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CROSSING BOUNDARIES IN L2 WRITING DEVELOPMENT: A STUDY OF FIRST-YEAR ACADEMIC WRITING STUDENTS

by

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THESIS

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in

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Johannesburg, South Africa

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DECLARATION

I, Hlaviso Albert Motlhaka, student number 782045, declare that this thesis entitled **"CROSSING BOUNDARIES IN L2 WRITING DEVELOPMENT: A STUDY OF FIRST-YEAR ACADEMIC WRITING STUDENTS"** is my own work. All the sources that I have used or quoted have been duly acknowledged in the references. This thesis has not been submitted before for any degree or examination in any other university.

Signature: ……. Date: …….

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This work may not have been completed without the remarkable help, support, and encouragement from many wonderful people, to whom I am truly thankful. First and foremost, I would like to express my whole-hearted appreciation to my supervisor, Professor Leketi Makalela, for his professional guidance, tremendous support, and continuous encouragement throughout this research journey of writing this thesis.

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DEDICATION

This thesis is dedicated to my wife, Thandeka, sons, Hlaviso Jnr. and Zion, daughters, Thapelo and Keneilwe, and my sisters, Monene and Sasabona, who have always been there, supporting and loving me unconditionally throughout my research journey. This work is also dedicated to my late parents, Mokgaetjie Motlhaka and Nokela Motlhaka, for their unconditional love and support throughout my schooling years.

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May God bless all of you!

Hlaviso Albert Motlhaka

ABSTRACT

The study investigated the influence of Sepedi language in English writing and examined the rhetorical patterns of both Sepedi and English writing. The purpose of the study was to investigate possible ways in which L2 writers are given opportunities for HE, premised upon inclusion and diversity in accommodating their L1 (Sepedi language) for creative self-expression and socialization in English academic writing. The study used mixed method approach with sequential explanatory design to quantitatively and qualitatively investigate the rhetorical practices of L2 writers with Sepedi language background and evaluated the effectiveness of a socio-culturally based intervention programme. The population consisted of 84 first-year students in the age range of 18 to 30, registered for English Communication Skills (ECS 1541) module in the School of Human and Social Sciences who were randomly selected due to Sepedi as their first language. Non-probability and probability sampling procedures were used to generate the sample as well as purposive and convenient sampling due to the qualities respondents possess in terms of Sepedi as their home language. Data was collected through questionnaires, essays, both focus group and semi-structured interviews to gain different perspectives and draw attention to different factors that affect the first-year students' rhetoric practices of academic writing in both English and Sepedi. Quantitative data was analyzed using the SPSS Software version 24 through descriptive statistics and inferential statistics. Qualitative data was analyzed using inductive thematic analysis to develop a framework of the underlying structure of experiences or processes that are evident in the raw data as L2 writers traverse from Sepedi to English academic writing. The results revealed that the use of Sepedi and English in academic writing created positive experiences in which multilinguals intermingle linguistic features to naturalize epistemic access and identity affirmation to develop ideas and produce text content and organization. Furthermore,

the results of this study ignited and restored the L2 writers' confidence on the true worth of the essential principles behind African ways of thinking to encourage critical thinking, pride in embracing their linguistic repertoires in Sepedi in facilitating L2 writing. This study recommends that teachers should create a learning environment which allows L2 writers to use different languages in their essays to lessen the impact of cultural barriers by raising students' awareness of cross-cultural contrastive rhetoric and facilitating their academic writing in the target language. It also recommends that teachers should use sociocultural writing strategies to advocate knowledge as experimentally and socially based wherein students reflected and shared their experiences of writing in both languages.

