out of hand. Women are being raped and abuse by Indian politions and people in high power positions. Government in India has uped the time offenders would spend in jail hoping to decrease rape stats in their country.* **Noticeable 7:** *The article is about a young physiotherapy student who was gang raped on a bus in New Dehli, when she and a friend where coming from the cienama. The attacked lasted for 40 minutes, she was raped by 6 men, 1 being a juvenile and one being the bus driver. The attack was was both savage and inhumane, she sustained fatal injuries.* What we notice is that the noticeable students took on this challenge of writing on a text that I had given them in class. It should be noted that before they started to write their summary on the text, we had discussed the article in class. This gave the students an opportunity to hear their fellow students' comments on the article and it turned into an intense discussion in class. Clearly the students demonstrate that they understood what the article was about however, we notice that they had difficulty expressing themselves. It was important for me that they understood what the article was about. It is possible that they made so many errors in their writing because they did not have enough time to sit and gather their thoughts and plan their summary properly. I argue that had they had more time, then their writing would have been better. We notice that the students gave vague details of what happened. It is not clear if it was their word limit or their fear of rambling that prevented them from including all the necessary information so that the reader could understand what they wanted to bring across.

Distinguished 1*: On the 16th of December a young lady aged 23 years old by the name of Geoti Patel, who also was a physiotherapist student and her boyfriend went to watch a movie, "Life of Pie". What was a romantic evening turned into a bus horror, when six males, including the bus driver Ram Sing, gang raped Geoti. Investigators say this brutal attack lasted for 40 minutes, and within that attack they raped her until she lost conscious before one of the rapist had pulled out her intestines with his bare hands and throwing her and her partner out of the tinted bus. Geoti died 13 days after the attack after doctors had told her family she had minimum chances of survival.* **Distinguished 3:** *The article talks about the violences that Indian women are facing everyday. Women in India are raped beaten violently by using imen rod for instance. The consequence of thise kind of violation causes a lot of psychic issues in the life of Indian women. To find a solution to this problem the government of Indian directed by the Premier Minister Sonia Gandy had decided to punish hardly all the people accused for violation on women.* **Distinguished 4:** *In India a twenty three year old student named Jeoty had been brutally raped by six men on the bus on her way home. It is alleged that the bus driver of the bus and a juvenile was also involved with the young lady. This incident occured on the sixteenth of December and is has become a big problem India is faced with that is why India's government is now revising anti-rape reports. Apparently, after investigations police detectives who were investigating the crime scene sent her body for autopsys after two hours found some murder weapons a iron rod and the young lady's body was in a state.* We notice that the distinguished students gave a more detailed and better description of what had happened on that horrific night when the Indian female was raped and killed. From what distinguish student 3 wrote, we notice that they were attempting to empathize with the student in the text.

My intention with this article was that I wanted the students to react by giving their opinions or their ideas on what they understood happened in the article. By doing this exercise, I was encouraging them to think critically in their L2.

Based on the analysis of the class assignments, I have made the following observations:

1. The Communication course might not be in a position to focus adequately on the kind of knowledge that writing demands.
2. Grammatical rules, the conventions of capitalisation, punctuation, presentation, form, tone, register, and awareness of an audience cannot be taught conclusively through formal instruction.

3. There are limitations to teaching rules even if we are conversant with them.

I argue that we can only learn to write by writing and in order to do that we must read in the role of the writer. In other words, during reading endeavours, the act of reading and writing must be fused in the mind of the reader into a single scheme for action (Sivasubramaniam, 2004). That implies that when this happens, the act of reading could become a composing process that is writing (Smith, 1982).

3.7.1 Journal Entries in the Final Stage

I have also included another excerpt from the students' journals in the final stage. At this stage, I found that the students' writing revealed a lot of confidence in themselves and that they demonstrated less difficulty in expressing exactly how they felt. My observation from their entries was that they were making fewer mistakes in their writing and that they attempted to produce more of a flow in what they were trying to say on paper. I will now include some excerpts of their journal entries to elaborate on this view. **Noticeable 2:** *Today I woke up thinking about my presentation. All that was in my mind was Kenya. I couldn't think about anything else except Kenya my topic. I couldn't wait for 2:00 I did my speech, and I was free.* **Noticeable 6***: As a young person I must enjoy my self. Yes I drink, smoke and all that kind of things. But I always manage my time, meaning using it wisely, "first things first and party time later". And oh … about smoking I want to quit but it is hard for me now. I believe smoking is a bad habit.* **Noticeable 7:** *A blessed day it was yesterday as we saw Tata Nelsome Mandela reach an age that many of us could not. It was a humble experience to be part of the 67 minutes that was dedicated to helping the needy in your community and today we were just tiding up.* **Distinguished 3:** *I enjoyed all the lectures today I think maybe it was because it was Friday today but overall everything today was just on another level, the weather, the lecturing and people seemed so happy I don't know why, but it was nice seeing everyone chatting with one another.* **Distinguished 5:** *Dear Diary,*

So my first day back. I haven't had much time to write we busy doing renovations and the house is a mess. But good news is I feel much better and happier than before. I'm just taking it day by day not over thinking anything. But truthfully I have been thinking about my ex a lot and he has messaged me, called me but I can't respond. No wait, I don't want to respond. **Distinguished 7:** *Most of my day was a complete and utter waste. It started out lazy, boring, and not to mention bad. However, later today, I*

ran into an old colleague of mine from high school. We spoke and caught up. It was great to see her again. The bad faded away and happiness overwhelmed me. Nonetheless, although my day started out as a bad dream, I managed to share good memories filled with joy and happiness that made my day better.

We see from the noticeable students that their sentence structure is not perfect but it makes sense. We even notice a funny touch to their entries. In the beginning stage, they were not able to include a joke in their writing. There is also definite dialogue writing taking place with the author. We notice that some of the students even answered their own questions that they wrote down in their journals. I notice some sense of confidence in their writing, and they are really letting the reader in to their thinking process. We notice various emotions of hope, sadness, joy and love. Distinguished student 7 even managed to use a conjunction "nonetheless". By now the students had worked through quite a few grammar worksheets that I gave them to assist them in their writing and help improve their sentence structure. I knew that the grammar and punctuation worksheets were helping them because their sentences had improved as seen in the excerpts above.

3.7.2 Summing up the Analysis of the Summary of the Article

At this juncture, I wish to point out that the students appear to have constructed their discursive "selves" in attempting to link their understanding with the understandings of the text they had read and responded to it by writing. In light of what they have done, their learning in a second language appears to have progressed as a control process of the semiotic clues (spelling, sentence structures) offered by the foreign or second language, which leads to the very fact that the text indicates their capacity to appreciate the provisionality of the meanings that they related to others and to themselves (Vygotsky, 1978; Rosenblatt, 1978, 1995; Kramsch 2000: 133-135). The content that evolved through their writing has not only evidenced their pleasure in responding by writing but has also indicated their increasing ability to step into the role of the writer.

3.7.3 Data from the Second Course-Based Exam

I will now present the data from the second course-based exam in terms of percentage and with reference to the exam criteria discussed earlier.

The final exam consisted of the following:

1. Write a research paper exam based on three articles.
2. Supply your own title for the research paper.
3. Write an abstract.
4. Discuss all three articles in detail.
5. Provide a conclusion.
6. Compile a bibliography.

Table 11 below indicates the progress of the students' performances in the second course-based exam where I used the holistic scoring grade seen in Appendix 3.

Noticeable 1	50%	Distinguished 1	68%
Noticeable 2	50%	Distinguished 2	56%
Noticeable 3	50%	Distinguished 3	71%
Noticeable 4	50%	Distinguished 4	63%
Noticeable 5	41%	Distinguished 5	61%
Noticeable 6	50%	Distinguished 6	51%
Noticeable 7	50%	Distinguished 7	53%

Table 11: Second course-based exam results.

Table 12 presented below indicates the students' average performance during the final exam. I have once again given an overall performance aggregate of the noticeable and the distinguished group.

Final Exam	Noticeable Group	Distinguished Group
Research Paper Exam	51%	60%

Table 12: Criteria-Wise Average Performance of the Second Course-Based Exam.

Compared to the first exam, a drastic improvement occurred especially in the noticeable group. I noticed a 16% improvement in their performance in the second exam compared to the first exam. As seen in the table above, the distinguished group has shown no improvement in their grades in this exam.

The exam results of these groups suggest that the students may have developed the ability to use language as an instrument of creative and critical thought while being guided along the continuum of increased responsiveness (Kern, 2000).

The data analysis in this segment offers some support for Iser's (1978) view of reading. According to Iser (1978), a text cannot be understood or perceived completely in the way we come to perceive the merits in artistic creations such as paintings, sculptures or architectural edifices. Furthermore, as Iser (1978:108-109) suggests, the students had invested their energy in building up impressions of the texts they had read. I believe that this serves to suggest that their reading attempts signal a wandering viewpoint that characterises their understanding which is unique to their reading of texts. In the light of this discussion, the students' performance in the exam signals a wandering viewpoint of writing response. An example of this can be seen from an excerpt: "*This research paper is about the energy-efficient housing in South Africa. The problem concerning energy-efficient housing all the population in South Africa. The population facing issues concerning the high cost of energy and also the lack of it. Many meeting were organised in order to find solutions. Good propositions were made to transform solutions from all meetings to be a reality."* All the students at this stage were able to start their essays very confidently making sure the reader knew what the essay was about.

My observation from the second course-based exam was that the students definitely showed more fluency in their writing. To demonstrate this point here is an excerpt from a noticeable student: **"***This report will discuss the way projects has been planned in order to have energy efficient for the future. Electricity has become a major problem to those who can't afford it. However the research has shown that, the way we use it can affect the environment and our country.*

The report gives more solution of how we can save electrical by turning off what is not necessary.

"South African housing market needs a new energy efficient housing technology to provide between 600 000 and one million units" Ndaba 2011. There is a different projects that are in process of how can energy efficient help in the years to come."

They made some minor errors in their writing, like spelling, grammar and punctuation. An example to demonstrate the minor errors from one of the noticeable student's: **"***All in all the are many ways in which we can save electricity or use less electricity. By switching off lights in room that are not used in the moment, use solar or heaters in winter. Electricity is one of the biggest things that we people spend on money because of how much electricity we use of not saving. My advice is to lets all save electricity*

inorder to have a better future ahead that is bright." This was the students concluding paragraph. I could not include the entire essays that they wrote, but at this stage I was very proud of the students I had worked with closely with them to improve their writing skills and they too could be proud on the improvement they made at this stage because they passed the second exam.

They understood the articles they had to read in the exams. At times, the noticeable students left out some important information which they did not include in their research paper. It is possible that the time frame for writing the exam paper was against the noticeable students because they had to complete the exam in a certain amount of time. Even though their writing had improved at this stage, they were not able to read the assigned work in the exam as fast as they would have liked to because of the language barrier. The biggest downfall or problem that L2 students face is the fact that they do not read fast enough because they do not read much. I graded their scripts using the holistic grading scale seen in Appendix 3. The students were losing marks for bad referencing, incorrect writing of the bibliography and poor quotation. Other than the above-mentioned minor errors, the content that they presented was well formulated.

3.8 Data from the Second Interview

I used the interview to elicit attitudinal data from my students, which might point to the following:

1. A deep sense of involvement and engagement with their surroundings along with a deep sense of personal enrichment accruing from it.
2. The cognitive, affective and actional dimensions in their response signaling a literacy awareness in them.

The interview consisted of twenty-one questions in total. I administered the first eleven questions in the pre-data-collection process (as mentioned earlier) and the remaining ten questions in the post-data-collection process. As with the discussion of the first interview questions, I have only selected a few interview questions and answers from students that are relevant, to bring my points across. These interviews were conducted in a semi structured manner as mentioned earlier. I will present the interview data by question and with reference to the ability of each student. This entry is verbatim, I never changed the wording from the students in italics. I will knit pick some questions and answers given by the students in the second interview. When asked how they felt about the writing exercises I gave them

to work on their own, some of the responses were that: Noticeable 1: *Easy, simple. Still confused with colons.* Noticeable student 3: *Helped me a lot. Learnt new words, which I never knew before. Feel that I can explain better now.* Most of the participants gave similar answers. The point is that students are able to do grammar and punctuation worksheets on their own. As teachers we need to motivate our L2 university students. I do believe that many of them want to improve in their writing skills, they just need the proper motivation.

When asked how they felt about writing in the journal some of their responses were: Noticeable 1: *At first just started writing. Started writing nonsense. Couldn't think of what to write. Was challenging, was the first time to write in a journal.* Noticeable 3: *Feel good. Helped me to remember things that happened during the day.* Noticeable 4: *At first didn't like writing in it. It helped sometimes when I was confused. Made me more honest to myself in writing than talking to another person. Feels like I understand myself better.* Distinguished 1: *Felt good about writing in the journal. Sometimes made sacrifices. Enjoyed writing, but at the same time anxious writing in a book that exposed myself. Wrote what I thought and felt. Had fun writing in the journal.* Distinguished 2: *It was good, helped him discover myself. Seeing it like a mirror. Re-read then surprised at how I felt.* Distinguished 3: *It was fine, it was the first time to write in a journal. The beginning was boring, but at the end liked writing in it.*

I do believe that with the right motivation from educators to do journal entry students will enjoy it and see the advantage of writing in the journal once they see results. For example, the improvement of their writing. Maybe teachers can let the learners do journal entry at the start of the lesson for five minutes, so that they can get into a routine of writing in a language that is not their home language.

When asked how they felt about the writing exercises given to them. Some of their responses were as follows:

Noticeable 1: *Challenging but manageable.*

Noticeable 2: *Easy, simple. Still confused with colons.*

Noticeable 3: *Helped me a lot. Learnt new words, which I never knew before. Feel that I can explain better now.*

Most of the responses of the noticeable students were positive and they acknowledged that the worksheets had helped them in their writing. With

the response of noticeable student 2, I think most people are confused with colons. It is a punctuation that takes practice to get right.

Distinguished 1: *See what I missed out at high school. Looked up meaning of words. High school had no real exercises.*

Distinguished 2: *It was good. It helped in writing. Expressed myself in writing what I thought and felt.*

Distinguished 3: *Felt it was helpful and the examples helped me understand what to do.*

Like the noticeable students the distinguished students also thought the grammar and punctuation worksheets that they had to work on their own, really assisted them. Distinguished student 1 even mentions that they could see what they missed out in high school which really helped them. They even thought that the worksheets assisted them in expressing themselves better.

When asked how they felt about writing in the journal. Some of their responses were as follows:

Noticeable 1: *At first just started writing. Started writing nonsense. Couldn't think of what to write. Was challenging, was the first time to write in a journal.*

Noticeable 3: *Feel good. Helped me to remember things that happened during the day.*

Noticeable 4: *At first didn't like writing in it. It helped sometimes when I was confused. Made me more honest to myself in writing than talking to another person. Feels like I understand myself better.*

We get a sense that when they started writing in the journal, it was challenging because they did not know what to write about, but after a while of doing it on a regular basis, we get a sense that they enjoyed writing in the journal. We even see a comment of their journal entry making them feel good and gave them clarity about what was going on in their own lives. Without them knowing it, their English writing was improving because their journal entry was done in English.

Distinguished 1: *Felt good about writing in the journal. Sometimes made sacrifices. Enjoyed writing, but at the same time anxious writing in a book*

that exposed myself. Wrote what I thought and felt. Had fun writing in the journal.

Distinguished 2: *It was good, helped me discover myself. Seeing it like a mirror. Re-read then surprised at how I felt.*

Distinguished 4: *It was fine, it was the first time to write in a journal. The beginning was boring, but at the end liked writing in it.*

As the noticeable students we see that the distinguished students too enjoyed writing in the journal. The one student felt a bit uncomfortable as they were exposing themselves to a stranger, but once they realised that they can truly trust me with the information they wrote in the journal they had this tremendous sense of freedom with the information they were including in their journals. If we look at distinguished student's 4 comment "…beginning was boring, but at the end liked writing in it." That is what every language teacher should strive to achieve when teaching their students to write. We want our students to develop a love of writing whether it is a creative writing essay or an academic essay, students must find joy in it. When I asked then whether their ideas about expressive writing had changed during this time that they spent writing in the journals and doing the various tasks. Some of their responses were as follows:

Noticeable 2: *Yes, now I write what I see. Used to think what was naturally, before people didn't get what I wanted to say.*

Noticeable 4: *Yes, more description about feelings and the way I feel about certain things. More emotion in my language.*

Noticeable 5: *Helped me to think more, feel more comfortable writing now.*

From the responses given we see that the students definitely had a better understanding of what expressive writing is and they also acknowledged that their writing had improved by using descriptive words and that there was more emotion in their language when writing in English.

Distinguished 1: *Yes, always keen for the ideas. After writing down stuff, comes back / pass by. Lots of people similar to me. Used it by using other news and people, but writing about myself.*

Distinguished 2: *See some changes. See mistakes and what I was doing wrong.*

Distinguished 3: *Yes, as a Xhosa speaking person normally speaking Xhosa, during that time to write in English or at least exposed myself in English*

Like the noticeable students, the distinguished students also noticed some difference in their writing. The one student was even able to see the mistakes more clearly now when writing. One of the students even noticed that they were able to use the news and other people to write about themself. Distinguished student's 3s answer was interesting because he acknowledged his identity and that for isiXhosa people it was not normal to expose themselves as he did in his journal writing. However, I assumed that he realised that by exposing himself the way he did, it helped him improve his English writing skills.

I then asked them what the main thing was they learned about writing. Some of their responses were as follows:

Noticeable 1: *Learnt to write. Learnt to express myself in writing. Learnt new vocabulary.*

Noticeable 2: *Learned to open up and not to judge people. Writing can be easy if you put your mind to it. Write down what you feel.*

Noticeable 3: *Meaning of words.*

The noticeable students gave some very interesting responses as they acknowledge that they learnt how to write in English, they learned knew vocabulary. One of the student's even mentioned that "writing can be easy if you put your mind to it". With some assistance to helping our struggling students to write, writing can be easy.

Distinguished 1: *Felt Afrikaans easier. Some things in Afrikaans caught my attention. Write whatever you want. Conform to the rules in language. Pick-up mistakes easily. Want everybody to read it. Help if most people could read it.*

Distinguished 2: *Learnt how to write without making too many mistakes. Instead of talking about a problem with anybody, you can figure it out yourself.*

Distinguished 3: *How to make a sentence, use comma's, adjectives, nouns, etc.*

The distinguished students' comments were a bit more controversial. I have no idea why the student thought Afrikaans was easier, since they were only writing in English at the university.

It is possible that the student felt Afrikaans language was easier because it does not have all these grammar rules to follow. You can write Afrikaans the way you speak it, unlike in English.

However, the student does mention that they were able to notice their mistakes easier in writing, which they could not do before. The other student mentioned that they were making less mistakes and they were able to use comma's, adjectives, nouns etc.

When asked what kind of feedback they were expecting from me. Some of their responses were as follows:

Noticeable 1:

Noticeable 2: *Wanted more motivation.*

Noticeable 3: *Would have preferred verbal feedback. Would also have like more written feedback.*

Distinguished 1: *Would have like to know how to improve writing more or how to write it properly. Wanted more feedback.*

Distinguished 2: *Wold have like to learn how to think.*

Distinguished 3: *Didn't feel that I got enough feedback. Definitely did learn from the feedback that I got.*

Both the noticeable and distinguished students basically gave similar answers in that they wanted more written or even oral feedback. These comments were an eye opener for me and made me realise that I need to give more feedback to my students to assist them in improving their writing. Sometimes as teachers when we have classes of over 250 students, we tend to give rather vague feedback to the students because we want to get the marking done, but I realise that I need to put more effort in my feedback, and they would have appreciated it more.

My data analysed so far serves to illustrate the process characteristics of writing. The openness and exploring in the writing shown by the students could well be attributed to an absence of tension that is usually associated with linearity and conventional structures of discourse. I had observed that

earlier preoccupation with conventionality might limit and hinder understanding, thereby diminishing fully or partly the meaning potential available to the language user (Himley in Lawson; Ryan and Winterowd, 1989: 18). I hope to address these issues further in the next chapter.

3.9 Summary of the Analysis of the Second Course-Based Exam and Second Interview

My data from students' writing analysed thus far appears to confirm all the issues I discussed regarding the students' writing. The autobiographical experiences featured in students' writing reinforce and support my previously expressed views, namely that writing about things that are personal for the student was not an easy task for them to engage in, yet they took on the challenge. For most of the students, this was the first time that they had written an autobiography. This is known from the responses that they gave in the first interview to the question of whether they had ever written autobiographies. I noticed a subtle flow in their sentence structures, with minor spelling, grammatical and punctuation mistakes. My impression was that the distinguished students enjoyed writing their autobiographies. As mentioned earlier, it appears that the distinguished students shocked themselves with their writing because their mistakes were minimal when they got their exam scripts back.

 I believe that writing about meaningful themes has offered them ample scope to use their writing to indicate a growing relationship between their use of language and the world it represented (Sivasubramaniam, 2004). I assigned these writing tasks mainly to get data that was focused so that the participants could reflect on their understandings and attitudes towards L2 writing, based on their real experiences of meaningful literacy instruction. Even though the second course-based exam was challenging, my view was that the students addressed it with a lot more confidence. My semi-structured interviews gave me the flexibility to ask further questions related to each student's perception. In the following chapter, I wish to address these issues in more detail.

3.10 Conclusion

The data analysis presented as a narrative in this chapter constitutes my attempts to walk in my students' shoes and see things from their point of view. The data analysed thus far, with reference to my research investigation, not only encompass the phenomenon called expressive writing but also lays

the groundwork for interpreting the writing that developed along a continuum of time and responsiveness in my "narrative".

However, I wish to make the following observations as a way of summing up my data analysis:

a) The two ability groups appear to share assumptions, goals and knowledge in regard to their reading of texts of an evolutionary nature (for example the text about the Indian female who was killed) and writing about it as a meaningful enterprise. This might be likened to Fish's (1980) "interpretive communities" in which students share opportunities to respond and explore meaning. The students featured in my study not only displayed an increasing capacity for "responses" and expressiveness but also confidence in their writing.

b) My data indicates a deepening of personal response, in other words, maturity in terms of writing performance as the noticeable and distinguished groups moved along the continuum of increased responsiveness. It is apparent from my data that the students have been able to develop their way of thinking that characterises their capacity to interpret as maturing writers.

Overall, the data analysed in this chapter supports my conceptualisation of learning to write, in which my students attempted to learn to write as a lived-through experience. In doing this, they found it motivating, nonthreatening, rewarding and educating to engage with the "ideational content" (Kramsch, 1998: 24) of texts of an evolutionary nature and to reconstruct their world and their "selves". Their bold attempts to read texts concerned with daily living and write about it evidences their endeavours to learn to write by actualising the "affordances" (van Lier 2000: 252) and the "semiotic resources" (Kramsch, 2000: 152) afforded by these texts and their affective learning environment, which lead to the endeavour that conferred agency and subjecthood on them. Most importantly, they helped themselves to appreciate and believe the immediacy and primacy of the meanings and the knowledge that they created through the use of writing. In this respect, their writing has not only become "their own" or "authentic" but has also become a valuable creation in the context of study as it is "eminently aesthetic" by virtue of being plausible and permeable (Kramsch, 2000: 152).

In the following chapter, I propose to look closely at my students' writing ability and discuss how with the use of texts of daily living/evolutionary nature, they were able to develop their writing ability and help them to gain confidence in themselves and their writing, whereby they could actually

develop a love for writing. I will also discuss how their writing has developed over the various stages, which I have mentioned in this chapter. Given the possibility to answer questions freely as seen in this chapter, I wish to look at the possibility of allowing the student to develop some kind of curriculum in English where they get to express their freedom in writing. Researchers often mention that writing is a complex experience and I wish to address this matter in my next chapter. I also believe that the semi structured interviews conducted with my students have given me an indication of how I can improve as a language teacher.

3.11 References

Allwright, D. and Bailey, K.M. 1991. *Focus on the Language Classroom*. Cambridge: Cambridge University Press.

Alosaimi, M.S. 2014. "A Consciousness Raising Exercise in Meaningful Literacy: ESL Female Teachers' Perspectives and Recommendations". Master's Thesis Unpublished. Indiana University of Pennsylvania.

Archibald, A. 2001. "Targeting L2Writing Proficiencies: Instruction and Areas of Change in Students' Writing over Time". *International Journal of English Studies*. Vol.1. No.2. pp.153-174.

Arnold, J. (Ed.).1999. *Affect in Language Learning*. Cambridge: Cambridge University Press.

Auerbach, E.R. 1999. "The Power of Writing, the Writing of Power: Approaches to Adult ESOL Writing Instruction". *Focus on Basic 3* (D). Retrieved August 15, 2007, from http:www//ncsall.net/?id+341

Bailey, K.M. and Nunan, D. 1996. "Introduction". In Bailey, K.M. and Nunan, D. (Eds.) *Voices from the Language Classroom*. Cambridge: Cambridge University Press. Pp. 1-10.

Barnier, A J., Sutton, J., Harris, C. B., and Wilson, R. A.2008. "A conceptual and empirical framework for the social distribution of cognition: The case of memory". *Cognitive Systems Research*.Vol. 9.pp. 33-51.

Brumfit, C. 2001. *Individual Freedom in Language Teaching*. Oxford: Oxford University Press.

Bruner, J. 1993. "The Autobiographical Process". Ed. R.E. Folkenflik. *The Culture of Autobiography. Constructions of Self-Representation*. Stanford, CA: Stanford University Press.

Byram, M. and Fleming, M. (Eds.).1998. *Language Learning in Intercultural Perspective*. Cambridge: Cambridge University Press.

Byrnes, H. (Ed.). 1998. *Learning Foreign and Second Languages*. New York: The Modern Language Association of America.

Canagarajah, S. 2021. The shifting significance of creative writing in composition pedagogy. (In press)

Carroll, J. 2018. "Evolutionary literary theory". DOI: 10.1002/9781118958933.ch34. https://www.researchgate.net/publication/324563383 [Accessed April 2018]. 425-438

Chamcharatsri, P. B. 2013. "Emotionality and second language writers: Expressing fear through narrative in Thai and English". *L2 Journal, 5*(1), 59-75.

Clifford, J. 1988. *The Predicament of Culture.* Cambridge, Massachusetts: Harvard University Press.

Conway, M., and Pleydell-Pearce, C. W. 2000. "The Construction of Autobiographical Memories in the Self- Memory System". *Psychological Review. 107.* Pp.261-288.

Corcoran, B. and Evans, E. (Eds.) .1987. *Readers, Texts, Teachers.* Portsmouth, New Hampshire: Boynton/Cook.

Doll, W. Jr. 1993. *A Post-Modern Perspective on Curriculum.* New York: Teachers College Press.

Donato, R. and McCormick, D. 1994. "A Sociocultural Perspective on Language Learning Strategies: The Role of Mediation". *The Modern Language Journal.* Vol.78. No. 4.pp 453-464.

Eakin, P. J. 1985. *Fictions in Autobiography: Studies in the Art of Self Invention.* Princeton: Princeton University Press.

Fernsten, L. 2008. "Writer Identity and ESL Learners". *Journal of Adolescent & Adult Literacy.* Vol. 52(1). pp.44-52.

Fish, S. 1980. *Is There a Text in this Class? The Authority of Interpretative Communities.* Cambridge, Massachussetts: Harvard University Press.

Flower, L. 1988. "The Construction of Purpose in Writing and Reading". *College English.* Vol.50. pp.528-550.

Freire, P. and Macedo, D. 1987. *Literacy: Reading the Word and the World.* Connecticut: Bergin and Garvey.

Halliday, M.A.K. 1999. "Language teaching and linguistic science: a new look at an old question". *SPELT Journal* [Society of Pakistan English Language Teachers] 14.4. pp.2-11.

Hanauer, D. I. 2012. "Meaningful literacy: Writing poetry in the language classroom". *Language Teaching.* Vol.45(01), 105-115.

Harbus, A. 2009. "Written Autobiography as a Source of Influence on Autobiographical Memory". *ASCS09: Proceedings of the 9th Conference of the Australasian Society for Cognitive Science.* Pp.126-130.

Holmes, V.L. and Moulton, M.R.1997. "Dialogue Journals as an ESL Learning Strategy". *Journal of Adolescent & Adult Literacy*. Vol.40. No.8. pp.616-621.

Howarth, W.L. 1974. *New Literary History. Changing Views of Character*. The Johns Hopkins University Press. Pp.363-381.

Iser, W. 1978. *The Act of Reading: A Theory of Aesthetic Response*. Baltimore, Maryland: Johns Hopkins University Press.

Jacobs, H. L., Zingraf, S. A., Wormuth, D. R., Hartfiel V. F. and Hughey, J. B. 1981. *Testing ESL Composition: A Practical Approach*. Rowley, Massachusetts: Newbury House Publishers.

Jones, P. 1991a. "The Various Benenfits of Dialogue Journals". In J.K. Peyton and J. Staton (Eds.). *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English*. Englewood Cliffs, NJ: Prentice Hall Regents. Pp. 102-126

Kern, R. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.

Kohonen, V., Jaatinen, R., Kaikkonen, P. and Lehtovaara, J. 2001. *Experiential Learning in Foreign Language Education*. Harlow: Longman.

Lantolf, J.P. (Ed.). 2000. *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

Lapidus, A., Kaveh, Y. M., and Hirano, M. 2013. "ESL Teachers/ ESL students: Looking at Autoethnography Through the Lens of Personetics". *L2 Journal.* Vol.5(1). pp. 19-42.

Lawson, B., Ryan, S. S. and Winterowd, W. R. (Eds.).1989. *Encountering Student Texts.* Urbana, Illinois: NCTE.

Lichtman, M. (Ed) 2010. *Understanding and evaluating qualitative educational research*. Thousand Oakes, CA: Sage publications.

Lightbown, P. M. and Spada, N. 1999. *How Languages are Learned (2nd edition)*. Oxford: Oxford University Press.

Lui, J. 2008. "L1 Use in L2 Vocabulary Learning: Facilitator or Barrier?" *International Education Studies*. Vol.1 No.2. pp. 66-70.

McKenna, S. P., Cook, S. A., Whalley, D., Doward, L. C., Richards, H. L., Griffiths, C. E. M. and van Assche, D. (2003). "Development of the PSORIQoL, a psoriasis-specific measure of quality of life designed for use in clinical practice and trials". *British Journal of Dermatology*, 149, 323–331. doi:10.1046/j.1365-2133.2003.05492.x

McLean, K. C., Pasupathi, M., and Pals, J. L. 2007. "Selves Creating Stories Creating Selves: A Process Model of Self-Development". *Personality and Social Psychology Revie.* Vol.11. pp. 262-278.

Park, G. 2013a. "My Autobiographical-Poetic Rendition: An Inquiry into Humanizing Out Teacher Scholarship". *L2, Journal 5*(1). 6-18.

Park, G. 2013b. "'Writing is a way of knowing': Writing and identity". *ELT Journal. Vol.67*. 336-345.

Parrish, P.E. 2004. The trouble with learning objects. *Educational Technology, Research & Development. Vol. 52*(1). 49-67.

Pasupathi, M and Mansour, E. 2006. "Adult age differences in autobiographical reasoning in narratives". *Developmental Psychology*. 42(5): 798-808.

Pavlenko, A.1998. "Second language learning by adults: Testimonies of Bilingual writers". *Issues in Applied Linguistics*. Vol. *9*(1). 3–19.

Perl, S. 1980b. "Understanding composing". *College Composition and Communication*. Vol. 31, 4. Pp.363-369.

Polkinghorne, D.E. 1988. *Narrative Knowing and the Human Sciences*. Albany, NY: State University of New York Press.

Porter, P.A., Goldstein, L.M., Leatherman, J. and Conrad, S. 1990: "An Ongoing Dialogue: Learning Logs for Teacher Preparation". In Richards, J.C. and Nunan, D., editors, *Second Language Teacher Education*, Cambridge: CUP. Pp. 227–40.

Rose, M. 1980. "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitive Analysis of Writer's Block". *College Composition and Communication*. Vol. 31. Pp.389–401.

Ricci, L., Lanfranci JB, Lemetayer, F., Rotonda, C., Guillemin, F., Coste J and Spitz, E. 2019. "Qualitative methods used to generate questionnaire items: A systematic review". *Qualitative Health Research*. 29 (1): 149-156.

Rosenblatt, L. 1978. *The Reader, The Text, The Poem: The Transactional Theory* o*f the Literary Work.* Carbondale, Illinois: Southern Illinois University Press.

Rosenblatt, L. 1995. *Literature as Exploration*. New York: The Modern Language Association of America.

Rosenblatt, L. (1989). "Writing and reading: The transactional theory". In J. M. Mason (Ed.) *Reading and writing connections* (pp. 153-176). Boston: Allyn & Bacon.

Rubin, D. C., and Greenberg, D. L. 2003. "The Role of Narrative in Recollection: A View from Cognitive Psychology and Neuropsychology". In G. D. Fireman et al. (Eds.), *Narrative and Consciousness: Literature,* P*sychology and the Brain*. Oxford: Oxford University Press.

Smith, F. 1982. *Writing and the Writer*. Oxford: Heinemann Educational Books.

Sivasubramaniam, S. 2004. "An Investigation of L2 Students's Reading and Writing in a Literature-Based Language Programme Growing Through Responding". Unpublished PhD Thesis, University of Nottingham, Nottingham, U.K.

Tollefson, J. 1989. "Educating for Employment in Programs for Southeast Asian refugees: A review of the research." *TESOL Quarterly*. Vol. 23. No. 2. Pp. 337-343.

Vanett, L. and Jurich, D. 1990. "The Missing Link: Connecting Journal Writing to Academic Writing". In J.K. Peyton (Ed.), *Students and Teachers Writing Together: Perspectives on Journal Writing.* Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Voit, M. 2009. "Do dialogue journals with recasts improve the writing skills for adult learners with limited literacy skills?" Master of Arts in ESL. Hamline University. Saint Paul.

Minnesota. Vygotsky, L. 1978. *Mind in Society: The Development of Higher Psychological Processing*. Cambridge, MA: Harvard University Press. Reprint with an Introduction by M. Cole, J. Steiner, S. Schribner and E.Souberman. 1978.

Wertsch, J.V. and Sohmer, R. 1995. "Vygotsky on Learning and Development". *Human Development*. Vol.36. No.6. pp. 332-337.

Willett, J. 1995. "Becoming First Graders in an L2: An Ethnographic Study of L2 Socialization". *TESOL Quarterly*. Vol. 29. No. 3. Pp.473-503.

CHAPTER FOUR

DISCUSSION AND INTERPRETATION
OF FINDINGS

"We cannot teach students to write by looking only at what they have written. We must also understand how that product came into being, and why it assumed the form that it did. We have to try to understand what goes on during the act of writing …if we want to affect its outcome. We have to do the hard thing, examine the intangible process, rather than the easy thing, and evaluate the tangible product" (Hairstone, 1982: 84).

This line of research has taught me a great deal not only about the attitude of writers' and their behaviour towards writing but also about the constraints that tend to influence these attitudes and behaviours enthralled with writing.

4.1 Discussion of Findings

Even though I administered four tools to collect my data—journal entries, various writing tasks, course-based exams and interviews—the main data for my study was piloted by analysing the participants' responses to the interviews, autobiographical writing, various writing tasks and journal entries. In this chapter, I set about understanding my interpretation of the data. I was only able to accomplish this by acknowledging that my study needs to supersede "my philosophical beliefs underlying my research and interpret findings in terms of a 'commonsensical' experience" (Sivasubramaniam, 2004).

Given my choice of methodology in this study and my underlying philosophical analysis, I analysed the raw data in a different way that complemented my study. Ergo, I acknowledge that the analysis of the raw data was conducted in a rather unconventional and idiosyncratic manner in light of the uniqueness and strength of my thesis culture. My intention was to present the data in a nonconformist way, giving it a sense of novelty that I attempted to develop in my study.

My aim was to re-examine the way awareness, thinking and interpretation of data were being viewed by researchers. Hence, I veered towards a lot of reflection about my study on possible solutions to assist my students in improving their academic writing. With that purpose in mind, this chapter will be focusing on how we can assist students' academic writing. My intention in this chapter was to ponder on and put into practice a higher level of understanding through interpretation. This chapter discusses the following concerns in order to reinforce my research perspective: reinforcing constructivist research, the reasoning behind the discussion of my findings and parallelism for the discussion of findings.

4.2 Reinforcing Constructivist Research

In the previous chapter, I presented the data analysis in a narrative format "through which socially constructed realities, local generalizations, interpretive resources, knowledge, intersubjectivity, reasoning, assumed substance and prominence" prevail upon (Denzin and Lincoln, 1998). By using this form of analysis, I was able to share my experiences and insights with my readers and I was also able to steer my investigation within the process as well as give my research a more human experience. I intended to locate meaning between language and experience that could reach out to the reader about the reality of the setting and situation as I understood it. With this purpose in mind, I was hoping to bring across to the reader what I claim to know.

4.3 The Storytelling of Students

The reality is that all knowledge is a point of view. Hence, from an ethical point of view as a researcher, I am inclined to reinforce my stance on my findings in this study. Thus, for this chapter, I took on a storytelling of students' writing as they experienced their journey of writing.

Denzin and Lincoln (1998: 160) illustrate this perspective:

> We imagine, therefore, that in the construction of narratives of experience there is a reflexive relationship between living a life story, telling a life story, retelling a life story and reliving a life story. As researchers, we are always engaged in living, telling, reliving and retelling our own stories. Our narratives of experience as Jean and Michael are always going ones. We live our stories in our experiences and tell stories of those experiences and modify them through retelling and reliving them. The research participants with whom we engage also live, tell, relive and retell their stories.

In light of this, I intend to discuss my findings as a retelling of these "response" phenomena, where I endeavour to describe, explain and theorise my students' experiences in writing. My intention in doing this was to ensure that my study will provide some kind of culmination needed to qualify itself as an artistic act of discovery and inquiry.

In a study by Sivasubramaniam (2004), it is believed that the retelling of the response phenomenon implies the usage of a hermeneutic framework to understand meaning and knowledge of interpreting the explanations of what my students have done in the context of my study. Studies have found that we have dynamic and discursive minds so much so that "our sociocultural history and the discourses available factor the need for reductionism, prediction and universals" (Vygotsky, 1978; Harre and Gillet, 1994). What this implies is that my narratives presented in the previous chapter may be viewed as an exploratory mission that harbors on my authentic experiences related to my students and their lived through engagement with the "ideational content" of writing (Kramsch in Byrnes, 1998: 24). My intention with the data was to show that my narrative simultaneously tell two stories: (1) how I believe my students made sense of their learning to express themselves through writing and (2) how their narrative of learning entangles with my epistemological, ideological and theoretical positions discussed in my study.

Against this backdrop, my students have not only attempted to relate their awareness to something/someone outside of their frames of reference, but they also used their engagement with the language to develop a capacity for expressing open-ended meanings. This can be seen in the previous chapter when they had to respond to the question of what they thought the most important English word was. I have only included three verbatim samples of each group for ease of reference. **Noticeable 1:** *The most important word in the English Language is "Peace" peace is important because without it there will be wars around the world. When a country has a peace, The popual as well benefit from it by not fighting. Love and understanding each other by helping will bring peace within us and world will be in peace.* **Noticeable 2:** *The most important word in the English Language is "respect". This word is important because it help considere other people despite our difference. When you respect someone, the more you are going to get something positive from that person. This word may push the world to have a new vision on how to treat people. To conclude, respect is a word that facilitates interaction between people by recognizing the potential of each other. In the world of respect, we can be able to obtain something positive from another and make easy the development.* **Noticeable 3:** *The*

most important word in the English Dictionary is "trust". Trust leads to respect and guidance. Respect becomes mutual and giving permission or allowing one to guide you through hard times. Sharing personal experiences and secrets is of the most importance and is what we, as individuals, value most. **Distinguished 1:** *Love would be the most important word in the English Language. It is a word expressed amoung all human being, in so many different ways. The feeling of being loved is greater than any other feeling, as we all long to be loved. Even in the simplest way, in the form of a hug.* **Distinguished 2:** *The most important word in the English Language is "Love". The word is important because it simbolises care, affection and respect among people. Care, affection and respect are fundamental factors or personalities that creates peace among people as well as the country as a whole. Leading to a crime free nation.* **Distinguished 3:** *The most essential word in the English language is "Love". Love helps people to support each other, it brings harmony between people and nature. When two people are in love, they respect each other and have affection for others. This is why love is important.*

Based on what my students wrote, it appears that their writing was not an "objective" linguistic production but rather a cultural production that has the ability to be "dynamic and discursive and will continue to grow" (Kern, 2000; Kramsch, 1993; Pavlenko, 1998). Their responses to what they regarded as the most important word in English gave my students something to ponder on and then come up with an answer in English. Most of their sentences make sense. We notice a spelling mistake in the excerpts above, but seldom a syntax error.

My investigation may be viewed as some kind of "metaphorised path" as it is not clear what type or kind of path my research is on. However, if we knew which pathway to take beforehand as humans the path will unfold and take shape along the way, thus we do not need to define and name the pathways in advance in their exact terms (Lehtovaara in Kohonen et al., 2001; Sivasubramaniam, 2004). For this purpose, in knowing the narrative "theoretical orientations cannot be pre-stated in the same way they are stated by experimental researchers in quantitative/rationalistic studies" (Willet, 1995; Polkinghorne, 1988; Pavlenko and Lantolf in Lantolf, 2000: 155-177).

In light of this, I view narrative writing as an established research methodology and pedagogy in L2 studies in which writing, self-exploration and reflection are interrelated fields (Alosaimi, 2014). Thus, narrative writing genres may be seen as a methodological and pedagogical tool where

an individual's lived experiences or those of his/her community may be explored (Canagarajah, 2012; Chamcharastri, 2013; Lapidus et al., 2013; Loureiro-Rodriguez, 2013; Park, 2013a; Park, 2013b). Even though there may be many studies that use narrative as a research method, researchers tend to use various expressions to conceptualise personal narrative writing such as autobiography, auto-ethnography, narrative enquiry and life history (Park, 2013b).

At this juncture, I feel that it is necessary for me to explore and explain other theoretical possibilities that relate to my hermeneutical understanding of my experience; this will also allow me to make use of additional theoretical layers in this chapter and Chapter Five, to orate about my experiences and understanding of my students' engagement with writing.

4.4 Discussion on Writing

Writing and what writers do during the writing process cannot be separated from the "social-rhetorical" situations in which writing is done (Reither, 1985, p. 621). Against this backdrop, I look at what influences writers thinking to do what they do, as well as their motives for doing what they do while writing.

What teachers do not understand is that they have a tremendous impact on the learner when they read the learner's work because all the learner's knowledge of his life and his context is invested in his writing. Teachers need to comprehend that what they already know about the student and his thinking when they read their work already allows the teacher to understand and appreciate something that may be incomprehensible to another reader.

Barrit (1981: 110) reiterates the above-referred to imply that: "Teachers who live with and within the daily situation where writing is taught have immediate, valuable information available only to outsiders after careful, extensive observation. And even then, outsiders cannot learn what teachers know". Bearing this in mind, I surmise that it will be useful for a teacher who teaches writing not only to know their students and the way the student thinks but also to prepare the student for the outside world where their work will be observed. The privilege that teachers have is that outsiders will never know what teachers know or experience when teaching students to write.

The research questions in my study embrace a process of writing by students in a language programme. This means that the students' writing constitutes the bulk of my investigation. The data analysed in the previous chapter can

attest to the effectiveness of this dynamic and its encompassing nature of my research questions, and the intrinsic nature of my data discussed in my previous chapter. Therefore, I intend to construct the interpretations integratively rather than isolatingly since everything is connected within the "story" of students' writing. My further intention is to signpost a river-like flow in my study.

4.5 Fluency in Writing

When pondering on the writing that I had observed during my research, my main observation was cognisance of the manner of expressing ideas or how the message to the reader came across in the students writing. I also noticed the students' need for vocabulary knowledge to be demonstrated in their writing (Schoonen et al., 2002, p. 4). When considering the writers' lexical knowledge and vocabulary size, which may influence the quality of their texts that they write. Hence, against the measures of lexical richness where the texts allow the student to correlate substantially with holistic ratings, may be seen in Section 4.6 of Chapter Four. At this juncture, I wish to refer to a study performed by Laufer and Nation (1995), where they demonstrate that the size of vocabulary or the usage of words of different frequency bands (Lexical Frequency Profile) and composition rating are highly intercorrelated. Implying that should the student have limited lexical resources, then they had reduced possibilities of expressing their ideas in writing. Very often writers' ideas are not just expressed in single words, but grammatical structures also need to be considered which indicates a relationship between the constituents in a clause and for this reason, writers must have grammatical knowledge for them to connect the words to proper clauses and sentences (cf. Grabe and Kaplan, 1996).

When it comes to language-related knowledge, writers need to have a (metacognitive) knowledge of what exactly is a "good text" and which writing strategies would be most successful when dealing simultaneously with all the constraints of writing a text poses. Metacognitive knowledge as defined by Pintrich (2002, p. 219) "involves knowledge about cognition in general, as well as awareness of and knowledge about one's own cognition". A study by Schoonen and De Glopper (1996) found that proficient writers have some form of "declarative knowledge" about writing compared to less proficient writers. And that proficient writers may be inclined to have a different perception of what is important for a text to be adequate and that they also focus more on the organisation of the text than poor writers (less proficient writers) who focus more on the mechanics and layout of the text

(Schoonen, et al., 2002: 5). All the above-referred to relates to skilled and less-skilled writers (see Chapter Two) which I have discussed in my study so far. I acknowledge that I have not labelled my participants as skilled or less-skilled but rather metaphorically labelled them as noticeable and distinguished (Chapter One) to analyse the data and discuss the responses. I viewed the noticeable student as the less-skilled writer and the distinguished as the skilled writer.

I now will discuss and interpret the issues that constitute fluency in writing, and this necessitates a discussion of the first research question proposed:

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

As in a study conducted by Sivasubramaniam (2004), I intend to incorporate and propose a similar "bipolar approach" for the purpose of discussion, which will refer to two orientations of teaching and learning:

- Factualist orientation
- Constructivist orientation

My usage of these two orientations helped to strengthen the discussion of my research. By using these orientations, I intend to exhibit the usage of evolutionary literary texts connected to nature/daily living in the investigation promoted fluency in writing and learning through understanding and response. Furthermore, I expect that my discussion will serve to explain the occurrence/prevalence of motivation and achievement in second language learning.

4.5.1 A factualist orientation

A factualist orientation is based on students understanding of the facts of a text as well as their understanding of what they produce during writing, while reading a text.

In other words, a factualist orientation in L2 classrooms encourages a teacher-centred approach to language learning, thereby encouraging a "transmission model" of teaching. This form of teaching may be viewed as a self-referent position of the teacher as "the correct-answer guru" and the absence of an educational need for negotiated answers. In other words, in such a situation, the learning environment where being correct may be seen as the only form of uniformity may also be viewed as an educational priority

imposed by an institution (Marshall, Smagorinsky and Smith, 1995). In a transmission model, where the activities imposed on the students may be seen as a coherent whole, it means that there are very few opportunities for the teacher to discuss with the students why they are being asked to do certain tasks. In such an instance, the students are left with no alternative but to veer into "survival orientation" (Breen, 1987: 26). In such a situation, my observation is that the students perform the tasks because the teacher expects them to complete them which means that it might not be possible for them to feel either involved or engaged with the tasks. Furthermore, the task might exacerbate their anxiety and demotivation. It is very likely, in this situation, that even the brightest student in a class will feel demotivated by the orientation. The survival orientation referred to in this section of the discussion, can serve as a corollary to the factualist orientation.

My own teaching experience suggests that L2 classrooms often turn into breeding grounds for student anxiety and reticence which not only demotivates the student from learning but also frustrates the teacher in his/her efforts to teach. Anxiety is associated with a feeling of failure or loss. In L2 classrooms anxiety becomes "a profoundly unsettling psychological proposition" (Guiora, 1983: 8). What this implies is that negative emotions such as fear, embarrassment, self-doubt and boredom hampering progress in L2 development is not new (Dewaele, et al., 2018: 678). Krashen (1982: 9) argued that every learner has an affective filter that determines "the degree to which the acquirer is 'open'". Krashen attributed the idea to Dulay and Burt (1977) who explained that when the filter is "up", a learner's understanding and processing of language input is reduced. To take learners' filters down, teachers were encouraged to spark interest, provide low-anxiety environments and bolster learners' self-esteem (Krashen, 1982, p. 10). In a study conducted by Garcia (2014), engagement is seen as an intrinsic part of such interaction as a result of motivation and social interest for professional achievement (Stoykova, 2013).

In section 3.7 of Chapter Three, my students first discussed the article as a class and then wrote a summary of what the article was about. My observation with this kind of interaction was the motivation for my students to enjoy writing the article. The topic of rape and its causes was of so much interest to the students that you can see from their responses some of them also gave their own opinion on it. Contrary to their performance in the very first course-based exam, (see Appendix 1) where more teacher-centred work was done, they did not perform that well. This meant that the students' grades dropped. Admittedly, most of the students tackled the summary in this exam with some difficulty in their sentence structures, as seen in

Appendix 1. My impression was that their way of expressing themselves in the first exam was very poorly executed.

4.5.2 A Constructivist Orientation

A constructivist orientation is based on teachers providing the structure for discussions, initiating beginnings, conclusions and topic shifts in the classroom (Breen, 1987). What this implies is that students may bring their own knowledge and language to the information and tasks in the class. By doing this, the student constructs their characteristics from texts and tasks, which may empower them (Sivasubramaniam, 2004). By implementing this form of teaching, the student understands the purpose of taking part in activities and tasks in class. This leads to the "how" and "why" of all that they do to influence them into adopting an "achievement orientation" (Breen, 1987: 26). Teachers should be cognisant of the fact that they are the driving force that motivates the student "by focusing on a constructivist approach with respect to the instructional practices and procedures they use in their classrooms" (Gordon, 2009; Keaton and Bodie, 2011; Sivasubramaniam, 2011). Broadly speaking, both ability groups in my research were beneficiaries of the achievement orientation. This, in general, is attested to by the journal entries and class assignments which can be seen in sections 3.5, 3.6.1.1, 3.6.1.2, 3.7.1 in Chapter Three. My observation was that having the possibility to write about topics that were of interest to them, gave the students the confidence and freedom to write, knowing that their writing is not being scrutinised for grammar correction and punctuation. In the journal entries, I observed that my students really showed some form of freedom concerning their emotions and that they were not shy to write about how they felt. This can be seen in their journal entries in the previous chapter.

4.5.3 The Interconnected Issues of Fluency, Proficiency, Response and Learning

The discussion thus far has addressed how an achievement orientation emanates from a constructivist epistemology. I have looked at how and why the students would approach a writing task the way they did. For example, when the writing task was a more personal response, like a journal entry, the student projected some form of freedom in their writing. However, when it was academic-based, the student was a bit hesitant in their writing. Looking at the interrelated and interconnected issues of fluency, *response* and learning that my research set out to explore, I am inclined to view my research in terms of a "philosophy of conflict" (Kramsch, 1993: 1) in other

words, I veered away from the traditional view of language teaching which seeks to express universal meanings (Sivasubramaniam, 2004).