Keywords: English Second Language writers; dialogic pedagogy; first-year university students; contrastive rhetoric; academic writing, New Literacy Studies, translanguage

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LIST OF ACRONYMS

Acronym	Full Explanation
AL	Academic literacy
ALC	Academic Literacy for Commerce, Education and Humanities
ALN	Academic Literacy for Natural Science
ALP	Academic Literacy Programme
AT	Access Test
CALP	Cognitive academic language proficiency
CBI	Content Based Instruction
CHE	Council on Higher Education
CR	Contrastive rhetoric
CUT	Central University of Technology
EALP	English Academic Literacy Programme
EAP	English for Academic Purpose
ECS	English Communication Skills
EDP	Extended Degree Programme
EFL	English as a Foreign Language
ESL	English as a Second Language
FAL	First Additional Language
HE	Higher Education
HESA	Higher Education South Africa
HWC	Humanities Writing Centre
IR	Intercultural Rhetoric
L1	First Language
L2	Second Language
L2 writers	English Second Language Writers

NBT	National Benchmark Test
NLS	New Literacy Studies
NNS	Non-Native Speakers
NSC	National Senior Certificate
SDS	Directorate of Student Development and Support
TALL	Test of Academic Literacy Levels
UAL	Unit for Academic Literacy
UFS	University of Free State
UNISA	University of South Africa
Univen	University of Venda
UP	University of Pretoria
USA	United States of America
Wits	University of the Witwatersrand
WWC	Wits Writing Centre

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CHAPTER ONE: INTRODUCTION

1.0 Introduction and Background

Learning in Higher Education (HE) involves adapting to new ways of understanding, interpreting and organizing knowledge where academic literacy (reading and writing within disciplines) constitutes central processes through which students learn new subjects and develop their knowledge about new areas of study. Academic writing is one of the most critical skills at university because most assessment tasks require demonstration of learning through writing. Student academic writing is at the centre of teaching and learning in higher education to fulfil a range of purposes according to the various contexts, which include assessment, learning and entering particular disciplinary communities. In this instance, students are required to produce essays, written examinations, or laboratory reports focusing on both the content and the form of the writing that is the language used, the text structure, the construction of argument, grammar and punctuation. A research study by Giridharan (2012) revealed that students' academic success at HE is dependent on successful academic writing, which is the language of scholarship and eligibility of higher education. If student writing is not addressed adequately at school level, the higher education would be inundated with students who are academically underprepared. van Rensberg and Lamberti (2004:68) argue that it is widely understood that students who attended under-resourced rural and township schools are under-prepared for academic writing at university.

However, student academic writing is often an invisible dimension of the curriculum where rules or conventions governing what counts as academic writing are often assumed to be part of the common-sense knowledge for students given their high school academic writing experience, which are not explicitly taught within disciplinary courses. From the same line of argument, Bharuthram and McKenna (2006) argued that students are often expected to catch up

on the expected norms without explicit teaching because they are assumed to know the rules, and conventions of their field when they enter higher education. L2 writers are often expected to appropriate with a specialized discourse of HE despite academic writing conventions being rarely taught explicitly in schools. This study seeks to investigate possible ways in which L2 writers are given opportunities for HE premised upon inclusion and diversity in accommodating their L1 (Sepedi language) for creative self-expression and socialisation. Understanding how L2 writers use both their L1 and L2 in the composing process can shed light on the strategies that L2 writers might use.

Briefly drawing from Vygotsky (1978) and neo-Vygotskian research, this study conceptualizes successful teaching and learning as a 'scaffolded' activity, which requires lecturers to actively support and guide students in knowledge-making practices. A key aspect of the scaffolding activity in the teaching of student writing is raising students' awareness of the conventions within which they are expected to write and helping them to add these conventions to their linguistic and rhetorical repertoires. This would help students to build on their existing knowledge of and uses of their first language in order to write successfully in higher education. It encourages lecturers to acknowledge, value and build on the knowledge students bring with them to the learning for the benefit of developing student writing. It can therefore be claimed that each language has organizational patterns unique to itself whereby L2 writers draw rhetorical organization from Sepedi language to English. Students are expected to advance their ideas within an academic context although there is growing evidence that poor academic writing skills are major factors affecting ESL students' overall academic performance in HE.

Writing in a second language (L2) is a challenging and complex process unique from L1 writing wherein L2 writers depend on their L1 during their writing process in order to prevent a

complete breakdown in language. Academic writing among L2 writers throughout the world becomes a major challenge in schools and HE institutions due to their unpreparedness to engage in academic writing activities. Various research studies indicate that academic writing is a universal problem due to students' low literacy levels, under-preparedness, students learning in a second, third or fourth language, lecturers and tutors adopting inadequate approaches in teaching academic writing (Van Schalkwyk, Bitzer & Van der Walt, 2009; Moutlana, 2007; Bharuthram & McKenna, 2006; Niven, 2005; Jacobs, 2005; Van Rensberg & Lamberti, 2004; Boughey, 2000). For instance, in the Asian context, speakers of Chinese, Japanese, Korean and Indonesian writing in English employ some types of indirectness markers and vagueness in their writing as compared to native speakers of American English (Hinkel, 1997). The prevalence of indirectness and vagueness devices in non-native speakers (NNS) writing could be traced to L1 rhetorical paradigm where their L2 use can be explicitly taught.

However, the appropriateness and vagueness in L2 writing represents a formidable and necessary task for a competent L2 student. The findings of Hinkel's study indicate a need to address style, tone, colloquialisms, appropriateness, vagueness and textual directness. On the other hand, most students in Malaysia are only engaged in academic discourse at tertiary levels instead of secondary schools (Giridharan, 2012). Giridharan's study found that 15.5 % of the participants did not enjoy academic writing, while almost 53 % participants did not agree or disagree to rate the task of academic writing as enjoyable. Giridharan recommends that ESL students should be exposed to a variety of domains or discipline-based texts in secondary school to help them achieve academic writing proficiency of the target language. Inadequacies of English language proficiency such as lack of grammatical and vocabulary competency among others result in the academic writing challenges experienced by L2 writers in HE.

These factors are pertinent to the South African context. Several studies in South Africa found that students are struggling to write properly in HE (Chokwe, 2013, Van Schalkwyk, Bitzer & Van der Walt, 2009; Moutlana, 2007; Bharuthram & McKenna, 2006). Low literacy levels in South Africa are related to student under-preparedness at various levels during their schooling years as a result of poor academic preparation at school. Under-preparedness has the potential to contribute to high dropout rates in higher education as students do not have the ability to read and write to be successful at university. Researchers such as Van Schalkwyk (2007) and Coughlin (2006) found that one in every three students entering higher education in South Africa dropped out by the end of their first year of study due to under-preparedness cited nationally and international as one of the common causes of the current impasse.

Dropout rates continue to rise across a broad-spectrum achievement to students' inability to recognize what is deemed evidence for an argument to grasp the discourse of the discipline. According to the Council on Higher Education (CHE) report into university performance, 5% of black African and coloured youth and 50% white youth succeed in any form of higher education (CHE, 2013:51). 46% of students in 22 contact institutions who studied three and four-year degrees dropped out between 2005 and 2010 and 68% from Unisa dropped out in the same period, while 56% of three-year diploma students from contact institutions and 87% from Unisa dropped out in the same period (John, 2013). The overall conclusion of the analysis by John indicates that 58% of all three-year and four-year qualifications at all institutions dropped out without graduating. This high rate of dropout could therefore be attributed to the growing number of underprepared students entering higher education and also higher education system's inability to support underprepared students.