4.5.4 Overcoming Demotivation

During the L2 writing process of writing which may be daunting in an academic environment, I found that the only way for my students to improve their writing was to keep writing—with enough practise they will improve in their academic writing. School teaching in South Africa is based on an interventionist approach to language teaching; however, there appears to be a failure to provide convincing explanations as to how to establish a link between linguistic forms and social structure. What this implies is that at the schools they have ignored the interactive, creative, constructive and differential aspects of language use. Most of the language teaching at the schools in South Africa is so focused on improving the surface features in writing those other aspects such as being creative and working on the student's confidence in writing in a language that is not their home language have become very strenuous for the child.

I believe this may have brought about a kind of language teaching and learning characterised by the reluctance of teachers to let their students interpret and construct their own social realities, which could lead to a reason for the anxiety and demotivation perceived in L2 classrooms. I surmise that the reason for teachers taking on this stance towards teaching has to do with the fact that they have a set syllabus which they need to complete, and this does not leave them with much room to explore with too many other pedagogical methods.

Coming from a background of set methods and materials given to the students in my study, they functioned under these set ways imparted to them from school. By becoming an innovator of reality, my students have rejected an objective method of writing in their search for meaning and have learnt to view writing as an instrument of empowerment. This kind of empowerment referred to here can be seen in their autobiographical writing (Chapter Three, 3.6.2).

Teachers have to realise that "writing as a way of knowing" (Park, 2013b), reveals that when adult English Second Language (ESL) students' writing deals with their lived experiences, it can provide them with a platform to unfold their life histories. In a study by Alosaimi (2014), it was revealed that ESL writers can become empowered as L2 authors because the act of writing "embodies writing as situated, social, and political practice offering

new writers in English an opportunity to find power and legitimacy in a new language" (Park, 2013: 344).

My data analysed in Section 3.6.2, autobiographical writing and 3.7.2, summary of the article as seen in the previous chapter might help explain, by using elaborative processing, that the students learnt to apply new information to their own lives in order to relate meanings to experience. This meant that in practice, their reading of the literature of living/evolutionary literary nature helped them translate new information into new formations while their elaborative processing helped them to conceptualise their encounters with it. I am inclined to believe that this method could help to promote a relaxed concentration in attitude towards language use. Thus, it is evident from my data referred to in my previous chapter, that the students were not affected by the pressure and stress of one right way of reading or writing.

The epistemological stance of my study was aimed at challenging the assumption that individuals and their behaviour in tasks can be controlled and objectivised. As viewed in the data thus far, my students' consciousness availed them the ability to create an imaginative environment and they were able to assign a location to that environment linked to their real world through writing. The very act referred to above is believed to have challenged the Cartesian notion that human behaviour can be explained in reductionist/predictive terms (Polkinghorne, 1988). Therefore, given the context discussed in the Introduction, such charges do not merit any attention.

4.5.5 Motivation for Writing

In a study conducted by Garcia (2014) he mentions Gongs' (1999: 17) definition of motivation, which I thought was very fitting for my study because I believe that students should be motivated by educators regularly:

> To understand other issues related to motivation, you cannot go past knowing what it is. Motivation is an influence or a stimulus. This stimulus, whatever it might be, drives people towards the achievement of something in their lives.

> People's efforts are expended on a given task in which their behavior simultaneously changes towards reaching the goal.

The students in my research testified to their motivation for writing. This testimony may be viewed in their journal entries, autobiographical writing and class assignments, which demonstrates an emotional release and a digressing viewpoint signifying their continuing involvement with the literary works of an evolutionary nature. The level of engagement from my students appears to have been so gratifying that never once did they show any sign of tedium or demotivation. This attitude of motivation may be viewed in their journal entry. Furthermore, I found that if my participant's final course-based exam is any measure of their writing proficiency, the coefficient progress shown with reference to the criteria used in the exam is of considerable significance. My observation regarding my participants was when I became cognisant of their writing confidence (Chapter Three, 3.7). In light of this, the students' confidence instils in them a belief that the more they wrote, the better would they get at it, and the better they got at writing, the more confidence they would gain in themselves. When I think about the best way to gain confidence in writing and master that skill, I tend to compare it to the act of riding a bicycle or driving a car which eventually becomes automatic with practice and time. While assisting my students to improve their writing, I kept in mind that once they master the art of writing in my course, their writing in their other courses will also be easier. I intended for my students to discover that it is possible to concentrate more and more on *what* they are writing and forget about *how* to write, for these methods will have become natural and automatic.

At this juncture, I will refer again to the beliefs and convictions underpinning my research. In my discussion in the Introduction and Data analysis chapters, I have addressed the myth surrounding writing, i.e., that the student thinks/believes that they can write well in English until they have to write an academic text in South Africa. In doing so, I have encompassed motivation and personal response to initiate fluency rather than accuracy in writing. Furthermore, the chapter on data analysis pointed out in Section 3.8 the futility of trying to teach students to write accurately. In the context of my research, writing about themselves is seen as a process of response in which personal constructions of meanings/ideas have assumed noticeability and substance.

The study aimed to identify some sort of constructive influence that resulted in my students developing a relaxed concentration once they developed confidence in their engagement with writing (Bilton and Sivasubramaniam, 2009).

Kern (2000) argues that if students write sentences that are free of surface errors, then that should not be the primary goal of language writing. Instead, writing must be seen as an instrument of creative and critical thought. What Kern (2000) was implying is that a student's creative and critical thought might unfold through fluency in writing and that in fact, fluency plays a more important role in meaning-making constructions than does accuracy.

What learners actually do when they read can only be judged through their written responses. Accuracy may be viewed as a hallucination because in my experience of teaching, I have graded writing that was written in accurate English but lacked emotional appeal and expressiveness because it lacked fluency. By contrast, I found that writing which had many surface errors often showed remarkable creativity and fluency. In their autobiographical written piece, I have noticed that there were discernible signs of creativity, even though it was not very fluent. I have the same opinion about summary writing which can be seen in Section 3.7.

When I look at the students' journal entries (section 3.5.1 and 3.6.1.1) and autobiographical writing (Section 3.6.2) I could see how the students were able to transcend the barriers that accuracy normally imposes on writers, through a fluency which they identified with as a motivating force. It is at this juncture that I wish to refer to the holistic scoring scales used to assess the essay question in the final course-based exam and the quantum of progress made by students regarding the essay question. The noticeable students improved their performance by 16% and the distinguished students had no real improvement in their grades. This can be seen in their results in Table 12 of Chapter Three. However, the distinguished students showed no major improvements in their results in the final exam because I believe that they never took the writing tasks that serious. Most of the distinguished students were just writing for their enjoyment and also because they wanted to be part of the language programme. This performance percentage might serve to explain how, by a fluent use of language, the students were able to write better (see Sections 3.8 and 3.9 of the previous chapter). Furthermore, the somewhat elaborative process seen in their journal entries and their lack of tension associated with linearity and conventional structures of discourse may be seen as the potential of fluency of writing on the part of the students.

4.5.6 Summary of the Points Discussed thus Far

The discussion in this part of my study has drawn attention to:

- The factualist and constructivist orientations of teaching and learning.
- The demotivation that arises in a factualist orientation and motivation and relaxed concentration that accrues in a constructivist orientation.
- The interconnected issues of fluency, response and learning alerted to the dangers of using a transmission model of teaching.
- Motivation for writing.

The points discussed so far might serve to interpret the role of expressive writing in promoting writing proficiency and fluency in writing by helping students develop their creativity by understanding the text and responding in writing.

4.6 Interpretation for Love of Writing

I now would like to discuss and examine the issues that constitute my interpretation and love of writing. This necessitates a focus on the second research question of the study:

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

4.6.1 Writing Engagement —A Continuous Development of Writing

My study views writing engagement as a continuous process of development. Therefore, I underline my belief in writing engagement as evidenced in the writing process of the students in my study. My interview data along with the journal entries, class assignments and course-based exam scores, all point to the involvement, commitment and enjoyment in the students' writing.

My stance on personalisation of writing may be materialised in the absence of a love of writing; but, more importantly, the student's responses to writing tasks in Sections 3.6.2 and 3.7 in Chapter Three demonstrate a sense of "appraisals of pleasantness or appealingness of agents, activities or objects in the language learning situation" (Schumann, 1999: 37).

The above referred-to suggests that having an intuitive and aesthetic response to my data could be the basis to base a foundation of continuous

development of reading and writing through a love of writing. My stance on this issue is that my students had to write something in a reaction to what they read and this in a sense can be viewed as aesthetic reading. I intended to get my students to write in this manner, where there was no real closure of focus whereby my students would give personal responses to certain tasks done in class. At this juncture, I found it challenging for my study to ignore the sense of freedom of writing, which underlies my students' sense of engagement with writing. The data from the interviews, journals, class assignments and course-based exam points to avoidance of closure, meaning, a noticeable preference for tentativeness in interpretation. The following explanation of Bogdan (in Hayhoe and Parker, 1990: 70) provides awareness into the role of tentativeness in interpretation:

> "To engage with" is to render natural, transparent and unself-conscious. To be ambivalent is to speak for and against this engagement. To be ambivalent is to engage with language reflectively without having to repress or kill what is signified. To be ambivalent is to be at once accepting and critical. It is to embrace otherness without self-abnegation… To be ambivalent is to attempt transcendence without appropriation, to disengage from the spontaneous overflow of powerful feeling long enough to recognise absence in progress, difference in oneness.

The views expressed in the quotation can be viewed as the epitome of democratisation of reading and writing. Based on the views expressed there, I wish to state that all the students in my research gave themselves trustingly to a process and person they did not know in order to nurture the writer in them.

The data from the questions I analysed in Sections 3.6 and 3.7 of the previous chapter offer variable support for the discussion here. When I looked at the entries that pointed to the tentativeness in my students' attempts to interpret meanings, I also noticed that, in the absence of pressure to construct correct responses to a text, the students experienced a strong motivation to read and interpret.

It is evident from the data presented in Sections 3.5.1-3.7.2 of the previous chapter that the students used the journal and the class assignments as a space for understanding the objective, subjective and inter-subjective features of an evolving text.

When I consider the arguments presented above, I am inclined to believe that language is not merely "linguistic but 'eminently aesthetic'" Lantolf, 2000: 152). The reason for this could be because language is meant to realise

a higher emotional and mental process through the potential it offers through lived experiences (Rosenblatt, 1978, 1995). Hence, the usage of language offers to empower human beings into understanding "the need for constructive educational and social change in their societies as a preparation for a democratic citizenship" (Freire, 1972; Rosenblatt, 1995).

My data can be viewed as a sense of rhetorical maturity with regards to the writing done by my students that was steered to a definite need to redefine rhetorical maturity in the scheme of things in my research. Very often writing theorists tend to underplay the merits of expressive writing by alluding to its egocentric credentials and sceptical efficacy to foster maturity of thought and objectivity of writing. I find that such criticisms around the principles and values of important experiences that underlie the educational development of human beings, and these should not be ignored. As educators, we should consider the usage of expressive writing more in our classrooms and that it should not be banished just for the sake of promoting cognitive and thought maturity, it may then result in some kind of writing that is lacking human emotions and feelings. It is at this juncture that I argue that cognitive development may be viewed in a way in which affective and actional dimensions have a role to play (Sivasubramaniam, 2004). These dimensions might serve to suggest that "cognitive maturity in writing needs to factor in egocentric writing as a basis for promoting alternate views of reality and knowledge without which cognitive development might come to mean uniformity of thought rather than a maturity of thought characteristic of the diversity and liberty that every educated human being seeks to express" (Odell in Freedman; Pringle and Yalden, 1983: 102).

4.6.2 The Basis for Experiential Learning

I find that the success of writing as a personal construction speaks for itself in my investigation. The personal constructions of my student's improvement in writing appear to have gone through a process of maturation as they developed along a continuum of responsiveness in their writing tasks. It appears that while writing in their journal and class assignments there emerged "a move away from the concept of textual meanings vested in the author's hands and a move towards a linguistic pluralism" (Trudghill, 1985). Mindful of this, my study is based on the emergence of the love of writing in the personal interrelationship of language and the process of learning it.

From a literary perspective, my students used their writing to question their own social identity, and therefore they attempted to develop new conceptual

ways of thinking about themselves, their world and the "others" in it (Barro et al., 1998: 83). This is evident in the summary writing of the article (See 3.7 in Chapter Three).

I deemed it meaningful and valuable to acknowledge my students' personal construction as experiential acts of learning through writing. It might be useful, at this juncture, to refer to Sections 3.5.1-3.6.2 of the previous chapter, where the analysis of their journal entries and autobiographical writing indicates how through personal constructions, the students have attempted to relate the texts to their own emotions and relationships. Furthermore, these entries offer verifiable support as to how my students used their personal constructions as a basis for thinking about the different aspects of human existence. As my students attempted to make this connection between personal constructions and develop their thinking of various aspects of human existence, they merged on an experience of cross-referentiality that deals with the core of human experiences, where their attempts to make these connections may be viewed as acts of experiential learning (Sivasubramaniam, 2004). By using entries of self-report to promote expressive thinking my students have been able to discover the importance and inspiration to continue writing in a journal. This can be confirmed as regards the response to Question 5 of the second interview (3.8 in Chapter Three). It is in this instance that I view an L2 writer's creative engagement as a dynamic process. Studies have shown that the competent reader/writer is not fully constrained by the context of meaning-making, "but may and must freely decide to adapt to the context and act within the framework in question" (Parodi, 2010: 26). My intention was to help my students adapt to the context in which they were working and at the same time act within the framework in question.

4.6.3 Summary of the Points Discussed thus Far

The discussion in this part of the study looked at:

- The individual interpretation and response as the mainstays of reading and writing.
- Writing engagement as a continuous development of the reading process.
- The basis of experiential learning.

At this juncture, I believe that the points discussed here so far can serve to explain the role of literature of daily living / an evolutionary literary nature in developing a capacity for interpretation and critical reading.

In addition, they might also help explain a love of writing as evidenced in the personal construction of meanings seen in the students' writing.

4.7 Knowledge versus Accessibility

I will discuss and interpret the hurdles that constitute literacy and language awareness in this segment. I now will focus on my third research question:

> 3) *Which type of writing exercises will help the participating students to improve their writing?*

My study proposes to discuss this question, by rejecting the conventional meanings assigned to literacy and language awareness, and by discussing the need to examine these two terms in the context of my investigation.

In Chapter One, my study honed in on the unbeneficial implications of using the literal meaning of the term literacy. Against this backdrop, the study communicates the lack of functional ability in university students across the globe as well as the way they understand the world and their lives in an interconnected way. In addition, this interconnectedness is linked to the intrinsic risks of sociocultural degeneration that affects our university students who have been consumed by the original additions to visual culture and electronic gadgetry. I believe that writing is a difficult and complex activity and for many students as they are accustomed to the electronic world, thus leaving them with an inadequate ability to read. This has left them with the daunting task of examining themselves which results in them not being able to write down their thoughts through expressive writing. My intention here is to point out the imminent failure of literacy and the unavoidable decay of democracy and social harmony as its consequences. Since my research aspires to promote a view of the understanding of literacy as a democratising force, it needs to address urgently the how and why of it in view of the phenomenon that had been investigated.

I find that given the complex relationship between spoken and written language, a linguistic notion of literacy might prove to be an unbeneficial one, as it might waste all the available focus on the controversies encompassing the notion of "text" (Kern, 2000). In light of what Byrnes, et al. (2010: 60) has said, spoken language is not syntactically fragmented or unsystematic compared to the ideal form of language. The written language, as Halliday (2002a: 345) asserts, is that each mode of meaning-making—*speakable wordings* and *writeable wordings*—operates with a complexity of its own:

> The different features that combine to distinguish spoken and written discourse can be shown to be related and encompassed within a single generalization, only when we express this generalization in semantic terms—or at least in terms of a functional, meaning-oriented interpretation or grammar. Speech and writing will appear, then as different ways of meaning: speech as spun out, flowing, choreographic, oriented towards events (doing, happening, sensing, saying, being), process like, intricate, with meanings related serially; writing as dense, structured, crystalline, oriented towards things (entities, objectified processes), product like, tight, with meanings related as components.

The above-referred to implies that very often there may be a high degree of grammatical metaphor in writing, and this is perhaps its single most distinctive characteristic.

Widdowson's theory (1978), suggests that literacy is a set of communicative abilities that signify mode which outperform linguistic abilities that relate to "medium" (ibid: 65-7). Widdowson's explanation offers a distinction between literacy regarding medium and literacy regarding mode. I believe that while literacy with respect to medium centres on constructing meanings through written texts, it has, however, raised objections to objective native speaker versions of language learning. My view of literacy, then, will draw on a user-centered model, one in which the learner is empowered through interpretive practice focussed on cultural awareness and critical reflection. I surmise that the goal of such literacy would be to optimise the literate environment of the class where the students and the teachers practise a multi-voiced discourse (Kramsch, 1995b). I believe that interpretive practice is able to explain how and why literacy is not free from social influences, which link individuals and society (Vygotsky, 1978).

I found that practise alone may improve fluency in writing, but if students' errors are not pointed out and corrected, they can become ingrained or fossilised in their writing. Myles (2002) observes that "repeating a previous mistake, or backsliding, is a common occurrence in L2 writing". He also states that more important is the issue of fossilisation—when "learner interlanguage competence diverges in more or less permanent ways from the target language grammar" (Odlin, 1994: 13). Fossilised errors can be problematic in writing because the errors become ingrained, like bad habits, in a learner's repertoire and they reappear despite remediation and correction. It is believed that it can be common among immigrants who have learnt much of the L2 "on the street" where the emphasis is on fluency and not linguistic correctness. These fossilised errors are not only common among immigrants, but these errors are also common among multilingual

students who grow up in bi- or multilingual homes. Errors in writing, fossilised or otherwise, can be glaring, especially to the reader who has had little experience interacting with L2 speakers and texts (Myles, 2002: 10). The observation that I wish to make based on my data is that my students were making common syntax or grammatical mistakes, which I believe had not been corrected when they were at school. Some of these mistakes can be seen in 3.6.1.2 (Chapter 3). I will now illustrate a few of the common syntax or grammatical mistakes from the various groups. **Noticeable 1:** *I once met a young guy pilot who spoke to me about is studies how he started until the time he was called pilot. He said it was not easy for him because the studies cost too much and need too much reflexion.* **Noticeable 2***: I once meet a manager of Russells in Elsies River. He is a funy man once you are around him you can not be quite. He will keep talking funy stuff jut to make you laugh. Russells manager is a good man whom a person can relay on. He is a good adviser, helper, and friendly.* **Noticeable 5:** *I was meet a teacher of Maths who could talk to anyone. He was able to talk about Maths to Aljabra about explain to me. All student they happy what could I suggested to us. When student were with him, they felt like were happeness, important and intersting.* **Distinguished 1:** *I met Mrs Habane the Quantity Surveyor form Marry and Robberts. It was my wish to have an conversation with Qualified Quantity Surveyor. She was very kind and talkactive and I noticed that she is a good listener because of the way she looked at me while I was telling her how much I'm keen to be a Quantity Surveyor like her.* **Distinguished 3:** *I once met a professional soccer player lately in Green Point Stadium. He was so amazing to see him playing with a ball. He was also able to relate the most and popular past events in soccer. He was able to speak four languages as the he travelled all over the world.* **Distinguished 5:** *I met a female marketing executive a few months ago who despite many disadvantages and obstacles still managed to make a success of her career and life. She is intellectual, funny and a really has a heart of gold. She know about every aspect of life and helps so many people come into existence, are you born that way or do certain challenges mould you to become that way?*

You will notice many errors, especially among the noticeable students. We see spelling mistakes for example words like: happeness, intersting, aljabra, relay, funy. Some of the syntax errors that you notice for example: "*I once meet a manager of Russells in Elsies River.*" "*I was meet a teacher of Maths who could talk to anyone.*" "*It was my wish to have an conversation with Qualified Quantity Surveyor.*". These are but a few of some of the syntax errors that we see in their sentences and if you look closely, you will notice also many grammatical mistakes in these sentences. In situations where

students do not have English as their L1, very often teachers may overwhelm their L2 students and discourage substantive revision, whereas minimal feedback may result in only surface modifications to the text (Myles, 2002). Of course, we cannot just accept sentences as written above. If you look closely, you will notice that most of the sentences makes sense. As a note of importance for educators is that L2 writers they must be allowed to have a dictionary in the exams with them.

4.7.1 Literacy: A Phenomenon Created by Society

According to Vygotsky (1978) literacy is not the "personal, idiosyncratic property of an individual, but rather a phenomenon created by society and shared and changed by the members of that society". At this juncture, I find it important to mention the difference between L1 and L2 writers, so that there will be a better understanding of the distinctions between the two groups.

As mentioned in Chapter Two, when writing in a first language (L1), words and grammatical structures may be readily and automatically available, as they are in speaking. Subsequently, the speed of lexical and grammatical retrieval may not discriminate well between writers at higher levels of language proficiency. This expectation is in line with reading research findings that show low correlations between reading proficiency and word recognition speed at higher levels of reading proficiency (Stanovich, 1991). In light of this, it appears that proficient and less proficient (L1) writers tend to differ in their "elementary information processing programs" (Benton et al., 1984). They claim that proficient writers can keep information in working memory while manipulating the content of a text (e.g., reordering) far better than weak writers. Benton et al. (1984) suggest that proficient writers have automated certain components of the writing process that less proficient writers have not. Other researchers have demonstrated a relationship between the efficient use of working memory resources (reading and writing span) and writing fluency. They found that the relationship between working memory resources and writing quality, however, was less easy to establish (Ransdell and Levy, 1999). In sum, proficient and less proficient L1 writers may not only differ in their linguistic and metacognitive knowledge but also their efficient use of working memory. I noticed this use of their working memory in their autobiographical writing (see 3.6.2. in Chapter Three).

In second language (L2) writing, the situation is likely to be different compared to L1 writers; L2 writers will not only differ in their linguistic

knowledge of the (second) language but, due to differences in exposure to the L2 they most likely will also differ in their fluency, i.e., the ease with which words and grammatical structures that can be assessed during writing (Schoonen et al., 2002). I believe that the differences in the degree of fluency among L2 writers can also be expected to be larger than the differences among L1 writers due to differences in L2 exposure, L2 instruction and language learning aptitude. In a study conducted by Chenoweth and Hayes (2001) they were able to demonstrate that even two to three semesters of L2 instruction made a difference in L2 writing fluency. They assumed that difficulties in the fluent retrieval of words or grammatical structures in L2 writing will burden the working memory and thus hinder the writing process as such, not just concerning writing fluency but also consequences for the quality of the text. Thus, they expect that the contribution of these kinds of fluency variables to the overall writing proficiency will be larger for L2 writing than for L1 writing (Chenoweth and Hayes, 2001). It appears that the L2 writer may be so much involved in this kind of "lower order" (Chenoweth and Hayes, 2001) problems of word-finding and grammatical structures that it may require an overload of conscious attention, leaving little or no working memory capacity free to attend to higher-level or strategic aspects of writing, such as organising the text properly or trying to convince the reader of the validity of a certain view. This implies that the discourse and metacognitive knowledge that L2 writers are able to exploit in their L1 writing may remain unused or underused in their L2 writing. Jones and Tetroe (1987) conclude from their think-aloud protocols:

> (…) that there is some decrease in performance simply due to the fact that it is in a second language, that working in an unfamiliar language does take up cognitive capacity that would be used for other tasks, such as monitoring and revising the plan, in first-language composing. (o.c.:53).

Based on my observation of the students in the classroom I am inclined to believe that the L2 learners had spent more time monitoring and planning their work than the L1 learners. They of course did this only when they had the time.

The data analysed supports my observation as it reflects my L2 students' sense of "growing up" or "self-making", which directed their personalised writing to reinforce my belief that writing can be meaningful to the students only when they are allowed to express emotional, irrational and unconscious aspects in their thinking and acting (Jaatinen in Kohonen et al., 2001).