The University of Venda (Univen) is experiencing the same challenge of having a significant number of underprepared students like other universities. Academics at Univen have consistently identified inadequate student support both in terms of teaching, assessment and career guidance, as well as in terms of students' personal, social and psychological problems, as one of the reasons for low academic success. In response to these challenges, Univen has established a number of student and staff development programmes designed to enhance success in teaching and learning (Univen Strategic Plan 2016-2020, 2016). One such intervention is the formal induction of new students through the roll-out of a first-year experience programme session per semester to reach 1000 first-year students in 2017 and 2000 students in 2018 in order to increase the pass rate to 85% in 2017. The utilisation of student tutors and tutorial classes are two additional strategic interventions which utilise the proven efficacy of peer-learning to enhance student success after identifying modules with poor pass rates in all schools by the Centre for Higher Education Training and Learning. It also offers academic support for students at risk after first formative assessment and conduct interviews to ascertain causes of underperformance. According to the Univen Strategic Plan 2016-2020 (2016), the performance of students over the past five years shows an annual improvement in success rates, confirming the positive impact of the initiatives undertaken where student success rates have increased from 77% in 2008 to 84.71% in 2016. Despite Univen's increased success rate due intervention programmes, the low level of preparedness for university studies of learners exiting the basic school system which leads to poor performance at university could be attributed to poor English language proficiency to adjust to an academic discourse, particularly academic writing hence students often engaged in assignment writing.

Poor academic writing skills of L2 writers necessitated an enquiry into their performance or how they write L2. Looking back on the literature on this aspect, there has never been enough empirical studies on the transition or crossing boundaries in L2 writing development in South Africa's higher education system. The issue of academic writing at university is one of the current imperatives that have raised interests of a number of prominent scholars (Gielen, Peeters, Dochy, Onghena, & Struyven, 2010; Guerrero & Villamil, 2000; Hu, 2005; Zhao, 2014; Hu & Lam, 2010; Zhu & Mitchell, 2012; Hyland & Hyland, 2006; Musk, 2010; Muthwii, 2004; Spernes, 2012; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000; Yang, 2006, 2014; Lantolf & Thorne, 2006; Vygotsky, 1978; Yu & Lee, 2015; Zhao, 2014; Velasco & García, 2014; Sebolai, 2014; Dowse & van Rensburg, 2015; Corbett & Connors, 1999; Hayes & Flower; 1980; Hayes, 1996; Kubota, 1998; Swales, 1990, and many others), who addressed it from different perspectives. In this study, academic writing is understood within the context of sociocultural perspective in relation to the influence of Sepedi in English writing and examination of the similarities and differences of the rhetorical patterns across these languages in order to assist L2 writers to traverse from L1 to L2 writing at a South African university. This study investigates the influence of Sepedi in English writing and to examine the rhetorical patterns of both Sepedi and English writing in order to ascertain similarities and differences across these languages as way of developing academic writing skills of first-year university students.

Two gaps have been identified in the existing literature, and it is one of the aims of this study to contribute towards addressing them. The first gap which was identified by Lee, Sidhu and Chan (2015) with regard to academic writing, is that research in writing in university has concentrated almost solely on the development of ideas, cohesive devices and text type among others with limited focus on the use dialogic pedagogy where rhetorical conventions across

languages are code-meshed to address what constitute good writing from a sociocultural and disciplinary experiences. Subsequent studies by Canagarajah (2015), and Motlhaka and Makalela (2016) tried to respond to the observation of Lee, Sidhu and Chan (2015), this study also attempts to contribute to this discussion by investigating the influence of Sepedi in English writing and to examine the rhetorical patterns of both Sepedi and English writing in order to ascertain similarities and differences across these languages as a way of developing academic writing skills of first-year university students at a South African university. It is hoped that this academic writing research which is based on unfamiliar approach of addressing the transition of L2 writers from school to university might bring new insights in the existing body of knowledge. This study contributes to filling this gap because there is no study in South Africa which seeks to address the writing challenges of L2 writers with African language background. The second gap is that few empirical studies investigated the influence of African languages in English writing at South African universities, particularly academic writing.

1.1. Problem Statement

Research has shown that academic writing at first-year level is at a basal level and continues to be at the centre of teaching and learning in higher education. Academic writing is overwhelming to ESL students due to inadequacy of English language proficiency such as grammar and spelling, the structuring of essays, coherence and cohesion in paragraphs as well as arguing a point convincingly in HE, particularly to first year students in South Africa. An organisational problem in academic writing for L2 writers is also a challenge attributed to interference or negative transfer from L1. Generally, a number of researchers have looked at different aspects of academic writing. Researchers such as Pecorari (2003) in the fields of L1 and L2 academic literacy have investigated how academic writers integrate source texts into their writing, focusing on students' inappropriate use of source texts. It was found that both L1 and L2

writers copy from source texts because of differences in cultural attitudes regarding the use of sources, language proficiency, context and purpose of the writing task.