I interpret the element of self-expression in my students' writing as an indication of their sense of involvement with the reading of the texts. The idea evidences their bold attempts to work out the meanings of the texts. The use of first-person narratives (Sections 3.6.1.2 and 3.6.2, Chapter Three) has strengthened their voice and expressed their growing interest in and confidence to grapple with the ideas of the text. The affordances of the texts have steered their focus on the different aspects of human existence. This appears to show that the elements of self-referentiality and cross-referentiality evidenced by the data should be viewed as indicators of the students' growing sense of confidence and curiosity in their lived-through experience of writing about the texts which they have read. I believe that my programme has provided writing opportunities as a nonthreatening venue for the exchange of views; the students felt encouraged to try out their hunches through their tentative interpretations of their everyday world (Rosenblatt, 1995). This can be seen in 3.7 of Chapter Three when the students summarised the article seen in appendix 3. I will now include some examples from this summary for ease of reference. **Noticeable 2:** *In India men treat women very badly and sexual abuse and rape to women is out of hand. Women are being raped and abuse by Indian politions and people in high power positions. Government in India has uped the time offenders would spend in jail hoping to decrease rape stats in their country. Major political figures such as Mr Mahut Magundi is very involoed in rape and awareness in the country. Rape is a violent crime and all offenders should spend time in jail if found guilty.* **Noticeable 4:** *There were two women who got raped in India within a month. One of them got raped on the way from school. Their families are very worried about them because they though that they are going to lose them. Justice is still carring the investigation on their cases. The constitution on India says the rapist or criminals must rot in jail. The community members suggested that the rapists must be castrated or expelled from India. The police discovered that other lady was raped by someone who is close to the family. My opinion: I agree with community members.* **Noticeable 5:** *this article speaks about riping in India against womens and all. The events does tooks place in India after that. To be more deep it tells about a young ladi student who was riped new deli in ride the taxi bus by many mens and drawn out of that bus after being riped without any intervation of any one in the bus. She was blooding antile death but the ripers was arrested by police and tooked to the court with out a several sanction. It caused some manifestation of people reclaiming that the ripers should be more santionned than what they was by the court. The primier minister of India went to berival seremonial with some of his ministers. The father of that young ladi sayed that his dother wanted to be a doctor and*

her are the testified that she was a very good sister and he will misse her for ever. For me it not acceptable to not given several sometime to ripers and very inacceptable to treat womans like that that is really crazy. How com a normal man take be force a woman who doesn't belong to him? That's very animously. According to me ripers must be punished strongly. **Distiguished 1:** *On the 16th of December a young lady aged 23 years old by the name of Geoti Patel, who also was a physiotherapist student and her boyfriend went to watch a movie, "Life of Pie". What was a romantic evening turned into a bus horror, when six males, including the bus driver Ram Sing, gang raped Geoti. Investigators say this brutal attack lasted for 40 minutes, and within that attack they raped her until she lost conscious before one of the rapist had pulled out her intestines with his bare hands and throwing her and her partner out of the tinted bus. Geoti died 13 days after the attack after doctors had told her family she had minimum chances of survival. She couldn't speak but scribbled not suggesting she wanted to live. Her father Bobby Sing Patel identified her body. Her rape sparked protests and vigils by women in large numbers. During one protest 100 people, 2o police were injured and only one death reported. All lawyers do not want to represent the accused for various obvious reasons.* **Distinguished 2:** *A young lady raped in India. The doctors didn't expect her to survive because most of her intestine were removed. Due to that, she went through three major surgical operations 13 days after her attack, she had a severe injury in her brain.The commities protested for her, in order to forbid the devastating murderous act of rape and assult to woman. 3000 people protested and rally for the prosecution of anti rape law.Geoti was also a limit of assult, when she went to the cinema on the 16th of December. She was physically and sexually abused by 6 men in the bus including the driver. The assault happened over the period of 50 minutes and she was left to bleed for two hours before should get help. Her death touches everyone has she died brutally in the hands of set hungry man. The new year party was councilled in commemoration to her death.Geoti was an intelligent girl, who wanted to become a medical doctor. She helped her family boost the financial income by giving tuition to children a young brilliant girl was killed due to rape. Rape must be a forbidden act. It mustn't be accepted in any way, and a severe purnishment must be held to.* **Distinguished 3:** *The article talks about the violences that Indian women are facing everyday. Women in India are raped beaten violently by using imen rod for instance. The consequence of thise kind of violation causes a lot of psychic issues in the life of Indian women. To find a solution to this problem the government of Indian directed by the Premier Minister Sonia Gandy had decided to punish hardly all the people accused for violation on women. Politicians*

who are also involved in the crime on women are severely punished by the law of the country. Sonia Gandy showed the support to violated women by defending their course.

From the above excerpts, as mentioned in the previous chapter we notice that my students had a strong interest in the article. Before they started writing their summary of the article, we had a long, intensive discussion in class on the article and the topic of rape. I noticed that my students had a keen interest and a sense of freedom while discussing the article. We notice from the excerpts above that my students not only summarised the article but also included their own opinions.

4.7.2 Resisting Positivist Notions of Literacy

My discussion in this section attempts to demolish some of the notions of literacy emerging from a positivist orientation. This means that the demolition is necessary because these notions have done more harm than good to humanity and the educational opportunities available to it (Toulmin, 1990). Intending to promote an objective version of literacy, language educators and literacy advocates have tried to promote a strong text explanation of literacy in the sixties, seventies, eighties and even in the early nineties (Brandt, 1990). I believe that the strong text notion of literacy favours rejection of social involvement as an underlying condition of interpretation and imposes logical, literal, message-centred conventions of language. The intention here was to seek out a literate orientation in terms of a technology characterised by alphabetic writing. The implication here is that the essence of this orientation is that written language can work as a "detached and self-referential system of meaning" (ibid: 5), thereby underrating intersubjectivity in meaning construction.

My belief is that a strong-text orientation to literacy runs counter to qualities such as openness to questions, ideas, new ways of thinking and respect and concern for independent thinking. Having discussed these qualities as a basis for posing fundamental questions about the nature of human experience in the Introduction chapter, my research should signal resistance to any notion of literacy that fails to capture experiences because of its emphasis on decontextualised meanings.

4.7.3 A Process View of Literacy

My students' acts of writing, as the data has shown, speaks of their social involvement. I assumed that the students must have realised that endorsing

meaning in their writing required them to endorse the very process of writing. Basically, they were not exceedingly concerned with "What does that say?" or "What do I make that say?". Rather, as my data reveals, they were concerned with keeping the process of writing going. However, they might have faced some difficulties. My findings suggest that my students were more interested in making what they were *doing* make sense rather than making a text make sense.

My data analysed in Section 3.6 of the previous chapter can help illustrate this discussion. The students used their class assignments to practice expressive writing. In doing so, they learnt to write better by moving along the continuum of increasing responsiveness. As a result, they were able to develop their analytical ability and relate it to the experiential aspects of their reading and writing *response*.

The data analysed in Section 3.7 of the previous chapter can offer further support to my discussion here. I surmise that writing along the continuum of increasing responsiveness, my students learnt to look at the issues in texts from multiple perspectives. That data not only illustrates the process characteristics of literacy underlying its evolutionary nature but also demonstrates how an absence as well as an avoidance of conventionality and linearity associated with positivist notions of literacy, might expand the meaning potential available to the language user. I intend to propose a process view of literacy, which is synonymous with my students' context-making ability and that in the light of this discussion, I would argue that the students have used their social involvement to emancipate themselves by pulling together and maintaining contextualised meanings as readers and writers. Once my students came to understand the usefulness of involvement in everything they did in my course, they were able to demonstrate their sense of involvement in learning to read literature of an evolutionary literary nature and write about it.

At this juncture, I wish to point out that my students did not look upon the texts as fixed artefacts but rather as an evolvement and a construction of meanings. My data shows how by staying involved with their acts of writing they were able to overcome the problem of purposefulness a text might impose when it is used for producing objective meanings. My objective was to help my students understand that texts can make sense to human beings only through the possibilities that interpretive practice offers and not through a literal, decontextualised message-centred language orientation (Sivasubramaniam, 2004; Berger, 2007; Dillard, 2008; Greene, 2007; McCornack, 2008; Bodie and Burlesen, 2008). In this regard, the journal

entries analysed in Sections 3.5.1 and 3.8 of the previous chapter attest to the process of expectations build-up, climax and effect as consequences of using literary texts of an evolutionary nature in the L2 classroom. I believe that this process helped awaken the students' capacity to recognise how their expectations are manipulated. Personal engagement with texts provided space for personal creations of meanings. Thus, whatever meanings the students have tried to relate to their classmates as people, of place, time and action. This might serve to explain their continual need to interpret through involvement with the text. Conversely, this can also serve to illustrate the message-rich and involvement-poor (Brandt, 1990) writing of people who view the text as a self-sufficient and self-referential instrument of literacy. My study has made a bold attempt to separate literacy from its text-centric and technological aspects, I thus, propose and argue in favour of a pluralistic view of literacy, which seeks to promote a process of social involvement, that can be seen as a process view of literacy which is synonymous with interpretive practice and involvement. The intention was for my students to create a role by bringing the outside into the game, recalling forgotten and forgetting the "obvious" (Schuermann, 1984: 534-544). By doing this, they can overcome the rules designed to contain what is expected from them in writing. I argue that we cannot really teach students to write, but we can show students how to construct themselves in the language.

As my findings suggest that L2 writers have special needs, I propose that these students be given the option of taking writing classes designed especially for them, that is, not forced, in "sink-or-swim fashion", into mainstream writing classes which may be inappropriate and perhaps even counterproductive for them (Silva, 1993). I wish to pursue further discussion on this matter in my next chapter.

4.7.4 Change in Attitude towards Writing

My students viewed their pool of memories as an origin for expressing meaningful content in a literacy practice, where the written language was directed by their expressive needs.

I believe that one of the greatest benefits of writing in a journal is that it can/will help students get over the fear that they may have of writing in a non-native language and that may lead to more self-confidence and a willingness to write (Jones, 1991a and Voit, 2009: 18). Furthermore, students at first may feel afraid to write, but after some encouragement and experience writing in the non-threatening context about a subject matter

they enjoy, will help develop confidence and a more open attitude toward writing (Jones, 1991a; Voit, 2009: 18). My aim with the writing tasks given to them was to move the students away from a personal approach to a more critical approach to the readings (Section 3.6 – 3.7.3 in Chapter Three). My intention was not for them to regurgitate others' ideas but develop an independent viewpoint. I wanted my students to develop the ability to acknowledge the points of view of others but still "question and critique established authorities in a field of knowledge" (Coles and Wall, 1987: 299).

4.7.5 Discussing and Solving Problems

The acts of thinking, brainstorming and note-making that is believed to precede actual composing took place even after the writing began, illustrating that "planning is not a unitary stage, but a distinctive thinking process which writers use over and over again during composing" (Flower and Hayes, 1982: 375). Thus, some of my L2 students who started by creating an informal list of ideas or questions to consider may have found themselves totally thrown out of the thinking process once they undertook the writing itself. It appears that while some planning would have been beneficial to help them think through the topic, they were quite willing to shift directions once they discovered an alternative and more satisfying solution.

In light of this, it appears that writing in journals can be completely open-ended and happen during a time when students can freely express themselves (Peyton and Read, 1990). This freedom of expression can take the pressure off when writing and allow the student to simply enjoy it.

In addition, when a student learns more about the writing process and gains confidence, this can serve as a bridge to academic writing. I have observed (Sections 3.8 and 3.9 of the previous chapter) that skills such as expanding on a topic or writing with an awareness of the audience are items that are important in formal academic writing but that can be practised within the realms of dialogue journaling and autobiographical writing.

While conducting my interviews, my impression was that my students' main determination was to improve their writing skills. When asked about their understanding of what expressive writing meant in the first question, some of them responded in an interesting manner. Just to quote a few (verbatim) responses from the noticeable students: "*It a free way of thinking and expressing yourself."; "Think deeply and express yourself the way you*

think."; "Thinking is the way of expression."; "Is the way man get solutions about something." A few responses from the distinguished students were: "*Is the way an artist or anyone can express themselves to make himself understood and the way he sees the world."; "Given a topic and put down everything that comes to mind. Try to explain yourself a bit more. Reminded about what you writing about. Continuous thinking of one thing, while thinking of something else."; "Think of a way of expressing yourself and carry the message across. It's a way to communicate."*

When asked in Question 11 of the first interview whether they had problems in writing and what their problems were, they were quite quick to answer. Most of them mentioned that they had problems with spelling and the use of punctuation and grammar. With regard to the second interview (Section 3.8 of previous chapter), I found it rather riveting when asked whether they were interrupted while writing in their journal. My reason for asking this question was to see their frame of thought if they were interrupted and also whether they can remember what they were writing when being interrupted. My observation was that when L2 students are interrupted while writing they tend to lose their train of thought and their writing process declines. I noticed this when they were writing their course-based exam when they were stressed because of the time limit as well as watching other students leave the exam room. I believe that it is advisable for L2 students to make notes for themselves before writing, however, I am aware that many of them will not do it. When asked about the main thing they learnt during this writing period in Question 7, some noticeable students responded: "*Learnt to write. Learnt to express myself in writing. Learnt new vocabulary."; "Learned to open up and not to judge people. Writing can be easy if you put your mind to it. Write down what you feel."; "Learnt about the language, spelling. Compared Xhosa with English. Felt as if English is a dry language compared to Xhosa.".* Some of the responses of the distinguished students were: "*Felt Afrikaans easier. Some things in Afrikaans caught my attention. Write whatever you want. Conform to the rules in language. Pick-up mistakes easily. Want everybody to read it. Help if most people could read it."; "Learnt how to write without making too many mistakes. Instead of talking about a problem with anybody, you can figure it out yourself."; "Help of exercises, sentence structures, punctuation. Write whatever you feel and be honest as you can be."* When listening to their responses, I felt relieved that they had learnt something during this period that I had been working with them. When I looked at their final exam, I believe that their answers definitely attest to this, especially among my noticeable students.

When asked about receiving feedback, most of them gave a similar answer. In South Africa, where the classes are overcrowded, it is sometimes difficult for educators to give sufficient feedback to all the students. My impression about the feedback they had received from me was that they appreciated it but would have liked me to give even more feedback about their writing.

4.7.6 Ability to Communicate Through Writing

My work proposes that one of the areas that can greatly benefit from writing in a journal is fluency, that is, the ability to communicate relatively easily and effectively through the written word (Jones, 1991a).

There are four areas that I want to consider necessary for fluency in writing. First of all, one should be able to write easily and not spend a lot of time agonising over what or how to write something. Secondly, the meaning must come across in understandable sentences. Thirdly, one should be able to use writing for many different purposes. Finally, writing should be creative and imaginative (Gutstein, 1987; Jones, 1991a).

Many researchers have found that when a learner starts writing in a journal, they might begin with just a few sentences. This leads to their growth in confidence, so does their ability to write more easily and quickly (Kreeft, 1984; Shuy, 1980 and Jones, 1991a). Additionally, speaking in a journal helps students get their meanings across clearly. Misunderstandings can be cleared up in future entries, thus encouraging understandable sentences. Voit (2009: 23) mentions that journaling regularly uses a multitude of functions: from providing personal information to asking questions to complaining, all necessary functions of language. Finally, creativity can accrue through practice, again, encouraging fluency (Jones, 1991a). All of the above-mentioned insights and issues became obvious to me as I read their journals. It was mainly the female students who wrote the most in their journals compared to the male students. Some male students began writing only a few sentences in the beginning but with time started to write more and felt more comfortable writing in their journals. Some of the male students even enjoyed writing in journals near the end of the programme. As mentioned in Chapter Three, the students' confidence grew as they wrote but they also trusted me with the personal information in their journals.

4.7.7 Dismissing a Traditional Notion of Language Awareness

I hasten to remind my readers that my study also focussed on the role of literature from an evolutionary literary nature in promoting language

awareness. In other words, I want to question the traditional view of language awareness, which favours literal instead of figurative meanings (Gibbs, 1994).

Given my disbelief in native-speaker models of language and its use characterised by an overemphasis on correct grammar and my belief in fluency-based approaches to language use, I am disinclined to favour figurative language as a basis for language awareness. I am however unable to see any convincing rationale for avoiding figurative language in methods and materials directed at L2. For a long time, the practice of L2 teaching has failed to expose L2 learners to figurative language and as a result, learners have been denied an opportunity to experience an emotional engagement with the target language (McRae, 1991).

Students' writing should be motivated by their feelings about and responses to a topic with which they have had some experience (Judy, 1980: 39; Lauer, 1980: 56). This does not mean, however, that writing assignments need to be entirely student-generated or that they involve only personal accounts, but rather that even academic writing should allow students to become involved in a subject (Weiss, 1980: 146) or provide them with a way into the topic (Perl, 1980a: 31).

My view is that L2 students may still be in the process of acquiring language skills, it needs to emphasise that grammar-based approaches to teaching writing serve neither as substitutes nor prerequisites for instruction in the process of composing (Lauer, 1980: 54). Extensive research has shown that grammar study may have little to do with composing (Zamel, 1976: 72-74) and it has been pointed out that even low-level students should be allowed to explore this process (Taylor, 1976: 310-311, Raimes, 1976: 3). I believe that writing taught as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process (Zamel, 1983: 206). For this reason, I avoided giving too much feedback because I did not want to demotivate my students in any way.

4.7.8 Assessing Language Awareness

It appears that in the context of what the students did during this research project, it might not be helpful to assess their language awareness in terms of their capacity to produce literal meanings. I find that having voiced my preference for a nonconformist view of language awareness, I must now look at what underlies the use of language. While it has been assumed that

the ability to speak and think literally provides a basis to theorise mind, language and meaning, there have been linguists and philosophers who have offered convincing explanations for what it means to speak and think literally, which can be seen in the previous chapter.

Faigely and Witte (1981: 412) reiterate this notion:

> Verbal protocols require writers to do two things at once—they must write, and they must attempt to verbalize what they are thinking as they pause. Perhaps some subjects can be trained to do both tasks with facility, but many writers find that analysing orally what they are doing as they write interferes with their normal composing processes, interrupting their trains of thought.

It is at this juncture that I argue that it is better for my students to develop an awareness of figurative language as a way of developing language awareness. I believe that figurative language might help them understand the realities of daily living better as perceived and experienced in my students' literature of daily living.

The following quotation from Gibbs (1994: 85) might explain how figurative language offers a better understanding of daily realities:

> … the poetic structure of mind suggests that figurative language reflects fundamental aspects of everyday though*(sic)*. People do not find figurative language any more difficult to process than literal discourse, because both types of language arise from figurative schemes of thought that are a dominant part of our conceptual system.

With regard to the above referred to quotation, I suggest that figurative language could exist without the literal language as research from psycholinguistics points to how the poetic structure of mind facilitates the use of figurative language in everyday discourse contexts (Sivasubramaniam, 2004). It suggests here that literal language because of its problematic nature might not be able to exist without figurative language.

The personal construction of the students and their performance in the course-based exams suggests that I should not ignore the poetic structure of mind. The data dealing with the course-based exam, analysed in Section 3.9 of the previous chapter, provides verifiable support for the point that is being discussed here. The essay question used in the exam was designed to test the critical appreciation and imaginative responses of students. The students' performance percentage in the essay segment points to their ability to use language as an instrument of creative and critical thought while they were being guided along the continuum of increasing responsiveness (Kern,

2000). The quantum of progress shown by the students in this segment of the exam proves how the students found it involving using literal language as a basis for expressing their imaginative response (see Chapter Three, 3.7.3).

In light of this, it appears that taking ownership of English or appropriating the language by confidently using it to serve one's interests according to one's values helps develop fluency in English (Canagarajah, 2006: 592). The point of the argument here is that the students have attempted to use literary language to deal with the fundamental aspects of everyday thought. Their discourse points to a literal scheme of thought in which figurative meanings have little or no importance. The indeterminate nature of literary language could well have made its meanings attractive and involving compared to the ordinary and primary meanings of literal language (Gibbs, 1994; Rosenblatt, 1995). My findings point to the therapeutic influence of the metaphorical language that the students came into contact within their reading of literature of an evolutionary literary nature and their writing about it. The data from the exam analysed in Section 3.12 of the previous chapter can provide some insights into the language generating potential of the text used for their exam.

My students' performances in the exam points to how they used literal/figurative language to signal a meandering viewpoint of their reading and "response". The data from the exam might further help explain how the use of literary language facilitated their learning of textual materials (see Section 3.7.3 in Chapter Three). The "image evoking conceptualisation" (Gibbs, 1994: 133) seen in the personal constructions of the students might attest to the use of literary meaning. This shift of the students using literary language might explain how the students became aware of their language use through their daily contact with literary language in the use of the text that they were given to work with. I found that if their language awareness did not help them make sense of themselves and their world because of its literal characteristics, then there is no need for them to have such awareness.

I observed that none of my students viewed grammar or other mechanical considerations as areas of particular concern. In addition, this was because they demonstrated good syntactic control (seen in Section 3.7.3 of previous chapter) and because they knew how and during what part of the process to exercise this control.

Second language (L2) writing ceases to be a tool or a final product but becomes a personal resource for reconstructing life experiences that leads

to personal and emotional insights; it is "a way of 'knowing'—a method of [self-] discovery and analysis" (Richardson, 2000: 923). Such realisation not only endorses new perspectives on L2 writing but also adds profound insight into the main purpose for language learning and use.

I argue that for any personal expression and reflection situated at the core of literacy practice, the real purpose for language learning and use relates to "widening one's experience resources and positioning oneself in a multicultural and multilingual world" (Hanauer, 2012: 10). Hence, learners use language to make sense of themselves and the world they live in (Hanauer, 2012; Park, 2013b). Even though my research design consists of a consciousness-raising exercise on the role of meaningful literacy, some arguments such as increasing one's lexical knowledge to best express thoughts and true feelings might support learners' understandings of language learning as a human endeavour (Alosaimi, 2014).

This meaningful literacy consciousness-raising exercise cannot be considered as a full experience of meaningful literacy, it introduces multiple understandings of L2 writing as a personal resource to reconstruct and reflect on past experiences and memories. My understanding is that through this personal reflection, language learning and writing becomes a human activity involving "an emotional and embodied experience in addition to being a cognitive process" (Hanauer, 2012: 4).

In summing up my discussion, I wish to dismiss traditional views of language awareness which dismiss literary language as frozen semantic units and on the strength of the social cognition indicated by the data, factor in literary language as an instrument of language awareness and human cognitive processes (Gibbs, 1994; Rosenblatt, 1978).

4.7.9 Summary of the Points Discussed Thus Far

The discussion in this part of the study:

- Literacy a phenomenon created by society
- Resisted positivist notions of literacy.
- A process view of literacy.
- Change in attitudes towards writing.
- Discussing and solving problems.
- Ability to Communicate Through Writing.

- Dismissing a traditional notion of language awareness
- Assessing language awareness.

I feel that the issues discussed so far in this segment reinforce the research questions regarding the role of the literature of daily living in promoting literacy and language awareness. In addition, they serve to reiterate my interpretation that the use of this kind of literature can promote literacy and language awareness in students.

4.8 Conclusion: Explaining Triangulation

According to Altrichter et al. (2008: 147), triangulation "gives a more detailed and balanced picture of the situation". I found that this strategy assisted me in ensuring greater credibility and validity for my study because the four different sources of data gave me more opportunities to verify that participants' answers were similar themes, and categories emerging through my various interactions (Rodrigues-Garcia, 2014).

Triangulating data from journal entries, interviews and various writing tasks were processed using low-inference descriptors, verbatim and direct quotations, during the process of combining, integrating, and summarising the findings (Rodrigues-Garcia, 2014). I wish to allude to what Ary et al. (2010: 500) said given the point discussed here: "these descriptions are very detailed, helping the reader 'see' the setting, or if reporting themes from interviews, using the actual words of the respondents". I believe that this strategy is valuable as it demonstrates trust between me and my students.

The interpretation of an interpretation that I have presented so far has helped me to address the research questions in my study. I have found that with the help of this description, I needed to produce a set of conclusions as a way of providing closure to this inquiry. Before attending to this in my next chapter, I will make some tentative observations on the triangulation of data seen in my study and my stance underlying my students' evolving maturity in writing.

4.8.1 Triangulation of Data

The four types of data collected from my study have provided verifiable support for my answers to the research questions explored in this study. Data from the interviews point to a growing awareness in the students' writing. By laying the groundwork for cognitive, affective and actional dimensions

in the process of writing, it assisted the students to develop an aptitude for
writing.

Data from the journals have served to legitimate the meaning constructions
of the students. The data explain the effectiveness of the space provided by
the journal for the students to democratise their personal experiences and in
doing so find a basis for their intellectual, emotional and critical growth. I
wish to argue that these journal entries as seen in Sections 3.5 and 3.6.1 of
Chapter Three and Appendix 5 not only signal a positive emotional change
but also affirm my belief in the puissance of positive reinforcement factors
in my study used in its deployment of expressive writing.

Data from the class assignments provided a venue for experimenting with a
personal engagement with literature of an evolutionary literary nature and
building confidence for meaning construction. I found that the assignments
appeared to have played a role in fostering language awareness. By doing
the assignments the students gained a sense of involvement in writing (see
3.6.1.2 and 3.6.2. in Chapter Three). This means that the indications point
to an engagement in the process of writing rather than disengagement due
to demotivation. It appears that writing coherently in academia is as much
about what happens during the actual writing as the strategies the writer
adopts before engaging in the actual writing process (Tshotsho, 2006). My
study shows that the noticeable writers did not know the stages of academic
writing. They experienced problems with composing, formulating ideas and
putting together new concepts. They clearly lacked practise in composing,
developing and analysing ideas. This relates to Bereiter and Scardamalia's
(1987) argument that ESL students writing in an L2 have to formally learn
to use the language as well as ESL writing strategies, techniques and skills
or they will not succeed. My findings show that the noticeable students do
not plan their work and if they sometimes do, they do it haphazardly. They
also revise their work at a superficial level. My findings on academic writing
show that my students are not that familiar with academic writing as a genre
since they do not even know the steps followed in academic writing. The
distinguished students were more competent and tended to read through
their work before handing it in. They also had fewer errors in their writing.

Data from the autobiographical writing allowed my students to really open
up as seen in the previous chapter. Writing very personal things as they have
done gave them some kind of freedom in writing. This is in keeping with
the ethos of their literature of daily living. It is not easy to write down your
memories especially when it is not in your native language, but they were
able to tackle the challenge. They were given time to write a rough copy and

then the final copy and that made a difference to their writing. I was cognisant of the specific language used by each student in his or her autobiography with respect to challenges faced as a writer. From the excerpts that I have included in chapter three, the students demonstrated their identity and voice while writing their autobiography. It seems reasonable to speculate that challenges like getting going, getting something down, and being at least moderately interesting to a reader loom as large issues early in the development of all writers but become smaller concerns as writers gain experience and become aware of even more difficult challenges. Autobiographical reflection (Galindo and Olguin, 1996; Pavlenko, 2003) can help them recapture personal experiences with "otherness" and being othered themselves—experiences that inevitably occur, even in fairly homogenous communities (Menard-Warwick, 2008: 637).

Data from the course-based exams confirm that my students were able to match their performance with the criteria of assessment used in the exam. Their performance in the exam points to increased motivation and decreased anxiety regarding passing or failing. The training space provided by the journal entries, autobiographical writing and the class assignment was particularly helpful to the students in handling the expected task in the exam.

Data from the interviews provided the required attitudinal flavour to the inquiry in that it brought to light the students' accounts of their daily lived-through experiences. The interviews showed that the students exaggerated their writing skills by stating that they did not have problems with writing. What I observed in their writing was the direct opposite of their responses in the interviews, as their writing showed that they had some syntactic, spelling and grammatical problems.

The responses to interview questions 1,2,3,4 and 8, as seen in the data (seen in Chapter Three), provide a fuller explanation of how the students' related to their understanding of expressive writing. In the absence of predetermined meanings, messages and the anxieties associated with the need to master them, 70% of my students made a bold attempt to cross the border of their first language into a second to reconstruct their world and their "selves". My students' responses to the interview questions attest to my belief in the efficacy of the 'feeling process' that influence an act of writing. I found that emotions and feelings underlie the transactional or dialogic nature of writing. In the absence of emotions and feelings, meanings will lose their discursivity and dynamism thereby causing language to become a static container of fixed meanings (Rosenblatt, 1978, 1995; Kramsch, 1993;

Kramsch in Byrnes, 1998: 24; Lantolf and Pavlenko in Lantolf, 2000: 155-177; Sivasubramaniam, 2004). It should be noted that these interviews were primarily intended to foster beliefs and value systems in the students by which they could view the knowledge of their world constructivist paradigm This was also an attempt to make them view writing and relate it to its associative, facilitative and negative qualities and helped them to view writing as a dynamic and discursive structure.

My data also testifies to a growing sense of achievement orientation in my students. Overall, the data collected from my study helped me to understand the inter-connectivities that came into being in my investigation of expressive writing. The four types of methods used in my research can provide useful explanations for classroom-based research that was centred on the tentative writing responses of the students. I found that they also emphasised how learning-centered language pedagogics can be promoted, by following a constructivist, rather than a factualist orientation to teaching and research.

4.8.2 Discussion and Implications

My study aimed to investigate factors contributing to the success and sustainability of my program through student-instructor engagement and instructional motivation. The findings confirm that learning success is a result of such engagement associated with mentorship offered by the instructor, who can deliver content based on student-centered methodologies that include the use of summative and formative assessment. Such factors based on a constructivist approach may improve retention through students' persistence in wanting to improve their writing (Rodrigues-Garcia, 2014).

The data gathered from all participants suggests that students' inter- and intra-textual purposes are strongly related to their models of writing—to the way they conceived of writing in a school setting and have integrated it into their lives (Anson, 1985: 22). My impression after interviewing the participants was that writing had little or no importance for them, perhaps because they have seldom been encouraged to write for any intrinsic purpose. Writing remains for students a purely scholastic exercise. I have observed that students simply recognise the centrality of written discourse in the lives of thinking, literate individuals and that these attitudes towards writing and its use are perhaps the most important determinant of the way the students responded to writing tasks and talked about what they are doing and why (Anson, 1985; Sivasubramaniam, 2004)

I wish to point out that learning to write in a second language happens in three relatively distinctive, though necessarily interdependent, ways (see Chapter Two). Cummings (2001: 8) claims that instructional modelling of second-language writing probably should include not just modelling of text forms but also modelling of composing processes and of the sociocultural purposes and functions that writing in the second language serves.

My findings suggest that the nature and quality of perceived challenges change as growth takes place. Interestingly, few of the themes addressed issues of writing processes or the quality of one's work. In essence, though a very small portion of the interim stage (see Chapter Three) samples mentioned being descriptive and being boring as challenges (suggesting at least a minimal awareness of quality issues) (Underwood, 1998: 22), how to go about composing a piece and what goes into the creation of high-quality pieces were not perceived as challenges.

Researchers' general assumptions about writing is that, in contrast to essay writing, creative writing provides a writing opportunity that permits students to tap into a more private, personal emotional reality for their ideas and material. This is characterised by freedom from the nonpersonal, external demands of facts and other people's ideas, comments and forms. For the most part, writing is concerned with original, creative, personal experiences and feelings that can be discovered by the "self" and which provides the basis for their material.

Given what Light (2002: 273) argues, despite the convergence in the study of students' assumptions about "subjectivist epistemology" which is attributed to the practice of creative writing as opposed to that of essay writing, the results do not support the view that creative writing is a fundamentally different form of writing vis-à-vis the writing self, as suggested by the work of Briton (1970) and Emig (1971). My present findings suggest a different epistemological departure point and as a result, categories of understanding with a different and illuminating epistemological slant (Light, 2002: 273). I believe that there is no support in the findings for suggesting that these different modes of writing are anything other than differences of degree. My study has highlighted the student–writer as a personal producer/consumer of meaning in terms of the "other", as opposed to the student as a public consumer/producer of meaning in terms of the "self". I find that in both cases, the discussion is of the same phenomena (differentiated by the different kinds of disciplinary writing involved), the focus on their variance here emphasises more clearly the dialogical nature of meaning and student understanding (Light, 2002: 273).

I am inclined now to uphold what Greenhalgh (1992: 401) states as the dilemma a teacher of writing can face in a writing class:

> Teachers of writing regularly face the task of advising students about their work-in-progress. The task is problematic because it raises many practical and theoretical issues. Not least is the ethical issue of rights and responsibilities with respect to texts. Researchers recommend that a teacher must somehow make it possible for students to take control of their own writing. A responsible teacher, then, would be a responsive reader, one who helps students identify and solve writing problems but avoid[s] unwittingly appropriating the draft. Responsible students would, in turn, be their own best readers, taking responsibility for solving writing problems of their own making.

I believe that a teacher should find ways to comment on a student's writing while at the same time respecting the differences between a teacher and students' responsibility for an emerging text. Teachers of writing regularly face the task of advising students. Finally, while the teacher is the expert resource concerning academic prose and discourse communities, students must be taught to authentically engage in choice-making and problem-solving and to accept responsibility for their writing (Reid, 1994: 289).

4.9 Conclusion

My investigation has so far reinforced the notion that writing is indeed a process of discovering and making meaning. I believe that through the act of writing itself, ideas are explored, clarified, and reformulated and, as this process continues, new ideas suggest themselves and become assimilated into the developing pattern of thought (Zamel, 1983: 166). I argue that by understanding that writing may be recursive, nonlinear and convoluted, writers can modify or even discard chunks of discourse or original plans as they review their writing, reconsider its function and distance themselves from it in order to meet their readers' expectations (Zamel, 1983: 166). Thus, I view this way that they approximate more closely in writing what may only have existed on an intuitive level.

I conclude by saying that although I had anticipated presenting data that would reflect the various stages of my students' composing process, I was pleased with the outcome of my findings. These stages are usually characterised as prewriting, writing, and revising, however, my students' writing behaviours were not entirely amenable to this type of breakdown, but rather a fact that in and of itself attests to the nonlinear nature of writing. This was generally a case for all 14 writers, both skilled and unskilled. The

thinking, brainstorming and note-making that is believed to precede actual composing took place even after the writing had begun, illustrating that "planning is not a unitary stage, but a distinctive thinking process which writers use over and over again during composing" (Flower and Hayes, 1981: 375). I observed that students who started by creating an informal list of ideas or questions to consider found themselves discarding it once they undertook the writing itself. It appears that while some planning was necessary to help them think through the topic, they were quite willing to shift directions once they discovered an alternative and more satisfying solution (Zamel, 1983: 172). I will discuss this in greater detail in my next chapter.

Because writing is an act of confidence, we must help students to see both the potential and the problems in their writing, and we must be able, through our intervention, to send our students back into the writing process with a concrete plan for improving their writing (Reid, 1994)

I thought that the following quotation from the late Nelson Mandela would be very fitting to end my discussion chapter in that when we write, we should write as if everyone is about to read what we have written.

> *"Live life as though nobody is watching and express yourself as though*
> *everyone is listening."*
> *(Nelson Mandela, 2010)*

4.10 References

Alosaimi, M.S. 2014. "A Consciousness Raising Exercise in Meaningful Literacy: ESL Female Teachers' Perspectives and Recommendations". Master's Thesis Unpublished. Indiana University of Pennsylvania.

Altrichter, H., Feldman, A., Posch, P. and Somekh, B. 2008. *Teachers investigate their work; An introduction to action research across the professions* (2nd ed.). London: Routledge.

Anson, C.M. 1985. "Exploring the Dimensions of Purpose in College Writing". *Educational Resources and Information Centre (ERIC)*. 3-31.

Ary, D., Cheser Jacobs, L., and Sorensen, C. 2010. *Introduction to research in education* (8th Ed.). Belmont, CA: Wadsworth Thomson Learning.

Benton, S. L., Kraft, R. G., Glover, J. A., and Plake, B. S. (1984). "Cognitive capacity differences among writers. *Journal of Educational Psychology"*. Vol.76(5). Pp.820-834.

Berger, C. R. 2007. "Plans, Planning, and Communication Effectiveness". In B. B. Whaley and W. Samter (Eds.), *Explaining Communication:*

Contemporary Theories and Exemplars. Mahwah, NJ: Lawrence Erlbaum. 149–164.

Bereiter, C. and Scardamalia, M. 1987. *The Psychology of Written Composition*. Hillsdale, New Jersey: Lawrence Erlbaum Associates Publishers.

Bilton, L. and Sivasubramaniam, S. 2009. "An Inquiry Into Expressive Writing: A Classroom-Based Study". *Language Teaching Research*. 13, 301-320.

Bodie, G. D., and Burleson, B. R. 2008. "Explaining Variations in the Effects of Supportive Messages: A Dual-Process Framework". In C. Beck (Ed.), *Communication yearbook 32.* New York: Routledge. 354–398.

Brandt, D. 1990. *Literacy as Involvement: The Acts of Writers Readers and Texts*.Carbondale: Southern Illinois University Press.

Britton, J. 1970. L*anguage and Learning, Harmondsworth*. Penguin Books.

Byrnes, H. (Ed.). 1998. *Learning Foreign and Second Languages*. New York: The Modern Language Association of America.

Canagarajah, S. 2006. "The Place of World Englishes in Composition: Pluralization Continued". *TESOL Quarterly*.

Chenoweth, N.A. and Hayes, J. R. 2001. "Fluency in Writing: Generating Text in L1 and L2". *Written Communication 2001*.18, 80 -98.

Coles, N. and Wall, S.V. 1987. "Conflict and Power in the Reader-Response of Adult Basic Writers". *College English*. 49, 298-314.

Cumming, A. 2001. "Learning to Write in a Second Language: Two Decades of Research". *International Journal of English Studies.* 1(2), 1-23.

Denzin, N.K.and Lincoln, Y.S. 1998. *Collecting and Interpreting Qualitative Materials*. Thousands Oaks, California: Sage Publications.

Dewaele, JM., Witney, J., Saito, K, and Dewaele, L. 2018. "Foreign language enjoyment and anxiety: The effect of teacher and learner variable". *Language Teaching Research*, 22(6), 676-697.

Dillard, J. P. 2008. "Goals-plan-action theory of message production". In L. A. Baxter and D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives.* Thousand Oaks, CA: Sage. 65–76.

Emig, Janet. 1971. *The composing processes of twelfth graders*. Urbana, IL: National Council of Teachers of English.

Faigley, L. and Witte, S. 1981. "Analyzing revision". *College Composition and Communication*. 32 (4), 400-414.

Flower, L. and Hayes, J.R. 1981a. "A Cognitive Process Theory of Writing". *College Composition and Communication*. 32, 365-387.

Flower, L. and Hayes, J.R. 1984." Images, Plans, and Prose: The Representation of Meaning in Writing". *Written Communication*. 1(1), 120-160.

Galindo, R. and Olguin, M. 1996. "Reclaiming Bilingual Educators' Cultural Resources: An Autobiographical Approach". *Urban Education.* 31, 29-56.

Gibbs, R.W. 1994. *The poetics of mind, figurative thought and language and understanding.* Cambridge, UK: Cambridge University Press

Greene, J. O. 2007. "Formulating and producing verbal and nonverbal messages: An action assembly theory". In B. B. Whaley and W. Samter (Eds.), *Explaining communication: Contemporary theories and exemplars*. Mahwah, NJ: Lawrence Erlbaum. 165–180.

Greenhalgh, A.M. 1992. "Voices in Response: A Postmodern Reading of Teacher Response". *College Composition and Communication*. 43(3), 401-10.

Gutstein, S. 1987. "Toward the Assessment of Communicative Competence in Writing: An Analysis of the Dialog Journal Writing of Japanese Adult ESL Students". Washington, DC: *Georgetown University Dissertation Abstracts*.

Hairston, M. 1982. "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing". *College Composition and Communication*. 33, 76-88.

Hanauer, D. I. 2012. "Meaningful literacy: Writing poetry in the language classroom". *Language Teaching*. 45(01), 105-115.

Harre, R. and Gillett, G. 1994. *The Discursive Mind*. Thousand Oaks, California: Sage Publications.

Jones, P. 1991a. "The Various Benenfits of Dialogue Journals". In J.K. Peyton and J. Staton (Eds.), *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English*. Englewood Cliffs, NJ: Prentice Hall Regents. 102-126

Jones, S. and Tetroe, J. 1987. "Composing in a Second Language". In A. Matsuhashi (Ed.). *Writing in Real Time: Modelling Production Processes*. New York: Longman. 34-57.

Judy, S. 1980. "The experiential approach: Inner worlds to outer worlds". In T. Donovan and B. McClelland (Eds.), *Eight approaches to teaching composition.* Urbana, IL: National Council of Teachers of English. 37–51.

Kern, R. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.

Kohonen, V., Jaatinen, R., Kaikkonen, P. and Lehtovaara, J. 2001. *Experiential Learning in Foreign Language Education*. Harlow: Longman.

Kramsch, C. 1993. *Context and culture in language teaching*. Oxford: Oxford University Press.

Krashen, S. 1982. *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Kreeft, J. 1984. "Dialogue journal writing: Bridge from talk to essay writing". *Language Arts*. 61(2), 141-150.

Lantolf, J.P. (Ed.). 2000. *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

Lauer, J. M. 1980. "The Rhetorical Approach: Stages of Writing and Strategies for Writers". In T. R. Donovan and Clelland (Eds.), *Eight Approaches to Teaching Composition*. Urbana, IL: National Council of Teachers of English. 53-64.

Light, G. 2002. "Conceptions of Creative Writing in Higher Education". *Higher Education*. Springer. 43(2), 257-276.

McCornack, S. A. 2008. "Information manipulation theory". In L. A. Baxter and D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication:Multiple perspectives* (215–226).Thousand Oaks, CA: Sage.

McRae, J. 1991. *Literature with a Small 'I'*. London: Macmillan.

Mandela, N. 2010. *Conversations with Myself.* New York: Farrar, Straus and Giroux.

Menard-Warwick, J. 2008. "The Cultural and Intercultural Identities of Transnational English Teachers: Two Case Studies from the Americas". TESOL QUARTERLY. 42(4).

Myles, J. 2002. "Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts". *TESOL Quarterly*. 6(2).

Park, G. 2013b. "'Writing is a way of knowing': Writing and identity". *ELT Journal. 67*. 336-345.

Parodi, C. 2010. "Adaption Essay Prize Winner. Franchising/Adaptation". *Adaptation* 4(2), 210-218.

Pavlenko, A. 2003. ""I never knew I was Bilingual": Reimagining Teacher Identities in TESOL". *Journal of Language Identity and Education.* Vol. 2. No.4. pp. 251-268.

Perl, S. 1980a. "A Look at Basic Writers in the Process of Composing". In L. N. Kasden and D. R. Hoeber (Eds.). *Basic Writing.* Urbana, IL: National Council of Teachers of English.

Peyton, J.K. and Reed, L. (Eds.). 1990. *Dialogue Journal Writing With Nonnative English Speakers: A Handbook for Teachers*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Ransdell, S., and Levy, C. M. 1999. "Writing, Reading, and Speaking Memory Spans and the Importance of Resource Flexibility". In M.

Torrance and G. C. Jefferey (Eds.), *The Cognitive Demands of Writing. Processing Capacity and Working Memory in Text Production.* Amsterdam: Amsterdam University Press. 3, 99-113.

Raimes, Ann. 1979. "Problems and teaching strategies in ESL composition". *In Language in Education: Theory and Practice* 14. Arlington, VA: Center for Applied Linguistics.

Reid, J. 1994. "Responding to ESL Students' Texts: The Myths of Appropriation". *TESOL Quarterly*. 28(2), 273-292.

Rodrigues-Garcia, L.M. 2014. "Influential Factors That Affect Retention and Language Acquisition in Beginning ESL Adult Students". Unpublished Doctoral Thesis. Walden University.

Rosenblatt, L. 1978. *The Reader, The Text, The Poem: The Transactional Theory o*f *the Literary Work.* Carbondale, Illinois: Southern Illinois University Press.

Rosenblatt, L. 1995. *Literature as Exploration*. New York: The Modern Language Association of America.

Richardson, L. 2000. "'Writing: A Method of Inquiry'". In Denzin, N. and Lincoln, Y. (Eds). *Handbook of Qualitative Research*. 2nd Ed. Thousand Oaks, CA: Sage. 923-948.

Schoonen, R., Van Gelderen, A., De Glopper, K., Hulstijn, J., Snellings, P., Simis, A., and Stevenson, M. 2002. "Linguistic knowledge, metacognitive knowledge and retrieval speed in L1, L2 and EFL writing: A structural equation modeling approach". In S. Ransdell, S. and M.L. Barbier (Eds.), *New directions for research in L2 writing.* Dordrecht: Kluwer Academic Publishers. 101-122.

Schuirmann, Reiner. 1985. "'What Can I Do?' in an Archaeological-Genealogical History." *Journal of Philosophy.* 10, 540-47.

Shuy, R.W.1987. "The Oral Language Basis of Dialogue Journal Writing". In J. Staton et al. *Dialogue Journal Communication: Classroom, Linguistic, Social and Cognitive Views.* Norwood, NJ: Ablex.

Silva, T. 1993. "Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implication". *TESOL Quarterly*. 27(4), 657-677.

Sivasubramaniam, S. 2004. "An Investigation of L2 Students's Reading and Writing in a Literature-Based Language Programme Growing Through Responding". Unpublished PhD Thesis, University of Nottingham, Nottingham, U.K.

Stanovich, K. E. 1991. "Word recognition: Changing perspectives". In R. Barr and M. L. Kamil, P. B. Mosenthal and P. D. Pearson (Eds.), *Handbook of reading Research.* Vol. II. New York/London: Longman. 418-452.

Taylor, B. P. 1976. "Teaching composition to low-level ESL students". *TESOL Quarterly*. 10(3), 309-319.

Toulmin, S. 1990. *Cosmopolis: The Hidden Agenda of Modernity*. Chicago: The University of Chicago Press.

Tshotsho, B. P. 2006. "An Investigation into English Second Language Academic Writing Strategies for Black Students at the Eastern Cape Technikon". PhD Unpublished Thesis. University of the Western Cape.

Underwood, T. 1998. "Writing with Reflective Questions and Reflective Events". *The Clearing House*. 72(1), 18-22.

Voit, M. 2009. "Do dialogue journals with recasts improve the writing skills for adult learners with limited literacy skills?" Master of Arts in ESL. Hamline University. Saint Paul. Minnesota

Vygotsky, L. 1978. *Mind in Society: The Development of Higher Psychological Processing*. Cambridge, MA: Harvard University Press. Reprint with an Introduction by M. Cole, J. Steiner, S. Schribner and E. Souberman.

Weiss, R.H.1980."Writing in the Total Curriculum: A Program for Cross-Disciplinary Cooperation". In T.R.Donovan and B.W. McClelland (Eds.), *Eight Approaches to Teaching Composition.* Urbana, IL: NCTE. 133-149.

Zamel, V. 1976. "Teaching Composition in the ESL Classroom: What We Can Learn from Research in the Teaching of English". *TESOL Quarterly*.10(1), 67-76.

Zamel, V.1983. "The Composing Processes of Advanced ESL Students: Six Case Studies". *TESOL Quarterly*. 17 (2),165-187.

CHAPTER FIVE

CONCLUSION

"*How can I know what I think until I see what I say*"
(E.M. Forster, 1927)

In the previous chapter I discussed the findings of my research investigation. In this chapter, I will share what I learnt in response to my initial research questions and what limitations I faced in doing my research. Additionally, I will look at the bonus findings, what suggestions I have for future research in this area and various suggestions for other teachers who are teaching at a tertiary level. In sum and spirit, I undertook this study because of my growing concern about the students' writing ability.

5.1 Impressions

The process of my investigation discussed so far is longitudinal in nature. The investigation was mainly intended to observe and describe the dynamics and ramifications of an L2 phenomenon set off by the deployment of literature of an evolutionary literary nature. I believe in encouraging my students to produce literature about daily living in which they would feel free to voice and address their fears, joy, hopes, doubts and initiatives that I find could serve as the direction in which to steer their expressive writing. Most importantly, my investigation was aimed at demonstrating the educational and social values of evolutionary literary works.

Basing my research on a subjectivist/constructivist epistemology, including the attitudes and beliefs underlying it, compelled me to search for ideas and views that were constituent with such an epistemology. In consideration of this philosophy, my literature reviews identified an array of theoretical and practical issues that were meant to support a constructivist approach to my investigation.

The review of literature relevant to writing models led my study to identify the role of self-discovery and empowerment in the acts of my students'

writing. As a result, the study was intended to use expressivist models of writing to foster response to literature of an evolutionary literary nature.

My purpose was to use the deployment of such literature in my classroom, which guided the literature review in extracting the various approaches to writing. In keeping with the subjectivist epistemology of my research, I decided to use a personal–response approach to the writing I used. My decision to use texts about daily living, which I surmised could help, supported my choice of approach in the study.

I examined the "why" of my research, pointing out the gaps in my understanding of expressive writing and the need for empowering teachers through reflective practice, which lead to my resolve to carry out the investigation in this way.

My choice of research design and methodology for the investigation was meant to capture the essence of the "response" phenomenon in its suited details on its suitability and I aimed to provide a fuller explanation of it. Given that quantitative/reductive methodologies often fail to provide a fuller account of a phenomenon in focus, I made an informed choice to attempt to overcome that drawback by using a qualitative methodology for my study. The research questions used in my investigation facilitated a research design that allowed for enough data collection. My intention was that the envisioned data triangulation would demonstrate the benefits of promoting subjectivity as an instrument of education inquiry with students. The triangulation of data helped reinforce the overall educational ideology of my research. The reading and interpretation of the literary texts of an evolutionary nature featured in the personal–response interviews, journals, class assignments and course-based exams, all support the perspective of aesthetic reading which according to Rosenblatt (1995) is the principal objective of literature in educational practice. Connected to this, my findings point to the influence the affective, attitudinal experiential dimensions of literature of an evolutionary literary nature can have on my students' writing. By the same token, they determine the willingness and ability of my students to read literature about daily living by creating more of it through their motivation to write and read what they write about.

I found that the texts used in my study were well suited to foster literary competence, that is, the skills and strategies the students can acquire as a result of an awareness-raising process via their understandings of their emotions, intuitions, joys, sorrows and their varying socio-mental states. My view was that the involvement with literature of an evolutionary literary

nature could accrue only through a personalisation of the literature text attempted by the learner. My aim was to use personal responses to the texts to demonstrate their efficacy in fostering emotional involvement from my students and facilitating their responses to the literature of daily living. Taking this into account, research shows that humans have followed a unique evolutionary trajectory that has partially detached behaviour from regulation (Carroll, 2018, p. 431). What this implies is that the perceptions and sensations of the human mind are linked to tightly channelled stimuli that release a narrow repertory of stereotypical behaviours. For this purpose, human minds contain a complex array of precepts, inferences, causal relations, contingent possibilities, analogies, contrasts, images, metaphors and hierarchical conceptual structures and therefore, humans reflect on their own mental life, imagine other minds and imagine themselves reflected in the minds of others (Carroll, 2018, p. 432). What occurs is that humans locate present reality within memories of the past and anticipation of the future, as seen in the students' autobiographical entries. Thus, they create their personal life stories and situate those stories within the legends and myths of their social groups (Carroll, 2018, p. 432).

The discussion of findings presented in the previous chapter illustrated the effectiveness of literature of an evolutionary literary nature in developing knowledge of the target language at the levels of vocabulary and textual organisation. By offering broader exposure to English than the more limited materials of a general coursebook, I believe that the texts used in my study appear to have contributed to the language development of my students.

It is evident from the findings that a sense of self-esteem and achievement dominated the students' attempts to read literature of an evolutionary literary nature and write about it.

Based on my low failure rate, it could be said that the texts in question provided the students with the stimulus to read, write, explore and develop meanings and ideas for communication; enabled the exploring and developing of ideas, which allowed the students to discover how their use of their language goes beyond simplistic identification and reference and how it could become ideational and move into abstract realms.

In summing up the advantages of using literary texts of daily living for language development activities, I wish to cite what the French grammarian, Michael Breal announced over a century ago (quoted in Aarsleff, 1982: 381):

> "A language does not consist exclusively of words; it consists of groups of words and phrases. It is not the word that forms a distinct unity for our mind: it is the idea."

Against this backdrop, I argue that any text that motivates or initiates an involvement with the world of ideas, as well as the world of imaginative language, may be viewed as a text that affirms and maximises the reader's capacity to read the world (Sivasubramaniam, 2004).

5.2 The Role of Writing in Thinking

I thought it would be appropriate to include a view on the role of writing in thinking because I believe that thinking about what you are going to write is important. According to Applebee (1984: 577), the role of writing in thinking is usually attributed to some combination of four factors:

(a) the permanence of the written word, allowing the writer to rethink and revise over an extended period;

(b) the explicitness required in writing, if meaning is to remain constant beyond the context in which it was originally written;

(c) the resources provided by the conventional forms of discourse for organising and thinking through new ideas or experiences and for explicating the relationships among them; and

(d) the active nature of writing, providing a medium of exploring implications entailed within otherwise unexamined assumptions.