The researcher thus acknowledges the abundant research across several strands of L2 writing research wherein Pineteh (2013) found that students' linguistic and general literacy backgrounds and attitudes toward academic writing pose a very serious challenge to first-year academic writing students. L2 writers have a systematic mother tongue knowledge before they begin to learn English. L2 writers are likely to rely on their L1 when they are managing their writing processes for positive transfer in L2 writing as they reflect on their L1 writing. Due to negative transfer of L1 in L2 writing, L2 writers support and argue their topics using an indirect approach which is contrary to English rhetorical patterns that value explicitness and directness.

However, having looked at the literature in the field of academic literacy particularly academic writing, the disparity of the research or relatively fewer empirical studies and little information on how students from Sepedi language background access academic writing and assisted to mediate from their L1 culture into academic writing has prompted the researcher to conduct this study. The researcher also realized the disparity of the research or relatively fewer empirical studies and little information on how to raise students' awareness of the conventions within which they are expected to write and helping them to add these conventions to their linguistic and rhetorical repertoire they bring with them to the learning for the benefit of developing their academic writing. It is therefore imperative to research L2 writers to reshape prior writing knowledge as they traverse from one writing situation to another for a language practice of a new activity system with explicitness and directness of L2 essay writing. The study investigates practices of L2 writers in a South African context and assesses the efficacy/effectiveness of intercultural intervention in making an awareness of the differences and

similarities in Sepedi and English rhetorical organizations to assist L2 writers to become more proficient in their English writing. The study sought to answer the question: What are the practices of L2 writers with Sotho language background and effectiveness of cultural mediation in L2 writing among L2 writers with Sepedi language?

1.2 Rationale of the study

The rationale of the study was prompted by the researcher's initial impression on how L2 writers performed at an institution where he teaches. Over the past eighteen months, the researcher has been engaged in this. He realized consistently that no matter how much feedback students received, they continue to struggle to transfer their L1 rhetorical patterns to L2 writing. This study seeks to help L2 writers to advance from novice to expert members within their new discourse community of academic writing instead of labelling their essay writing as incoherent or irrelevant. L2 writers' academic success at tertiary level is primarily dependent on the maximum intervention from HE institutions for the teaching of academic writing on the staff and other stakeholders and more writing activities required for formative assessment embedded into the curriculum. The study aims to contribute to the possibility of both developmental and transfer factors of organisational patterns in the written academic discourse of L2 writers. Viewing literacy from a cultural and social practice approach (rather than in terms of educational judgments about good and bad writing) and approaching meanings as contested can give the researcher insights into the nature of academic literacy in particular and academic learning in general: through researching these differing expectations and interpretations of university writing, the researcher hopes to throw light on failure or non-completion, as well as success and progression.

1.3 Aim of the study

The aim of the study is to investigate the influence of Sepedi language on English writing and to examine the rhetorical patterns of both Sepedi and English writing.

1.4 Objectives of the study

- Assess the influence of L1 on L2 writing in first-year students' descriptive essays.
- Examine the rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays.
- Assess the effectiveness of intervention through mediation based on socio-cultural perspective.

1.5 Research questions

1.5.1 Main research questions

- What are the practices of L2 writers with Sepedi language and cultural background?
- How effective is cultural mediation in L2 writing among L2 writers with Sepedi language and cultural background?

1.5.2 Specific research questions:

- How does Sepedi language influence L2 writing in first-year students' descriptive essays?
- How effective is intervention through mediation?