My understanding is that if these four factors are used effectively, the writer is left with an exemplary work of art. In my research, I wanted to see if using journals would have a positive effect on the writing accuracy of my L2 students, including those not formally educated and with low literacy skills (Voit, 2009). Additionally, I wanted to determine if recasts in the instructor response would impact the accuracy of my students' writing. In the two semesters that I used recasts in my journal replies, I can say verifiably and unmistakably that the students preferred the recasts. They liked seeing their mistakes and the correct forms. They liked to know when they had made a mistake. My impression was that the responses were positive from both groups, but the noticeable group made more references to "receiving more feedback" and "expressing themselves better." This can be especially seen in section 3.13 of Chapter Three. However, my view was that this form of

response did not seem to make a difference in any measurable success during the two-semester study period.

5.3 Relating the Outcomes of my Study to the Research Questions

I find it helpful to relate the research questions of my study to the outcomes discussed in Chapters Three and Four. That is what my study proposes to do in the concluding section.

I hope that the following explanations relating to the research questions of my study will contribute meaningfully to my conclusion.

I intend to view my following explanations as confirmations that support the relevance of "context to human behaviour, and the centrality of the subjective belief systems of those involved in research to the process and outcomes of research" (Nunan, 1992: 71). I found that my conclusions did not seem to be atemporal affirmations of objective knowledge that had accrued from a scientific/rationalistic investigation but rather that they came across as context-dependent, context-based confirmations of constructivist knowledge proposed through a chain of narratives representing my students' experiential learning to write (Freire, 1972; Vygotsky, 1978, 1986; Freire and Macedo, 1987; Searle, 1992; Willet, 1995; Bailey and Nunan, 1996; Pavlenko, 1998; Polkinghorne, 1988; Kramsch in Lantolf, 2000: 133-135; van Lier in Lantolf, 2000: 245-259; Pavenko and Lantolf in Lantolf, 2000: 155-177; Kohonen et al., 2001). At this juncture, I hasten to say that in this section of my study, I am faced with reinforcements, not generalisations of what I have perceived as the context-bound characteristics of perspectival/speculative knowledge (Bailey and Nunan, 1996: 2; Sivasubramaniam, 2004)

5.3.1 Research Question 1: How do students participating in this case study understand expressive writing?

In my study I intended to explore a possible escape route through expressive writing and report and experiment with writing samples that lead to introduce one kind of expressive writing responding to personal writing in the journal or autobiography. I believe that my results could be viewed in terms of the increase in my students' motivation, care for their writing, and my pleasure in reading their work, which for me was as if I had climbed "a peak in Darien" (Keats, 1994[1816]).

My students' writing, as recorded in the data, illustrates their attempts at input generation, meaning negotiation and motivational benefits coming as a result of their writing endeavours. I intended for the interviews, journal and class assignments to become avenues for exploring meaning. The elaborative processing pointed out in Chapter Three was meant to illustrate how my students learnt to apply new information to their own lives as a way of relating meanings to their gathered experience. I observed a relaxed concentration with which they wrote in their journals and autobiographical writing as a way of conceptualising their experiences through writing. I would like to emphasise that their elaborative processing and relaxed concentration underlay their writing proficiency.

The abovementioned was stated in the Introduction and Discussion chapters. I looked at how my research was to operationalise the notion of expressive writing. Additionally, I have mentioned in my discussion chapter that a process view of expressive writing is better placed to appreciate the educational and social values encompassing my research. With this in mind, it cannot assume the status of present scales (Clark, 1987) that satisfy the tidy rationalist ideal of an all-knowing, all-seeing scientific researcher.

I argue that there is not one single right form of writing that promotes expressive writing, rather that an informed way of writing could promote fluency in writing. I found that there was a kind of emotional release that came about in the manner the students' expressed themselves in their writing. My study aimed at encouraging my students to view their writing as personal constructions of meanings and that they should try and use their journal entries and class assignments to operationalise their effective and emotive use of language. I observed the motivating force of fluency that came about as a natural outcome through their attempts to write and this helped them to overcome the barriers that accuracy imposes on writers.

My holistic scoring scaling (i.e., the writing assessment discussed in Section 3.7 of Chapter Three) which I used in my course-based exams and for looking at the progress made by the students regarding the essay, should be viewed as a verifiable indicator of their writing fluency centred on their personal constructions of meaning. The data analysed in Chapter Three attests to the writing fluency of the students. There appeared to be elaborative processing which was evidenced in their journal entries and thus gave way to the absence of tension associated with linearity and conventional structures of discourse that can be viewed as an account of the meaning potential evident in the fluency of writing of my students. With the use of literature of an evolutionary literary nature I viewed its presence in

my study as a promotion of continuous "response" by the students. By maintaining the students' motivation to write, it appears that literature of this nature promoted the students' proficiency and fluency during my investigation.

The writing fluency dealt with by the students writing about themselves and dealing with texts of an evolutionary literary nature encouraged the students to learn through a response of addressing topics that dealt with daily living like fears, joy, hopes, doubts, initiations and intuitions—which constitute the route of expressive writing. Finally, they needed to be involved with the text in a literary manner. By considering the aim, rationale, scope and contextual setting of my study, my close-knit explanations can serve as my warrant (Edge and Richards, 1998) to justify the outcomes of the research.

My study came to view the students' writing of an autobiographical nature as a self-representation of how they viewed themselves. I discovered that with the entries on self-representation and that without using literature text to promote expressive thinking, I found this to give them sufficient stimuli to read later.

My study has persuaded me to think that writing is a difficult and complex activity for L2 students and because it competes with the electronic world today, it has led young people in becoming inadequate readers. With this in mind, the aim of my research allowed my students to look at themselves and incorporate what they thought about while writing and the way they lived which has led me to believe that expressive writing should be an integral part of their lives.

5.3.2 Research Question 2: How does the (socio) cognitive process influence the participating student's ability to write?

Considering my students' writing discussed in the previous chapter, I viewed it as a facilitating condition for democratising their literature of an evolutionary literary nature and for allowing freedom in their democratic potentialities, as seen in their journal entries and autobiographic writing piece. The writing experience that the students demonstrated, as seen in my data, indicated a social view of writing and how the students used their writing experience to assign a fresh view on academic writing. When pondering on this point, I am inclined to think that a "right" writing method, resulting in an individual's interpretation of texts, may be viewed as results affecting the social behaviour in and outside the classroom.

The students' journal entries analysed in the subsections of 3.5.1 in Chapter Three, offer verifiable support for promoting students' capacity for interpretation of expressive writing. It should be stressed again that the students' capacity for interpretation came as an outcome of a process of involvement of what they believed and disbelieved in their ability to writing in their L2. The data referred to in 3.8 of Chapter Three, indicates an involvement of students' personal responses:

- The students developed a hypothesis about the world.
- They became more aware of human experiences.
- They were granted the ability to think about the various aspects of human existence.

As shown by the data, the students' interpretations represent their bold attempts to explore meanings of texts. In light of this, I believed that the use of literature of an evolutionary literary nature was able to strengthen the students' capacity to interpret through writing, implying that the students learnt how to interpret what they understood by a question, or a text given to them to write about.

When considering the students' journal entries, they point to how, through personal information about themselves, the students could write about their emotions and relationships. Moreover, I believe that journal entries offered verifiable support about how the students used their writing as a basis for thinking about different aspects of human existence. This appears to have helped them to experience a sense of cross-referentiality that touches the core of all human experiences. This meant that their attempts at expressive writing provided them with an experiential understanding of what they wrote. My study could be viewed as one that constitutes an internalist perspective on knowledge and expressive writing. This could also help promote the process of experiential learning and encouraging the use of an internalist perspective as a basis for developing cross-referentiality. As such, literature of an evolutionary literary nature appears to have demonstrated its role in developing the students' ability through expressive writing.

I believe that schoolteachers are partially to blame for the poor writing abilities of students, and it could be that too often, writing instruction consists of copying from blackboards or teacher dictation, especially in rural areas in South Africa (Applebee, 1981). Writing is too infrequently the creative, cyclical, planned, multi-staged act we have assumed it to be. I thought it might be interesting to include some literature material at this

juncture, to show the links between the teacher, student and writing. I will now point out the three primary classes of problems with schools as viewed from Pea and Kurland (1987: 303-304):

(1) Teachers' attitude toward writing,

> At times, one of the classroom problems stems from the teachers' attitude toward and involvement in writing activities. It appears that teachers might not view writing as a cognitive activity in which anyone can engage. It is possible that not all writing instructors think of themselves as writers, and they often do not possess the metalanguage to advise students on problems students may encounter in writing. However, this situation may improve when teachers make use of instructional texts based on cognitive writing research (Beaugrande, 1982; Flower, 1981). In the meantime, it is possible that teachers' self-perceptions and misunderstanding of writing processes will inevitably influence their students' reactions to the introduction of cognitive writing technologies in classrooms.

> Hence, teachers need a cognitive process model of writing, one that emphasises the flexibility of orchestrating the writing subprocesses and that each writer should find a writing method that best suits him or her. Should teachers use a "diversity" model of instruction, they might develop a different attitude when reviewing their students' writing and the teacher may view each draft of writing as one stage in the development of the work. With this method, the students are constructing writing techniques that the teacher can express through supportive criticisms.

(2) The status of the student-as-writer.

> The second class of problems has three main aspects, all involving the status of the child-as-writer: the kinds of writing practised, writing for effects on readers and writing for voice. The kind of writing children practice is an important issue. More writing activities where children's purposes and interests serve to fuel the writing process are needed. Student writing should be able to move things or people in the world, rather than merely meeting short-term instructional goals (Smith, 1982). We need to make a greater effort in schools to have a student's goals rather than a teacher's commands serve as engines for writing. Using expressive writing activities (since they are basically knowledge-telling and do not require goal-related planning) are best viewed as a bridge to other types of writing (Briton, 1982; Scardamalia and Bereiter, 1985). For writing to become purposeful and to involve reflective planning about goals and goal-directed text creation, more effective interventions

need to be introduced such as strategy instruction, procedural facilitation, product-oriented instruction and inquiry learning.

Developing "voice" in writing deserves special emphasis since it is a quality widely acknowledged to be essential for writing to have "life" and interest—both key qualities in capturing a reader's attention and getting effects.

Karl Kraus, the masterful Austrian writer and literary critic, illuminated the centrality of voice:

> There are two kinds of writers, those who are and those who aren't. With the first, content and form belong together like soul and body; with the second, they match each other like body and clothes (Auden and Kronenberger, 1981: 275).

Our cognitive writing technologies should help facilitate rather than restrict the emergence of the writer's distinctive voice. A major way to do this will be to recognise that written voice is rooted in oral voice. Studies have found that people should be taught to speak well first, then learn to write well and that we should emphasise eye-reading from the screen (and page) but voice-reading instead—going back and forth from the orality of the body to the structures of the written language, so that we do not lose the voice of the body "behind" the text (Elbow, 1981).

(3) Helping students to mobilise openness and trust in their writing.

I argue that if the first two problems were to be solved by assisting our students in writing, then we as educators would find ourselves in a situation where we get to mobilise the students' trust in their writing. Students will then develop confidence in what they say and the messages of their voices as they develop through their writing. For students to develop confidence in the writing process, they need to know that learning to write takes time, but with practice, reading of various genres, and careful attention to their work and what others say about it, their writing will continue to improve. To achieve this confidence in writing, it is important that evaluation, revision, and other writing activities that involve the teacher's tutorial efforts be done in an atmosphere of friendship and collegiality rather than in a reproving, inimical manner (Wason, 1980; Greene and Wason, 1982).

All of my students spent a great deal of time thinking about their essays at the outset, trying to figure out how to proceed. Several of them tried to transcribe their thoughts in the form of notes, lists, or diagrams that mapped out their thought processes, others looked at their blank pages or into space until a beginning seemed to suggest itself (Zamel, 1983). My observation

was that whether their ideas were written down or not this process had little to do with the students' writing skills, for both the least skilled and some of my best writers wrote nothing before actually beginning the essay. With each student using their own strategies to "get into" a topic, some of their strategies may not necessarily involve prewriting at all. It should be noted that this method does not mean that their papers were error-free. On the contrary, problems with articles, agreement and usage, for example, were still in evidence but having observed the diligence with which my students edited, it became obvious that these errors were more the result of incomplete control of the language than the result of carelessness (Zamel, 1983).

5.3.3 Research Question 3: Which type of writing exercises will help the participating students to improve their writing.

I believe that a love of writing can take time to manifest itself in students. My data points to the students' attempts at expressing themselves in writing. In this regard, I viewed my study as identifying a constructive influence that arose as a result of writing and a sense of relaxed concentration that brought about my students' confident engagement with literature of an evolutionary literary nature. Data from the journal entries, the class assignments and course-based exams illustrates the students' attempts to internalise the views of the texts. I am inclined to think that the personalisation of writing can happen in the absence of a love of writing. The love of writing can be seen in their autobiography as presented in Chapter Four. My impression was that they felt free while writing their autobiographies; writing about themselves and their emotions awoke some kind of freedom of expressive responsiveness in them. An alternative interpretation featured in the journal entries and class assignments which in my view, illustrated a persuasive discourse from the students and this just allowed them to be able to use their voice. The students were able to tell the story of their lives because they loved what they wrote. It should be noted that the interview data along with the journal entries, class assignments and course-based exams all illustrate the involvement, commitment and enjoyment in the students' writing about it.

My observation from the data was that my students were interested in making what they were doing to make sense rather than making a text make sense.

The data analysed in Subsection 3.6 in Chapter Three attests to this. The class assignments provided space for them to practice expressive writing.

My view was that moving along a continuum of increasing responsiveness, the students were able to relate their analytical ability to the experiential aspects of their writing.

The data analysed in Section 3.7 can provide further, verifiable support for this discussion. The expressive writing used by the students taught them how to look at issues raised in the texts and view them from multiple perspectives. In that section, my data was intended to illustrate not only the process features of writing but also to demonstrate an absence of conventionality and linearity linked with a positivist notion of writing, which can enhance the potential meaning available to the person using the language.

The journal entries analysed in Sections 3.5.1 and 3.6.1.1 of Chapter Three support the point discussed above in that it was meant to illustrate the process of the build-up of expectations, climax and affect consequences of using literary works in a communication classroom. The findings in my study aimed to illustrate how my students have tried to relate to people, places, time and action as well as to demonstrate their continual need and willingness to construct meanings through their expressive writing. My objective was to encourage my students constantly to express in their own words how they viewed their real-life situations as well as for them to experience the engaging rewards when they saw improvements in their writing.

The data from the journal entries and class assignments evidence the students' attempts to construct a semiotic universe.

The use of literature of an evolutionary literary nature has demonstrated to my students that the fundamental aspects of everyday thought and the use of literary language are inseparable. This implies that the indeterminate nature of literary language that the students came into contact with within literature of evolutionary literary nature encouraged rather than discouraged their involvement with the text. The data from the course exam analysed in Section 3.12 of Chapter Three provides insights into the language generating potential of the literary text (Duff and Maley, 1990). My students' performance in the exam explains how the use of literary language facilitated their handling of textual materials in the study.

Because my students were more aware of literary language usage, they therefore made a bold attempt to make sense of themselves and their world through expressive writing. In making this attempt, they never allowed the

formal characteristics of language to demotivate them or discourage them from engaging with texts. In my attempt to involve my student with the use of literary language, I found that their use of literature of an evolutionary literary nature promoted their language awareness.

My observation during this study was that students found it difficult to develop purposes for writing that were free of the impositions placed on them by the curriculum. I found that students took fewer risks in writing or wrote short texts without much rhetorical or stylistic experimentation as seen in Section 3.6.1.2 of Chapter Three (Anson, 1985: 11). Students tend to view their texts as demonstrations of competence, of what they have learnt or what they knew, not as a way to learn or to know and they are also very much preoccupied with what the teacher wants often asking for clarification of an assignment or hints as to how they should respond to it or what the "correct way" is (Anson, 1985: 11). Hence, there are these global purposes for writing in the classroom that tend to be closely tied to a performance-oriented, dualistic, mechanistic view of writing.

When my students wrote to a no classroom audience, they sometimes play roles effectively, such that the resulting text shares all the characteristics we might find in actual texts written in the extracurricular context.

As Freedman and Pringle (1980: 314) point out, "writing done in such a context of writing about an artificial topic implies a composing process that is radically different from the process each of us undergoes in the course of our normal writing". They continue to explain why it is important to examine writing that students do for course assignments:

> Such essays have two advantages: first, they are typical of the writing most students do most often; second, they entail far more intense intellectual engagement in the process than the conventional one-session assignment and consequently involve the students in [the] composing process (Freedman & Pringle, 1980: 314).

In relation to the abovementioned, I noticed that my students wrote significantly better when they wrote about a topic that was not academically based.

5.4 Significance of my Study

The choice of my research practices used and the research questions I posed in my study are warranted by the context and setting of the study. Therefore, the outcomes discussed in the previous sections should be viewed in the

light of what was laid out in the context, or the Introduction and the data analysis chapters.

My outcomes could be seen in relation to an in-depth understanding of the phenomenon, which my study has chosen to investigate. Therefore, the outcomes reinforce the effectiveness of the data triangulation used in my research to capture the "response" phenomenon and present it as an understanding of what expressive writing entails. By using literature of an evolutionary literary nature, three trajectories may be used: remaining on the margins of the academic literary establishment, being incorporated as just another of many different schools of literary theory or fundamentally transforming and subsuming all literary study (Carroll, 2010; Carroll, 2018, 434). By using this kind of literature, we allow students to develop a love of writing as well as confidence in themselves when writing in their L2.

I also looked at this form of writing because I believed that it was the self-reporting way to go, and I would like to mention that I was not mainly concentrating on their grammar and punctuation. I wanted to look at humanistic topics i.e., human-centred topics that dealt with the beliefs and enthusiasms in the students' lives.

5.5 The Importance of Receiving Feedback

As seen from the students' responses in Section 3.3 of Chapter Three, most of them never really received feedback from their teachers in high school. In my study, I gave them feedback, but they would have appreciated it if I had given them more feedback as they mention in the post data collection interview questions in section 3.8 of Chapter Three. Given the continual disruptive nature of students coming from very unstable family backgrounds which interrupted their attendance, they were therefore, unable to attend class regularly and I could not give them the amount of feedback that they would have liked from me. However, some of them felt that my feedback had helped them in their writing.

5.6 Limitations of my study

It stands to reason that there were many limitations within my study; some were foreseen, others were not. In this section, I will examine those limitations.

One of the reasons I wanted to do this study was that there was very little research focusing solely on expressive writing on students from a tertiary

institution. Most of the research I came across focused on reading and literature but not much on expressive writing at a tertiary level, especially in the "new South Africa", the post-apartheid era.

I would like to mention that the students in my study do not represent the extremes of the student population—that is, they do not represent extremely weak or extremely strong writers. It is rather that they came to learn to perceive the different challenges facing them as writers qualitatively: from simply doing the writing to doing the writing well. What these students told me over the course of this study suggests that expressive writing may be a necessary component of writing instruction for most of our students.

5.6.1 Institutional Setting

Doing my research in an institutional setting, I had to abide by the systemic and administrative constraints imposed on me. This meant that I had to design my study in terms of course requirements and evaluation standards, which restricted my autonomy. So, in practice, I had to adapt my language programme with the stipulated time of 16 hours of instruction per week over two semesters. Ideally, I would have preferred to use all my teaching time and have an ongoing scheme of assessment for my students. I believe that this arrangement would have allowed me to meet my students daily instead of twice a week and would have also provided time for a deeper understanding of their writing. It might also have been possible to employ a wider range of language-based activities in class. It might further have been possible to promote more pedagogical focus which presented writing development through diverse stages of process writing (mapping, teaching genres, using models and revising and editing) and as a palette of writing activities in an array of categories (e.g., copying, dictation, grammar exercises, controlled composition, analytical essays, creative writing, computer conferencing).

5.6.2 Journal Entries

All my students were full-time students with other subjects to focus on as well. Expecting them to have time to write regularly in their journals turned out to be unrealistic. The students certainly tried, but the length of most entries was too short to get a statistical indication of improvement.

Another aspect contributing to this limitation could be seen as the ability for me to respond to the journal entries in an appropriate time frame. Having 14 students using the journals at the same time put incredible stress on me

because I was teaching over 100 first-year students. Fortunately, I was continually able to return the journals to the students quickly, but they needed to leave them with me over the weekend. In a perfect world, they would have had the journals with them all the time.

5.6.3 Apartheid Regime in South Africa

The prevailing attitude to writing in South Africa is another serious limitation to my study. I believe that writing has been an inadequate as well as an incapacitating experience because of the apartheid regime of the past, which did much to stifle the writing of young people. After speaking to the students, I got the impression that many schools never really focused on writing as such because they were more focused on completing the syllabus prescribed by the education department. As seen in Section 3.3 of Chapter Three, from the responses of the students it seems that many of them never really did autobiographical writing in class or even received feedback from their teachers. Many of them were not even familiar with the term expressive writing. Many high schools in the Western Cape Province and the rest of South Africa mainly focus on teaching the material from the books that they are doing in class. If my memory serves me right, I remember that in high school, we were asked to develop neat outlines, instead of being encouraged to work with tentative lists and notes. What happened was that while the good writers may have been able to design a mental blueprint of their composition and retain this plan even as they develop and reconstruct it, unskilled writers may have little insight into the direction of their ideas and may be helped by creating what Shaughnessy (1977) called a *conceptual map*. Instead of assigning essays that were supposed to represent ideal rhetorical models and are often the imitation of such models, students should be helped to understand that the decisions about form and organisation only makes sense regarding certain ideas being expressed (Zamel, 1983: 181). Hence, students should be given texts that allow them control over the choices they make when writing and teachers should not pressure students when their writing is not the way the teacher wanted it to be, but rather assist the student in writing by giving them constructive feedback.

5.6.4 Time Limitations

An aspect of the time limitation was the length of the study itself. I realised that two semesters, entailing one entire semester and the start of the second semester, as I discovered, were simply not enough time to gauge statistical

improvements (needless to say, I am not a devotee of statistical truths and confirmations). In light of this, I found that my value-based educational foundations inspired me to believe that experiential truths far outweigh the simplistic asocial projections that statisticians call *atemporal* and *absolute truths* (Sivasubramaniam, personal communication, 2013). Ideally, I believe I could have seen better results accruing if I had more time to work with my students.

One more limitation would be the hesitation of those students who had a very low level of literacy. Despite my encouragement, they were very hesitant to write anything. Once they understood they could just write a few words or write how things sounded they were better able to take on the task, however, it was very difficult to get to that point.

5.6.5 Methodological Limitations

I thought that the data collected in my study was mostly limited because it could not account for all the aspects of second language learning in a classroom. I also found that the procedures used in my investigation might not have been able to provide a fuller picture of my students' writing. As such, I felt that my presentation of writing was done from a restricted angle of investigation. I believe that a period of an entire year seemed to be required for these learners to realise substantial changes in the syntactic complexity of writing. Nevertheless, even with these significant limitations, many positive findings were not measurable. This should not detract from the merit of this investigation since what is not measurable is not necessarily less valuable or meaningful in an educational context.

5.7 Positive Outcomes

Firstly, the students reported that they loved writing in their journals. It increased their confidence and many asked if they could keep their journals when I was done with the study. The students claimed that they wanted their journals back so that they can look back on how their writing had improved. At first, they were hesitant to write in the journals because they were anxious about making mistakes but with time, they then discovered what a wonderful tool it was in communicating with me and they felt a sense of pride.

In addition, to the students loving the journals, as the "responder", I did too (Kim, 2005). I really looked forward to their entries and felt very appreciated when I was able to give them feedback. I observed that the students used

the journals less as an academic activity and more of a reflection of their lives. I got to know the students significantly better from what they wrote in their journals. Jones (1991) proposed that positive changes could be made in the students' attitude toward writing; this certainly was the case.

I used their journals to guide me in the specific grammatical areas that would be beneficial to the students. I thought the students were fortunate to be using writing for genuine communication (Peyton and Reed, 1990) and also had the additional opportunity for reading (Peyton and Reed, 1990; Jones, 1991a).

My impression was that the students developed a sense of purpose in their writing, the way they discussed their writing and revised it and the way they conceived of themselves, rhetorically, in relation to their intended audiences.

The key findings of my study suggest that students' purpose for writing were very often closely linked to their models of writing, where they had sets of ideational constructs which related to the students' conceptions of writing as an academic as well as a social activity (Anson, 1985, p. 10). These models that Anson (1985, p. 10) refers to either inhibit or enhance the students' thinking processes by restricting or opening up possibilities for more specific purposes within and beyond the texts they are producing. What this implies is that students write primarily to complete assignments and their texts mostly include references to the assignment or the class. In addition, when they are given a text to write within a given context or audience beyond the classroom, their responses tend to be artificial and written to "vaguely defined or surrogate readers" (Anson, 1985).

My observation from the second course-based exam as presented in Section 3.7.3 of Chapter Three, was that the students definitely understood what writing entails because they knew how to anticipate, how to pace themselves and what to focus on as they wrote. I thought that while each of them may have had individual strategies for dealing with different aspects of the composing process, it appeared that their strategies when their writing reflected a shared understanding of the process of writing. My impression of my students' writing was that they all considered making meaning first, then how to order it and finally, how it can best be expressed. It should be noted that these considerations did not necessarily reflect the sequence of writing events, given the constant evaluation and reformulation, but rather the writers' sense of priorities (Zamel, 1983).