1.6 Significance of this research

This study provides insight into the specific teaching strategies that can be best translated to educational programs in the teaching of academic writing that influence the writing success for first-year students through the social practice paradigm. It may also enable English (FAL) lecturers, university administrators, policy makers and curriculum designers to make informed decisions, through greater understanding of how to improve students' academic writing through

the use of a socio-culturally based intervention programme toward what constitutes successful literacy practice in higher education and help students to negotiate power, authority and identity within the landscape of universities. In addition, this study may also contribute to the knowledge needed to prepare students to meet the high expectations of academic writing in higher education, and could lead to efficient preparation of lecturers at the undergraduate level to have a greater understanding of the instructional factors and academic interventions that contribute to the development of strong writing skills for L2 writers.

1.7 Delimitation of the study

The study focuses on academic writing of first-year students at a South African comprehensive university at Thohoyandou, Limpopo province, South Africa. Eight-four first-year students between the age of 18 to 30 registered students in the ECS 1541 (English Communication Skills) participated in this study. The limitation of this study is influenced by the fact that the researcher investigates rhetorical practices of L2 writers with Sepedi language background and evaluates the effectiveness of a socio-culturally based intervention programme and the implications it has towards the improvement of L2 writers' academic writing.

1.8 Definition of key concepts

1.8.1 Academic literacy (AL)

Drawing from the work of Ballard and Clanchy (1988) academic literacy refers to a compound of linguistic, conceptual and epistemological rules and norms of academe wherein writing becomes the obvious product at university level. In other words, students are expected to have the capacity to grasp academic texts and use written language to perform functions required by the culture in ways and at a level judged to be acceptable by the reader. Students are therefore

perceived as academically literate due to the adherence of these rules although their culture is excluded when entering higher education. Academic literacy in the context of this study would like to include L2 writers' culture when entering higher education whose first language is Sepedi since their identity and agency are absent in these definitions (Canagarajah, 2002; Geisler, 2013, Martínez, 2010). This makes the transition of L2 writers from school to university less complex and difficult hence they embrace both academic and social dimensions which facilitate their role for a successful transition. This would be achieved through valuing and giving L2 writers a platform to participate on how they traverse from L1 to L2 writing.

1.8.2 Academic writing

Academic writing is a process of writing that uses written language or any writing that fulfils the purpose of academic performance in Higher Education (Giridharan, 2012). According to Butler (2013) academic writing refers to the manner in which L2 writers communicate their ideas with textual conventions of formality, conciseness and exactness, impersonality and objectivity, nominalisation, grammatical correctness, coherent and logical structure and argument, and appropriate use of evidence. For the purpose of this study, the concepts of 'writing', 'student writing' and 'academic writing' mean writing for academic purposes intertwined with social practice approach to ensure that students are able to transfer learned knowledge from one context to another. Writing could be regarded as a social activity focusing on coherent and cohesive structures, topic sentences, supporting sentences, concluding sentences written in L1 and L2 essays that are perceived as community-based orientation to literacy for communicative competence in linguistics and social constructionism philosophy. Academic literacy, in particular academic writing is perceived as a major contributing factor for academic success due to assessment that revolves around essay writing.

1.8.3 First-year university students

First-year university students refer to those students who have finished high school (Grade 12) and are entering their first year of their undergraduate degree at university. In this study, first year university students refer to a group of students who are registered in the ECS 1541 (English Communication Skills) at the University of Venda and admitted into different programmes if their Grade 12 results range from 26 points and above as per University of Venda Grade 12 points calculations.

1.8.4 English Second Language Writers (L2 writers)

L2 writers refer to students whose home language is not English but one of the official languages in South Africa who engage with written texts in English as a Language of Learning and Teaching (LOLT) at schools and universities. Writing plays a key role in students' assessment at university through written assignments such as academic essays and laboratory and field research report among others (Papashane & Hlalele, 2014). In other words, L2 writers are expected to communicate their ideas with textual conventions of formality, conciseness and exactness, impersonality and objectivity, nominalisation, grammatical correctness, coherent and logical structure and argument, and appropriate use of evidence (Butler, 2013). Prior knowledge of students' linguistic and formal schemata is necessary for well written student texts in university. In the context of this study, L2 writers refer first-year university students with Sepedi home language who strive to reshape their prior writing knowledge as they traverse from one writing situation (school) to another (university) for a language practice of a new activity system with coherent and cohesive structures of L2 essay writing.