5.8 Implications for Further Research

With these positive outcomes related to journaling, I do believe further research in this area should be done in the country. Instead of a semester and the start of a second semester, a time frame of an entire year would be beneficial. It would be helpful if more journal entries were done in schools over longer periods of time. Other findings related to the field of dialogue journaling could be explored, meaning that if classrooms targeted lessons in the specific grammatical morpheme areas focused on, dialogue journaling could harbour positive literary outcomes. A look at spelling improvement, length of entries or just different grammatical morphemes, could all be additional areas to consider. Feedback would be another interesting area to explore; the instructor might meet with the student and go over the recasts verbally and give the student a chance to specifically practice the morpheme.

I believe that we should pay more attention to what our courses are doing to the way students think about writing, not only to the way they go about doing it and these sorts of focuses must begin at the very first stages of children's writing, both in school and at home.

I find that providing an environment that encourages students to leave behind their learning-sterile, dualistic models of writing is not easily accomplished. If we are to build purpose-oriented writing curriculae, we must, however, begin to accord a higher priority to several important principles of instructional design (Anson, 1985).

I am inclined to believe that this is possible if we encourage the enrichment of students' writing models. The kind of writing instruction we implement will have to deal openly with students' discourse models, encouraging them to write and talk about the place that writing has in their lives. I surmise that this kind of meta-focus will not help all students with a dualistic view of knowledge to think of writing more contextually and relativistically (Perry, 1970; Anson, 1985). As such, enough discussion of writing may help many young writers to break the bonds of their performance-based models of academic writing and at the same time, teachers must be sensitive to the way their instruction reinforces particular models of writing.

I argue that by encouraging students to take risks by providing contexts rich in feedback—particularly in terms of the students' own expressed purposes—we give students the opportunity to write for a variety of discourse purposes and for a variety of audiences, limiting them to artificial practice essays, what Britton calls "dummy runs" (Britton et al., 1975). Only

students who do not want to participate in these opportunities would be left without the chance to explore the purposes at the heart of all writing events.

Teachers need to encourage more students to bring the writing they are doing on their own into the instructional setting. An entire course can conceivably be designed in which there are no preestablished writing tasks; instead, learners/students could feel compelled to share their writing in a workshop atmosphere that allows them to develop intrinsic purposes for everything they do.

According to Anson (1985: 25), when we as educators respond to students' writing unnaturally by looking for errors of syntax, organisation or diction, we violate the student's intention to mean. As educators, our intention should be to help students to improve the surface features of their prose, then we would have to respond naturally and point out how such problems affect our understanding of their intentions. In addition, such an approach might help students think of errors relativistically, recognising how it affects different readers in different ways depending on context and purpose. Furthermore, this approach may be a more intuitively-based treatment of errors that can be easily integrated into long-term memory because it takes place within the real communicative contexts, rather than as abstract rules to be memorised without function (Anson, 1985).

By engaging in the kind of inquiry that I have been suggesting, teachers can apply what we have learnt from research most profoundly. In the process of investigating their own practices and the extent to which these practices affect what students do, teachers themselves may be transformed into researchers, thus truly closing the gap between research and pedagogy (Zamel, 2002).

My study shows that there is a need to improve academic writing skills. Writing skills must be practised and learnt through experience. As indicated in earlier sections of my study, writing involves composing, conducting research, developing ideas, analysing ideas, writing the first draft, editing and writing the final draft. Furthermore, it is the act of composing that at times creates problems for those writing in an L2 in an academic context. Thus, academic writing requires conscious effort and practice in composing, developing and analysing ideas. This implies that the writing process incorporates pre-writing activities such as brainstorming, drafting, revising and editing and multiple drafts (Tshotsho, 2006).

My view is that L2 writing teachers will need to devote more time and attention across the board to strategic, rhetorical, and linguistic concerns. Teachers need to provide realistic strategies for planning, transcribing, and reviewing that take into account their L2 students' rhetorical and linguistic resources. Hence, there must be a clear need for more extensive treatment of textual concerns. L2 writing teachers may need to familiarise their students with L1 audience expectations and provide them with strategies for dealing with potentially unfamiliar textual patterns and task types they are likely to have to produce (Silva, 1983). It may also be necessary for L2 writing teachers to work to enhance their L2 writers' grammatical and lexical resources.

My understanding is that a curricular framing of writing development seems indispensable, given the nature of the task of developing advanced writing abilities. In turn, that curricular approach to writing will benefit from a strong literacy orientation that affords opportunities for developing the kind of agency, authority, and power that is part of learning and knowing content. To be sufficiently language-based, such a literacy orientation must itself be grounded in and expressed in terms of a theory of language that is meaning-oriented (Byrnes et al., 2010).

I find that my study represents an attempt to further examine the composing processes of ESL students. It is based on the assumption that only by studying these processes can we begin to evaluate the appropriateness of our teaching methods and approaches. I assume that these processes not only underlie native composition research but also the work carried out by researchers in second language acquisition.

My impression is that ESL students should be allowed the opportunity to explore ideas about topics that truly engage them and also to make decisions about the most effective way to communicate these ideas. I am inclined to believe that students must be taught the understanding that writing is a kind of problem-solving; as writers they should try to discover solutions as they go along thereby enabling them to modify their discourse as it becomes necessary.

Instead of imposing some predetermined order, I think teachers should start asking students about their intentions and focus on the discrepancies that exist between what the writer wanted to communicate and what is in fact communicated.

5.9 Final Thoughts

Doing this entire investigation has been a valuable learning experience for me. My research methodology has made me more aware of the activities I chose to do with my students in the classroom, which has caused me to question the measurability of expected results and also to appreciate the importance of follow-through. Since doing this study I have become much more aware of the grammatical morphemes my students use in their writing, and I wonder if my results would have been different if I had chosen to allow the students to write longer in their journals or done more writing tasks in class. Additionally, my study has made me more aware and intentional about the feedback I gave my students. I seldom give feedback and I need to supply more feedback.

I am very pleased with the results of my study, even though they did not turn out the way I expected them to. I definitely formed closer relationships and forged bonds with the students who participated in my study. My impression was that they trusted me enough to put the time and energy into their writing, they shared personal details that would not have come out in the general classroom context, and eagerly looked forward to my responses and suggestions. I sincerely appreciate and value that experience. Despite the lack of measurable progress in the grammatical morphemes, I hope that tertiary students everywhere can look at this study and consider the immeasurable benefits of using journal entries and autobiographical writing.

My view is that for English L2 writers, the process of writing in an academic environment is challenging. I kept telling my students that the only way to improve their writing is to keep writing, thinking that with enough practice in writing and revision (involving problem-solving and reflection), they would eventually acquire the fundamentals or at least the standard required of academic discourse (Yau, 1991). I believe that the process approach to instruction, characterised by practise, collaboration and the opportunity for revision may be suitable for most English L1 writers while it is apparent that many L2 writers do not have the necessary linguistic ability to reap the benefits of that approach.

> [A]lthough we should not cripple our students' interest in writing through undue stress or insistence on grammatical correctness, the influence of second language factors on writing performance is something we have to reckon with and not pretend that concentrating on the process would automatically resolve the difficulty caused by these factors (Yau, 1991; Myles, 2002: 13).

I surmise that for L2 writers there is a process of discovering and exploring ideas and constructing a framework with which to best present these ideas. In this process, there is the appearance of being creative and generative and this may not always be based on a clear sense of direction or explicit planning, but rather a plan that allows further discovery and exploration. I believe that this plan involves integrating new ideas, revising those that have already been recorded, and may entail reconstructing one's framework to accommodate these changes, hence it requires the ability to assess the clarity of thought and logic and to distance oneself from the text, thereby taking into account the reader's point of view (Zamel, 1983). Even though there may be concerns about language-related difficulties, these difficulties do not seem to interrupt the ongoing process, but rather are addressed in the context of making and communicating meaning.

I find that language-related difficulties could be more productive if we created a more student-centred approach and syllabus. I believe that by studying what it is our students do in their writing, we can learn from them what they still need to be taught. We could discover individual problems concerning syntax, vocabulary and spelling and then determine which errors are the result of carelessness. When we as educators embark on such an approach it is especially noticeable in ESL students' who tends to be quite advanced in their oral language skills, but whose writing might reflect a different situation entirely.

I surmise in light of what Zamel (1983: 184) states, a premature focus on correctness and usage gives students the impression that language form, rather than how language functions, is what is important and may discourage them from making further serious attempts to communicate.

I found the following quotation very fitting to the intention of my study.

> If we pre-empt the writer's control by ignoring intended meanings in favour of formal and technical flaws, we also remove the incentive to write and the motivation to improve skills.
> (Brannon & Knoblauch, 1982: 165)

5.10 References

Aarsleff, H. 1982. *From Locke to Saussure: Essays on the Study of Language and Intellectual History*. London: Athlone.

Anson, C.M. 1985. "Exploring the Dimensions of Purpose in College Writing". *Educational Resources and Information Centre (ERIC)*. 3-31.

Applebee, A.N. 1981. *Writing in the Secondary School*. Research Monograph No. 21. Urbana, IL: National Council of Teachers of English.

Auden, W.H. and Kronenberger, L. 1981. *The Viking Book of Aphorisms: A Personal Selection*. New York: Penguin.

Bailey, K.M. and Nunan, D. 1996. "Introduction". In Bailey, K.M. and Nunan, D. (Eds.) *Voices from the Language Classroom*. Cambridge: Cambridge University Press. 1-10.

Beaugrande, R. de 1982. *Writing Step by Step*. Gainesville: University of Florida. Office on Instructional Resources.

Brannon, Lil, and C. H. Knoblauch. 1982. "On Students' Rights to See Their Own Texts: A Model of Teacher Response". *College Composition and Communication*. 33 (2):157-166

Britton, J. 1982. "Spectator role and the beginnings of writing". *What writers know: he Language, Process, and Structure of Written Discourse*. (Ed) M. Nystrand. New York: Academic. 147-169.

Britton, J., Burgess, T., Martin, N., McLeod, A. and Rosen, H. 1975. "The Development of Writing Abilities" (ll-18). *Schools Council Publications*. London: Macmillan Education Ltd.

Byrnes, H. Maxim, H.H. and Norris, J.M. 2010. "Realizing Advanced Foreign Language Writing Development in Collegiate Education: Curricular Design. Pedagogy. Assessment.". *The Modern Language Journal*. 94, 211-235.

Carroll, J. 2010. "Intentional meaning in Hamlet: An Evolutionary perspective". *New Psychologies and Modern Assessments*. 44 (1/2), 230-260.

Carroll, J. 2018." Minds and meaning in fictional narratives: An evolutionary perspective". *Review of General Psychology*. 22 (2), 135 – 146.

Clark, J. 1987. *Curriculum Renewal in School Foreign Language Learning*. Oxford: Oxford University Press.

Duff, A. and Maley, A. 1990. *Literature*. Oxford: Oxford University Press

Edge, J and Richards, K. 1998. "May I See Your Warrant, Please?: Justifying Outcomes in Qualitative Research". *Applied Linguistics*. 19(3), 334-356.

Elbow, P. 1981. *Writing With Power: Techniques for Mastering the Writing Process*. New York: Oxford University Press.

Flower, L.S. 1981. "Revising writer-based prose". *Journal of Basic Writing*. 3, 62-74.

Forster, E.M. 1956. *Aspects of the Novel. The Timeless Classic on Novel Writing*. Orlando: Harcourt Inc.

Freedman, A., and Pringle, I. 1980. "Writing in the College Years: Some Indices of Growth". *College Composition and Communication*. 31 (3), 311-324.

Freire, P. 1972. *Pedagogy of the Oppressed*. New York: The Continuum Publishing Corporation.

Freire, P. and Macedo, D. 1987. *Literacy: Reading the Word and the World*. Connecticut: Bergin and Garvey.

Green, D.W. and Wason, P.C. 1982. "Notes on the Psychology of Writing". *Human Relations.* 35, 47-56.

Jones, P. 1991a. "The Various Benenfits of Dialogue Journals". In J.K. Peyton and J. Staton (Eds.), *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English*. Englewood Cliffs, NJ: Prentice Hall Regents. 102-126

Keats, J. 1994. *The Complete Poems of John Keats*. London:Wordsworth Edition Ltd.

Kim, J. 2005. "A Community Within the Classroom: Dialogue Journal Writing of Adult ESL Learners". *Adult Basic Education*.15(1), 21-32.

Kohonen, V., Jaatinen, R., Kaikkonen, P. and Lehtovaara, J. 2001. *Experiential Learning in Foreign Language Education*. Harlow: Longman.

Kramsch, C. 2000. "Social Discursive Constructions of Self in L2 Learning". In Lantolf, J.P. (Ed.) *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press. 133-153.

Myles, J. 2002. "Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts". *TESOL Quarterly*. 6(2).

Nunan, D. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Pavlenko, A.1998. "Second language learning by adults: Testimonies of Bilingual writers". *Issues in Applied Linguistics*. 9(1), 3–19.

Pavlenko, A. and Lantolf, J. (2000) "Second language learning as participation and the (re) construction of selves". In J.P. Lantolf (ed.) *Sociocultural Theory and Second Language Learning* (157-180). Oxford: Oxford University Press.

Pea, R.D. and Kurland, D.M. 1987. "Cognitive Technologies for Writing". *Review of Research in Education*. Vol. 14. Pp. 277-326.

Perry, W. G.1970. *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart, and Winston.

Peyton, J.K. and Reed, L. (Eds.). 1990. *Dialogue Journal Writing With Nonnative English Speakers: A Handbook for Teachers*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Polkinghorne, D.E. 1988. *Narrative Knowing and the Human Sciences*. Albany, NY: State University of New York Press.

Rosenblatt, L. 1995. *Literature as Exploration*. New York: The Modern Language Association of America.

Scardamalia, M and Bereiter, C. 1985. "The development of dialectical processes in writing". In D. Oldon, N. Terrence and A. Hildyard (Eds). *Literacy, Language and Learning: The nature and consequences of reading and writing.* Cambridge, England: Cambridge University Press.

Searle, J. R. 1992. *The Rediscovery of the Mind*. Cambridge, Massachusetts: MIT Press.

Shaughnessy, M. 1977. *Errors and Expectations*. New York: Oxford University Press.

Silva, T. 1993. "Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implication". *TESOL Quarterly*. 27(4), 657-677.

Sivasubramaniam, S. 2004. "An Investigation of L2 Students's Reading and Writing in a Literature-Based Language Programme Growing Through Responding". Unpublished PhD Thesis, University of Nottingham, Nottingham, U.K.

Smith, F. 1982. *Writing and the Writer*. Oxford: Heinemann Educational Books

Tshotsho, B. P. 2006. "An Investigation into English Second Language Academic Writing Strategies for Black Students at the Eastern Cape Technikon". PhD Unpublished Thesis. University of the Western Cape.

van Lier, L. 1988. *The Classroom and The Language Learner: Ethnography and Second Language Classroom Research*. London: Longman.

VOIT, M. 2009. "Do dialogue journals with recasts improve the writing skills for adult learners with limited literacy skills?" Master of Arts in ESL. Hamline University. Saint Paul. Minnesota.

Vygotsky, L. 1978. *Mind in Society: The Development of Higher Psychological Processing.* Cambridge, MA: Harvard University Press. Reprint with an Introduction by M. Cole, J. Steiner, S. Schribner and E. Souberman.

Vygotsky, L. S. 1986. *Thought and Language*. Cambridge, Massachusetts: MIT Press.

Wason, P.C. 1980. "Conformity and commitment in writing". *Visible Language*. 14 (4), 351-363.

Willett, J. 1995. "Becoming First Graders in an L2: An Ethnographic Study of L2 Socialization". *TESOL Quarterly*. 29(3), 473-503.

Yau, M. 1991. "The role of language factors in second language writing". In L. Malave and G. Duquette (Eds), *Language, culture and cognition: A collection of studies in first and second language acquisition.* Clevedon: Multilingual Matters. 266-283.

Zamel, V.1983. "The Composing Processes of Advanced ESL Students: Six Case Studies". *TESOL Quarterly*. 17(2),165-187.

Zamel, V. 2002. "Strangers in Academia: The Experiences of Faculty and ESL Students Across the Curriculum". In G. DeLuca, L. Fox, M-A. Johnson, and M. Kogan (Eds.), *Dialogue on Writing: Rethinking ESL, Basic Writing, and First-Year Composition.* Mahwah, NJ: Lawrence Erlbaum. 359-375.

APPENDIX 1

BEGINNING STAGE – COURSE-BASED EXAM 1

FACULTY OF ENGINEERING

DEPARTMENT OF BUILT ENVIRONMENT

COURSE	:	National Diploma: Building
		National Diploma: Building (Extended)
SUBJECT	:	Communications 1
SUBJECT CODE	:	CMM100S
		CMM110X
TEST DATE	:	28 March 2013
DURATION	:	2 Hours
MARKS	:	60
EXAMINER	:	Ms V. Pfeiffer
INTERNAL MODERATOR	:	Prof K. Barris
NUMBER OF PAGES	:	(Including this page) – 4
REQUIREMENTS	:	Answer books
INSTRUCTIONS TO CANDIDATES:		Answer all questions. Write neatly and legibly. Marks will be deducted in question 1 for grammar, spelling, punctuation and sentence structure. Dictionaries may be used.

Question 1

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

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

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

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

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

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

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

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

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

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

(20)

Question 2

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

(8)

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

(2)

Question 3

3.1 Define the following terms

3.1.1 Sender	(2)
3.1.2 Encoding	(2)
3.1.3 Code	(2)
3.1.4 Message	(2)
3.1.5 Medium	(2)
3.1.6 Audience	(2)
3.1.7 Decoding	(2)
3.1.8 Feedback	(2)
3.1.9 Intrapersonal communication	(2)
3.1.10 Interpersonal communication	(2)
	(20)

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

Acquiring
Anxiety
Completely
Considered
Direction
Discomfort
Feeling
Knowing
Redefining
Symptoms

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

We can describe culture shock as the physical and emotional 3.2.5...............one suffers when coming to live in another country or a place different from the place of origin. Often, the way that we lived before is not accepted as or 3.2.6...................as normal in the new place. Everything is different, for example, not speaking the language, not 3.2.7...............how to use banking machines, not knowing how to use the telephone and so forth.

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

(10)

APPENDIX 2

ANSWERS TO COURSE-BASED EXAM (1)

Beginner stage

Course-Base Exam

I have decided to only include Question 1 and Question 3.1 from the exam. As I thought that only these two questions could give some indication to their writing ability at this stage.

Noticeable 1:

Question 1:

Working Together We Can Reduce Pollution

Working together we can reduce pollution because we will do what is right when we work together. No owe will cause the pollution to our worlds.

To reduce the pollution we have to work together, we owe is allow to dump the rubbish outside the main parts of the cities. These unhygienic practices undoubtedly led to the outbreak of viral diseases.

In the sixteenth century England there were chemicals and machenes use to reduce the smoke in the Air and aslo in nineteenth century. The Brazil's were disappointed because the unwilling to loose there factories because of causing high pollution in the world.

Planet has its own mechanisms to protent it own agains natural pollution and Decay, Sea Spray and Volcanic eruptions more sulphur than all the power plants.

Question 3:

3.1.1   Sender: it is the person who send the message from one another to another which mean to the receiver.

3.1.2   Encoding: It's the way the message will go to the sender from the receiver and if can be written in different ways.
3.1.3   Code: It's the way you write the message and instructions on it form.
3.1.4   Message: It can be instruction and story that send to the send to a receiver.
3.1.5   Audience: the person who will listen from your message.
3.1.6   Decoding: To make the message be cleare so that the receiver can get the cleare message.
3.1.7   Feedback: If the message replyed from the receiver to the sender.
3.1.8   Intrapersonal communication: Is the way you talk to the persons or in the group.
3.1.9   Interpersonal communication: It's the way you receive the message form the group or person.

Noticeable: 2

Question 1:

Pollutions crisis on the planet

Research on environmental pollution and campaigns are taking places, still the fact remain that it is a losing battle. This began when people started taking part in the cities. Some efforts were made by using coal to reduce the amount of smoke in the air in the 18th century but then all that was the point of no return in the 19thcentury, due to power driven machines. In Brazil 13000 cases of respiratory diseases was discovered in one year.

However, question still: can our planet assimilate the millions of additional tons of chemicals our industries produce? Because the organisms has been destroyed to the nutrient cycle.

Question 3:

3.1.1   Sender: the person sending message written or verbal.
3.1.2   Encoding:
3.1.3   Code: Sending a message in a form of body language.
3.1.4   Message: It is a way of communicating with a different sender.
3.1.5   Medium: Message transported or conveyed from the sender to a receiver.
3.1.6   Audience: The person receiving the message in any form.
3.1.7   Decoding: Receiving a message from a unknown source.

3.1.8   Feedback: A response on a particular message sent or information given

3.1.9   Intrapersonal communication: No answer.

3.1.10 Interpersonal communication: No answer.

Noticeable 3:

Question 1:

The environment pollution can cause deseases

The information that were received from around the world was not good about the environment pollution. The student are trying to see how they can solve the problem.

The environmental pollution is not remarkable event, since the human start to stay in urban and rural erea. They start to make places dirty, then Romans decides to make a place where they could put their dirty. This dirtyness brought the sickness. People ignored that sickness, and their places becomes more dirty.

For a short time 13000 cases was found about the diseases affecting the divice they breath in. Green way international were looking for help to solve this problem. People wen to learn how they can prevent this and they come back with a good result to the environment.

Question 3.1

3.1.1   Sender: Is the person who got the message or information that need to given to others.

3.1.2   Encording: Having the information and giving in understandable way.

3.1.3   Code: Is the way we communicate by written words or not written words example verbal or non-verbal code.

3.1.4   Message: This is the information from the sender that need to be given to the audience and give the feedback.

3.1.5   Medium: This is the use of communication what is the sender using in order to give the message.

3.1.6   Audience: These are the people that the message is given too. Audience need to be there in order to receive the message from the sender.

3.1.7   Decording: Understanding and interprete the given message.

3.1.8   Feedback: The response to the message that was given.

3.1.9   Intrapersonal: This is the communication within ourselves like thinking to yourself what you will eat.

3.1.10 Interpersonal: this is the communication between two people. Eg. Two friends talking about their life.

Noticeable 4:

Question 1:

Anti-Pollution

Green way international is a conservation group that is against pollution. Pollution began ages ago and is not something recent. It started when people began to congregate in towns. As centuries passed ordinances had to be passed against indiscriminate dumping of waste. English methods of curbing usage of coal to reduce smoke in air were used in the sixteenth century.

In the nineteenth century machines developed and the matter got worse. During industrial revolution in Brazil industrial plants belch tons of pollutants daily. Air contains benzene which causes cancer. 13000 cases of respiratory diseases were discovered.

Brazil's inhabitants are knowns as "valley of death" little can be done by Green way because it is all out of their control.

Question 3.1

3.1.1   The person who transfers wording/something.

3.1.2   Key items which are briefly highlighted.

3.1.3   Main/body of an article.

3.1.4   Sending of/transfer of information via text, sms etc

3.1.5   Is the main purpose or source of all information.

3.1.6   Audience are the people which listen and take not that a speaker presents to.

3.1.7   Decoding is taking down key notes of a certain presentation / form of conversation.

3.1.8   Feedback is the total information gathered and a summary of what has been presented to you.

3.1.9   Intrapersonal communication is a conversation between 2 or more people.

3.1.10 Interpersonal communication is a conversation within two people.

Noticeable 5:

Question 1:

The effects of environmental pollution on the earth through out the ages.

Green way international is a conservation group that compaigns against and carries out research regarding environmental pollution. The following entails a few of their findings.

Pollution began with the begining of urbanisation many centuries ago. It has then grown in a parallel with the development of cities.

In medieval ages waste was dumped in the streets and in canals. In the 19th century during the start of of the industrial revolution. There was a further development of air pollution form all the smoke. Pollution reached on all new high and has escalated since.

Over the years statutes and ordinances have been passed in attempt to reduce and control the amount of pollution.

The industrial sector has proved to be the largest contributing factor to pollution producing harmful chemicals such as benzene, sulphur, chlorofluorocarbs, carbon dioxide and methane each year.

Pullution has lead to the break outs of diseases. G.W.I has discovered 13000 cases of respiratory diseases in one year alone. They have also found that factory workers are prone to conracting cancers eg leukemia.

The planet has its own mechanisms to deal with its natural pollutants. However, it is incapacitated to handle man made pollution. This is evident in the deteriorating conditions of forests though out the globe.

Studies have found that pollution is not area specific and it affect the entire balance of the ecosystem.

G.W.I urges the public to assist in the campaign against pollution.

Question 3.1.

- 3.1.1   Slim figure
- 3.1.2   Formulation a code.
- 3.1.3   Sequence of numbers or letters
- 3.1.4   Transferred information (written, spoke information etc)

3.1.5   Channel (eg medium/channel of communication between people
        is a phone)
3.1.6   A group of people to whom one presents.
3.1.7   To crack or unscramble a sequence of letters or numbers
3.1.8   A report back
3.1.9   Communication to one's self. It is not involving others.
3.1.10 Communication with others.

Noticeable 6:

Question 1:

Green way international fight against pollution in the environment

Green way international, a conservation group that conducts research into
environmental pollution. Pollution began when ever person congregate into
the cities. The Athenians removed refuse to dumps outside the cities, that
led to the outbreak of viral diseases. In the sixteenth century England, efforts
were made to curb the use of coal to reduce smoke in the air. In Brazil plant
belch thousands of tons of pollutants daily and the air contains high level of
benzene, a cancer causing substance. In one year 13000 cases of respiratory
diseases was discovered in Brazil. They have seek assistance of Brazil
government but was disappointed because they are unwilling to lose
revenue from the factories.

Question 3.1:

3.1.1. Sender: is a person who sends something like message, package
        and etc.
3.1.2   Encoding: to represent complicated information in a simple or
        short way.
3.1.3. Code: is a system of words, letters or signs which is used to
        represent a message in a secret form.
3.1.4   Message: is a short piece of information that you give to a person
        when you cannot speak to them directly.
3.1.5   Medium: a method or way of expressing something throw spoken
        and writing.
3.1.6   Audience: is a group of people together in one place to watch or
        listen to something.
3.1.7   Decoding: is to discover the meaning of information given in a
        secret or complicated way

3.1.8   Feedback: is the response that one get back after sending out a message.
3.1.9   Intrapersonal communication: No answer
3.1.10 Interpersonal communication: No answer

Noticeable 7

Question 1:

Environmental air pollution causes danger in our lifes

A Green way international a conservation group that campaigns against environmental pollution. Environmental started when people started to congregate in towns and cities. When people refused not to dump trash outside the main ports of their towns or cities. This was a bend practise because it was unhygienic and it lead to diseases. People didn't wanna correct it and it grew massively. In Egland in sixteenth century the curb was made to reduce the amount of smoke in the air and it had little effect on the peoples consciences. Industrials are the biggest contributors to the air pollution. Conuntries like Brazil who has industrals plants belch which emits thousands of tons of pollutants daily and the air contains high level of benzene.

Question 3.1

3.1.1   Sender is a person who comes or who thinks of an idea to start a conversion.
3.1.2   Encoding is a process carried by a medium to the audien or listener.
3.1.3   Code it represent a message in order to keep its meaning secret.
3.1.4   Message a piece of information sent from one person to another.
3.1.5   Medium it's the process of carrying a message from the sender to the receiver.
3.1.6   Audience it's the receiver or the listener
3.1.7   Decoding it's the process whereby receiver gets the message and replies.
3.1.8   Feedback is the response from the receiver to the sender
3.1.9   Intrapersonal communication is the self-communication
3.1.10 Interpersonal communication is the communication between two people.

Distinguished 1

Question 1

The environmental pollution of the earth

Pollution is dangerous to our environment because it causes diseases in many people in our environments. Man refuses to correct his mistakes, pollution become even more evident. In the sixteenth century England, efforts were made to curb the use of coal to reduce the amount of smoke in air.

In Cubatao of Brazil 13,000 cases of respiratory diseases and that a tenth of the workers risked contracting leukemia.

Our planet has mechanisms to deal with natural pollution. Decay and sea spray release more sulphur than all the power plants. These substances are cycled through the ecosystem and change form. Ovides of sulphur and nitrogen from the power plants and factories and motor vehicles have acidified the soil.

In the ancient times the was less pollution due to things they were using but in now in the modern days the is more pollution in our planet and it is destroying the organisms necessary to the nutrient cycle as well as injured the trees fine root system.

Question 3.1.

   3.1.1   Sender: is a person who's creating a conversation.
   3.1.2   Encoding: is an idea to convey a massage in a understandable language.
   3.1.3   Code: is the system of words, figures or symbols used to represent other.
   3.1.4   Massage: is the spoken or written communication.
   3.1.5   Medium: a means by which something is communicated.
   3.1.6   Audience: are people gathered to see or listen to a play. Or is a person who receives a massage from the sender.
   3.1.7   Decoding: Receiving, interpreting and understanding the massage.
   3.1.8   Feedback: is the response that the sender gets to the audience.
   3.1.9   Intrapersonal: no answer
   3.1.10 Interpersonal communication: is the conversation between two people.

Distinguished 2

Question 1:

Green way international conservation group against pollution.

Green way is a campaign against and conducts environmental pollution research. Pollution began ever since people started to congregate in towns and cities.

There are various ways in which people pollute, for example Romans dug trenches outside their cities where they could deposit their garbage etc. These unhygienic practices led to the outbreak of viral diseases.

England made efforts of reducing the use of coal, but it had little effect on the peoples consciences.

As the industrial environment started using power driven machinery, it costed the environment greatly. Industrial plants in Brazil belch thousands of pollutants daily which produce cancer.

Our planet has its own pollutants to deal with and we as people are doing very little to help our planet.

Question 3.1

3.1.1   Sender is the person trying to communicate or pass on a message to the intended audience.
3.1.2   Encoding is how the sender encodes his message example verbally or non-verbally.
3.1.3   The way the sender is sending the message verbally or non-verbally.
3.1.4   Is the message being sent to the audience by the sender.
3.1.5   In what form the message is sent or the way it is communicated example written letters.
3.1.6   Audience is who the sender is communicating with or sending his message to.
3.1.7   Decoding is the understanding or interpreting the message being sent by the sender.
3.1.8   Feedback is the audience responding or response to the senders message.
3.1.9   Communication within ourselves.
3.1.10 Communication between 2 people.

Distinguished 3

Question 1:

We are killing our planet

Green way international is a group that conducts research into and campaigns against environmental pollution.

Environmental pollution started when ancient cultures decided to dump their garbage just outside their cities. As cities grew in the Middle Ages, pollution became even worse. In the sixteenth century England tried to reduce air pollution, but the people didn't co-operate. The Industrial revolution was the point of no return. Machines and industries were now rapidly growing.

In Brazil, 13000 cases of respiratory diseases were discovered. At least our planet has its own cycle to deal with all the natural pollutants, but there are too much additional chemicals for the earth to assimilate.

This dying planet needs allies.

Question 3.1.

3.1.1   Someone that takes something they have and giving it to someone else using different methods, such as email, mailing, etc
3.1.2   Taking a letter or a message of some sort and mixing or changing the words so that only people who knows how you changed it will be able to read it.
3.1.3   It's a certain combination of letters and/or numbers used to protect certain things like your Facebook account codes are also known as passwords.
3.1.4   It's a passage or passages 1 or more sentences in it that you send to someone instead of talking to them.
3.1.5   It's an object used to help you explain something or assist you in some way.
3.1.6   It's a group of people that listens to someone who is speaking or doing a presentation.
3.1.7   It's when you take an encoded message of some sort and change it back to how it originally was.
3.1.8   Delivering your opinion on a specific thing.
3.1.9   When you communicate with yourself.
3.1.10 When you communicate with other people in your group or community of some sort.

Distinguished 4

Question 1:

Green way international is an organisation against and research on environmental pollution. Environmental pollution is nothing new, as it began through the coming together of people in cities and towns. In ancient times laws had to be implemented to limit it at its early stages as the Athenians and Romans had dumping areas outside the cities. Industrial revolution didn't make thing easy and was considered the "point of no return". Countries like Brazil reflected how money is a priority. Cubatao of Brazil was known as the "valley of death" as it was swamped with diseases. On top of the natural pollutants there are, I doubt that earth will be able to combat the additional pollutants. As the environmental pollutants have affected plants, building and even ecosystems.

Question 3.1

3.1.1 Sender: He or she is the person who would initiate, the communication process.
3.1.2 Encoding: the process whereby you put an idea into a code which will make the idea accessible to others.
3.1.3 Code: is a set of symbols which, when combined and used accordingly to the rules agreed upon the users, will convey a meaning.
3.1.4 Message: subject-matter or is an encoded idea that is to be understood by the receiver.
3.1.5 Medium: are the things used to carry out communication eg. Telephone, letter. You get written mediums which would be a letter and also get a spoke medium which are your meetings, telephone conversations.
3.1.6 Audience: the person from whom the message is interpreted, you can say the receiver of the message.
3.1.7 Decoding: the process whereby an audience received, interoperates and understands a message.
3.1.8 Feedback: is the response of an audience to a message.
3.1.9 Intrapersonal communication: it is communication within ones self. When "talking" to yourself.
3.1.10 Interpersonal communication: communication between two or more people.

Distinguished 5

Question 1:

The effects of pollution

Environmental pollution began back in the Ancient days when people started moving into towns and cities. Dumped waste from trenches caused an outbreak of viral diseases.

In the sixteenth century, England tried to reduce the air pollution by stoping the use of coal. The effects of pollution was found to cause respiratory diseases and Leukemia.

The pollution of toxic acids and ambigious waste interfered the earth's mechanism. In lieu to this, affects the eco-system which leads to acidification of soil by damaging the nutrient cycle and injuring trees. As a result, causing forest to die.

Artefacts and structures are also destroyed due to the polluted chemicals in the air, and also killing the plannet.

Question 3.1

3.1.1   Sender is the person who initiate communication by creating an idea to communicate
3.1.2   Encoding is the act of making message accessible by putting it into a code which makes it perceptible to the receiver.
3.1.3   Code is a set of symbol which when combined and use according to the rules set by the user conveys meaning.
3.1.4   Message is the intended concept that it conveyed or to be conveyed.
3.1.5   Medium is the form in which a message is conveyed.
3.1.6   Audience is the receiver in which the message in directed to and thus has to understand the message.
3.1.7   Decoding is the receiving, interpreting and understanding of the encoded message.
3.1.8   Feedback is the audience or reciever's response to the message. It is a two-way flow communication which ensure that the message was received, interpreted and understood.
3.1.9   Intrapersonal communication is the communication to one self ie. Self talk.
3.1.10 Interpersonal communication is the communication between two people which forms the basics of communication.

Distinguished 6

Question 1

Environment pollution has plagued earth from ancient to modern times.

Green way international is a conservation group that campaigns against pollution form the environment and at the same time do research on environmental pollution. Environment pollution, did not develop in modern days, but has been a thing also done in the pasts and people still do not acknowledge this mistake. For example, in Brazil, industrial plants convey pollutants that causes cancer.

The green way internal team hoped to receive help from Brazil's government officials, but to no aveil. The planet also has its own way to deal with natural pollutants e.g. trees give off or convey hydrocarbons called trapenes. There is no way of getting out of pollution, the only hope is to reduce the level of it. Pollution is everywhere, no matter the place.

Question 3.1.

- 3.1.1 Sender: the person that initiates the communication, also known as the source or the encoder.
- 3.1.2 Encoding: an idea that is made accessible to others
- 3.1.3 Code: a set of symbols which, when combined and used in an appropriate manner, by the user convey's a meaning.
- 3.1.4 Message: this is the subject matter, the encoded idea.
- 3.1.5 Medium: this is the means in which communication will travel e.g. through a letter, the use of a letter.
- 3.1.6 Audience: this is the person or people that interpret and understand the encoded message from the sender.
- 3.1.7 Decoding: the way in which people understand and interpret the encoded message.
- 3.1.8 Feedback: this is the response or the reply to the message, form the audience.
- 3.1.9 Intrapersonal communication: a type of communication that occurs within ourselves. When we talk to ourselves.
- 3.1.10 Interpersonal communication: a type of communication that occurs between two or more people.

Distinguished 7

Question 1:

Pollution a point of no return

Pollution started years ago when people started cities which led to unhygienic practices and outbreak of viral disease.

Man refuses to accept this and in the nineteenth century, power driven machinery were introduced which led to grave dangers on our environment. Greenway international is a conservation company that campaigns against and conducts research about pollution. They have concluded that pollution is destroying many of our cultural tresures around the world. Our planet deals with its own natural pollutants, but can't deal with the amount of sulphur, chlorofluorocarbons, carbon dioxide and methane (to name a few) produced each year and thus destroying organism in the nutrient cycle. Large amounts of belched plants in Cubato, Brazil excretes benzenes which is a cause of cancer.

Question 3.1:

3.1.1 Sender: the person who wants a specific message to be delivered.
3.1.2 Encoding: the way it is said/delivered from the sender
3.1.3 Code: manner in which its written or stated
3.1.4 Message: the function or point wanted to bring across.
3.1.5 Medium: the manner it was sent in.
3.1.6 Audience: people you are addressing
3.1.7 Decoding: the way the receiver interprets what you have stated/said.
3.1.8 Feedback: what the message was about.
3.1.9 Intrapersonal communication: communication amongst people.
3.1.10 Interpersonal communication: how you communicate with yourself (thoughts).

APPENDIX 3

MARKING ASSESSMENT GRID

RESEARCH WRITING ASSESSMENT SHEET

STRUCTURE \ LANGUAGE	A Fully understandable, clear; excellent language mechanics; fully appropriate register.	B Clear; reasonably well written; mostly appropriate register and language mechanics.	C Understandable but inarticulate. Register mostly observed, with reasonably well developed language mechanics	D Difficult to understand; fairly inarticulate; inappropriate register; poor language mechanics.	E Very difficult to understand; very inarticulate; inappropriate register; syntactically fragmented.
1 Argument well structured. All formal sections present and well done. Excellent referencing and bibliography.	A1 90 - 100	B1 80 - 89	C1 70 - 79	-	-
2 Reasonable argument, all formal sections present, but some confusion between abstract and intro. Referencing errors present, but not disturbing the pattern.	A2 80 - 89	B2 70 - 79	C2 60 - 69	D2 50 - 59	-
3 Some formal inconsistency, inconsistent layout, systematic referencing/bibliography errors.	A3 70 - 79	B3 60 - 69	C3 50 - 59	D3 40 - 49	E3 30 - 39
4. Some plagiarism, too few sources, poor referencing, weak structure.	-	B4 50 - 59	C4 40 - 49	D4 30 - 39	E4 20 - 29
5 Consistent plagiarism, too few sources, absent or chaotic referencing	-	-	C5 30 - 39	D5 20 - 29	E5 0 - 19

APPENDIX 4

ARTICLE READ IN CLASS

This text was read and discussed in class and finally, summarised in section 4.10.

104 | 17 January 2013 you.co.za

The sickening rape that led to the death of a young woman has been met with outrage in India

Compiled by NICOLA WHITFIELD

DOCTORS didn't expect her to survive as long as she did. Infection had set in after her gang rape on a New Delhi bus and medical staff had to remove most of her intestines when she developed gangrene. Yet the young woman recently identified as Jyoti Singh Pandey amazed everyone when she tried to walk after undergoing three major operations. Unable to speak, she scribbled notes to her family who were keeping a vigil by her bedside. "I want to live," she wrote. And as she fought for her life, public fury in India grew – fury that

reached fever pitch when Jyoti finally gave up the fight 13 days after her attack. "She suffered severe organ failure as a result of serious injuries to her body and brain," said Dr Kelvin Loh, head of the Singapore hospital where Jyoti was taken after infection started ravaging her insides. "She was courageous in her fight but the trauma to her body was too severe for her to overcome." The brutal rape and death sparked protests across India as women – fed up with their treatment at the hands of men – marched in their thousands to demand justice for her and a change in India's notoriously sluggish justice system. If any good can come out of Jyoti's death it's this: the ruling party has vowed to fasttrack prosecution of crimes against women and to revise anti-rape laws. The government is also considering naming the new laws in memory of the 23-year-old student subjected to this unthinkable savagery.

Bus of horror

The evening of 16 December started out enjoyably enough. Jyoti, a physiotherapy student, went with a male friend to a cinema in the Saket district of New Delhi to watch The Life of Pi. On the bus ride home the pair were set upon by six men – according to investigators one was the bus driver, Ram Singh; another a juvenile described as the cruellest of all. The charge sheet reveals in shocking detail what prosecutors believe happened during the brutal 40-minute attack. The juvenile allegedly pulled out the young woman's intestines with his bare hands after she'd been violated with an iron rod, then suggested the couple be thrown naked from the moving bus. "Of all the people in the bus, two engaged in the most barbarism – Ram Singh, the main accused in the case, and the juvenile," an officer said, according to a report in the Hindustan Times. "Singh was the first to rape her, followed by the juvenile. Later, when she'd lost consciousness, Singh and the juvenile raped her again." Jyoti's companion, Awindra Pandey (28), told Hindi TV channel Zee News the bus had curtains and tinted windows, and the gang of six men switched off all the lights as they tortured their victims. "We tried to resist them. Even my friend fought with them; she tried to save me. She tried to dial the police but the men snatched her phone." The young man, who sustained a broken leg in the attack, says the bus driver tried to run them over once they'd been thrown from the bus "but I pulled my friend away in the nick of time". He claims no one on the street wanted to help them as they lay naked and bleeding. It was two hours before police eventually took them to hospital. Jyoti's identity was revealed by her father, Bardi Singh Patel, more than a week after her death

because "revealing her name will give courage to other women who have survived similar attacks", he says. His daughter was a wonderful young woman, he told the BBC. She wanted to become a doctor and had promised to lift the family out of poverty. "She said she'd be a doctor in a matter of years, then all our suffering would end," he says. "I remember asking her once, 'Who are all your friends?' and she replied, 'Dad, it's only my books I'm friends with'." The family had sold a plot of land in rural India to fund Jyoti's education. When she wasn't at college she tutored neighbourhood children to boost the family's income. Jyoti's younger brother is battling to come to terms with what's happened. "I'm missing my sister. I'm missing her voice. Whenever I had a problem I talked to her over the phone for hours. She was my best friend."

A country in uproar

Given the international outrage, the case against the six accused is likely to be dealt with swiftly. At the time of going to print it seemed unlikely the men would have legal representation. Sanjay Kumar, a lawyer and member of the Saket District Bar Council, says 2 500 advocates registered at the court had decided to stay away to ensure "speedy justice". "We have decided no lawyer will stand up for the rape accused as it would be immoral

to defend the case," he told news agency AFP. After the student's death, thousands of women joined a silent march to the Mahatma Gandhi memorial in New Delhi, carrying pro-women slogans. In the days that followed, protests took place across the country, with mass demonstrations, candlelight vigils and street protests with placards, chants and road blocks. Media reported at least 100 people and 70 police were injured, and at least one person was killed during the demonstrations. The Indian Army cancelled New Year parties in solidarity with the family and a performance by Indian rapper Honey Singh was called off after online anger erupted at his lyrics which boast of the various ways he'd sexually assault a woman. Women in India face constant harassment and are subjected to everything from catcalls to public groping and rape. Sexually assaulted women are often blamed for the crime, resulting in them being reluctant to report attacks. Those brave enough to come forward are treated with disdain by police and the rare prosecutions that reach the courts can drag on for years. "There is a sexist mindset," Meera Vijayann, a consultant for an Indian NGO, told CNN. "Politicians have made silly remarks about women and how they should wear modest clothes, not go to parties . . . People

have to change the way they think." Sadly, it has taken a tragedy for them to start out on that road.

The way forward

The Indian government has mooted plans for chemical castration and 30-year jail terms for rapists. Politicians facing sexual assault charges – until recently largely left alone by the justice system – could now be suspended from office as the courts prepare to rule on an application to ban them. Six MPs are facing rape charges and two others are accused of offences against women that fall short of rape. Meanwhile, in the fraught days after Jyoti's

rape, leading Indian politician Bikram Singh Brahma was beaten by villagers after allegedly raping a woman in her home during a visit to Santpura village in the lower Assam region. Men and women ripped the clothes off Brahma, a congressman for Assam's ruling Congress Party, and marched him off to the police who vowed he "will not be spared, congressman or not". India's prime minister, Manmohan Singh, and the head of the Congress Party, Sonia Gandhi, have maintained a high profile during the incident, going to the airport to receive

the student's body and meet family members. "It's now up to all Indians to ensure the young woman's death has not been in vain," Prime Minister Singh said.

APPENDIX 5

FINAL STAGE – STUDENTS' JOURNAL ENTRIES

An excerpt from my student's journals as part of the final stage.

Noticeable 1:	Dear Journal, I think, I should start keeping quiet and do things on my own. Today I planned to do much works. But whenever I meet people I don't know-more like my mind is disturbed I think, I should start now before things get worst. People are asking me for help, I really help them but those did not, I help them too. Things must change now. I must help only those who are asking for help. I am feeling happy when I give something than when I receive but I want to change that. I want to feel happy when somebody asks and I give back. I am not used to ask, the only person I ask is God, my dad and mum and at University, …
Noticeable 2:	Today I woke up thinking about my presentation. All that was in my mind was Kenya. I couldn't think about anything else except Kenya my topic. I couldn't wait for 2:00 I did my speech, and I was free. I went home thinking that, I won't do anything once I got there, because I was thinking that my until will do all I suppose to do at home. What a lazy woman, she didn't do anything at all. I did all as usually nothing change. She didn't even help me, just watching TV. I have to sleep

early, in order for me to wake up early in the morning, because I want to go and see the doctor.

Noticeable 3:	it has been a long time I woke up on Monday without stressing about school. This morning I went to spec-saver for my eyes test. The test was not good at all. I have been prescribed glasses to wear most of the time I am reading or when I am in class. In the past I was accustomed to laughing at my brother because he was wearing glasses. Now it is my turn to be laughed. The doctor asked me a question while he was testing my eyes. The question was about what am I going to do after my studies at varsity? And if I have to go back home, what changes will I bring in my way of working in Congo (D.R.C.)? My answers were so quickly. I said finding a job. My preference of where I want to work is here in South Africa, just for trois of four years. After the experiences I will get from here I can bring it to D.R.C. After a long discussion with my doctor, I gained a lot from his thinking.
Noticeable 4:	This was a painful day to me because I did brokeup with my girlfriend, the one I love and when I get her massage. It was like I am in a dream land I still going to come back it where I experience how painful to lose someone you love. But my brother was encourage me saying the she is not the only girl in the world I can move on with my life even though is not easy to me as he said.

Noticeable 5:

I woke up at 7 to prepare for the first class at school. I ate my breakfast at 07:15, then I took a shower, and get dressed. I packed my staff at 07:50 I went to the bus that will take me to school. I attended the Computer class, we were writing a test and uploading the exercises. After the class I went to IT centre to upload my exercises, then I went to shuttle point because we didn't attend Mr Blank's class. I went to my room at riverpart, I arrived there by 11:15 I prepared a lunch for me and my friend. I went back to campus to study at library then I went to my room at 20:00 I arrived there at 20:15 then I prepared a supper then I studied for 2 hour after I studied I went to bed by 22:00.

Noticeable 6:

As a young person I must enjoy my self. Yes I drink, smoke and all that kind of things. But I always manage my time, meaning using it wisely, "first things first and party time later". And oh … about smoking I want to quit but it is hard for me now. I belive smoking is a bad habit. But hofull by the end of this year I will find a way to quit this bad habit. And ever one close to me belives that too family, friends ect.

Noticeable 7:

A blessed day it was yesterday as we saw Tata Nelsome Mandela reach an age that many of us could not. It was a humble experience to be part of the 67 minutes that was dedicated to helping the needy in your community and today we were just tiding up. Given the chance to come do it again. I would because we live with people and the world does not revolve around one

person so we as people need to help each other in terms of moving forward.

Distinguished 1: No classes for the next two days because we have to attend this workshop. The workshop is about Step Up Programme. This programme is set up to help first year student to help them or rather to advise them on how to adjust to tertiary education. It is a good idea but hello, we are in April already. Don't you think we would have catched the drift of how university is already? Nevertheless I am enjoying the programme, because firstly no school work and we getting food. [Chuckling] No, I am just kidding. We are learning about strategies which will actually help us from this point and on word. This programme reminds me the camp we had back when I was a prefect in primary. The set up of the whole scenario, the mood of the people.

Distinguished 2: With exams approaching I have no anxiety to study. Or should I say I am not anxious about studing for this oncoming exam and I want a good result. I want to stand out among my peers and pass with flying colours. I know this goal is worthwhile, so I have to work hard because good things doesn't come easy.

Distinguished 3: I enjoyed all the lectures today I think maybe it was because it was Friday today but overall everything today was just on another level, the weather, the lecturing and people seemed so happy I don't know why, but it was nice seeing everyone chatting with one another.

Distinguished 4:

I would like to thank God for what he did for me. Dear God, my heavenly father. Thanks for everything, I am running out of words, the human alphabet would not be able to describe you and the numbers is not enough to count what you did for me but I am so happy and greatful to have you in my life. Thanks God for the parent you gave me, for keeping them together for more than 30 years, for the education, foods you supplied to me via them and for the amasing siblings you gave me including the love that You place in us for each and other. Thanks for keeping me under a good family influence and under your world. Thanks for your blood on calvary and thanks again for choosing me in this word. Sometimes, I just think, why not me? Why am I not involve in drags, killer, rapes, stealer and all those stuffs out there ??? but I know is only for Your mercy and love upon me. Thanks for supporting me at school, highschool, college and now university. I know is a privilege because others wish to be like me. Thank you for keeping me under the roof and supplying me with foods and never slept craving. Thank you for paying for my college and university as my parent couldn't afford it. Thank you for protecting me on my motorbike for 4 years because other people die, loose their legs as some of my friends, living on the hospital bed but you always protect me a lucky one. Thanks for the intelligent and wisdom, you gave me for free and could see how a lot of people testify about it on my daily life. I might lose anything but notYou

because You can provide anything and make a way any where. I will never be able to pay you back because there is nothing to give You, if only my life. I surrender in You and love you my dear God, and I am so proud to be a Christian. Please protect me and support me for the coming years. I love my God.

Distinguished 5:   Dear Diary,

So my first day back. I haven't had much time to write we busy doing renovations and the house is a mess. But good news is I feel much better and happier than before. I'm just taking it day by day not over thinking anything. But truthfully I have been thinking about my ex a lot and he has messaged me, called me but I can't respond. No wait, I don't want to respond. I'm in good space. Got my marks back and I improved all my marks! I didn't pass my ABS but my mark went up by 10% from the last term so I'm happy, shows improvement. I'm on cloud nine. Things are looking up! Most definitely!

Distinguished 6:   Monday morning bright and early I get ABS. I have class till 11 that day. I then use the rest of my time to do research or get up to date with work.

Distinguished 7:   Most of my day was a complete and utter waste. It started out lazy, boring, and not to mention bad. However, later today, I ran into an old colleague of mine from high school. We spoke and caught up. It was great to see her again. The bad faded away and happiness overwhelmed   me.   Nonetheless,

although my day started out as a bad dream, I managed to share good memories filled with joy and happiness that made my day better.