1.8.5 Contrastive rhetoric

Contrastive rhetoric is the study of how a person's first language and culture influence his or her writing in a second language which is aligned with the aim of this study which seeks to assess the influence of Sepedi language in L2 writing and examine rhetorical patterns across these languages. With its emphasis on the relations of texts to cultural contexts, contrastive rhetoric has provided teachers with a practical, nonjudgmental framework for analyzing and evaluating ESL writing and helping students see the rhetorical differences between English and their native languages as a matter of social convention, not cultural superiority (Uysal, 2008; Kaplan, 2000; Kubota, 1998). The theory of contrastive rhetoric has begun to shape the basic approach to the teaching of L2 writing. The term was first coined by the American applied linguist Robert Kaplan in 1966 and widely expanded from 1996 to today by Finnish-born, US-based applied linguist Ulla Connor, among others who assert that contrastive rhetoric examines differences and similarities in writing across cultures.

1.9 Organization of chapters

Chapter One Introduction and Background

Chapter one identifies the context of the research study, the background of the problem to be addressed, the aim of the study, the rationale, the research questions, the definition of key terms and the organization of chapters.

Chapter Two The Theoretical Framework and Literature Review

Chapter two outlines the theoretical framework and in-depth recent literature underpinning this study, that is, new literacy studies, and various theories on student writing. It also examines factors impacting on student writing with African language background in particular Sepedi and research

studies on crossing boundaries in L2 writing development and academic writing of first-year university students.

Chapter Three Research Methodology

In Chapter 3, the research methodology of the present study is outlined. The research design, methods and procedures that are used in the data collection process and data analysis are outlined. The sample size and the sampling techniques as well as the issue validity, reliability and ethical considerations are discussed.

Chapter Four Presentation and Analysis of Data

This chapter presents findings and analysis of data on crossing boundaries in L2 writing development and academic writing of first-year university students. The discussion in this chapter incorporates findings from the questionnaire focus group interviews, individual semi-structured interviews and analysis of post-intervention essays.

Chapter Five Discussion of Findings, Conclusion and Recommendations

This chapter reports on the summary of the main findings in the study, significance of the findings and the contribution of the study, recommendations from the study, the limitations of the study, further research, conclusion and overall reflection of the research.

1.10 Summary

This chapter has presented the context of the present study, the background of problems to be addressed in this study, the aim of the study, the rationale, the research questions, the definition of key terms and the organization of chapters. This chapter outlined the background of the study in terms of major challenges of L2 writers throughout the world in schools and institutions of higher education which are also pertinent to the South African context, particularly, to students

with the background in African languages. The subsequent chapter outlines the theoretical framework and in-depth recent literature underpinning this study, that is, new literacy studies, and various theories on student writing. It also examines factors impacting on student writing with African language background in particular Sepedi and research studies on crossing boundaries in L2 writing development and academic writing of first-year university students. The following chapter focuses on the theoretical framework and reviews related literature.

CHAPTER TWO: THE THEORETICAL AND CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

2.0. Introduction

The previous chapter outlined the background of the study in terms of major challenges of L2 writers throughout the world in schools and institutions of higher education, which are also pertinent to the South African context, particularly to students with the background of African languages. It also outlined the problem statement, aim and objectives of the study, research questions and significance of the study, and limitation of the study as well as the definition of key concepts. This chapter focuses on the theoretical and conceptual framework, and reviews related in-depth recent literature related to this study, that is, New Literacy Studies (NLS), contrastive rhetoric (CR), academic socialization approach and various theories on student writing. It also examines factors impacting on student writing with African language background, in particular Sepedi and research studies on crossing boundaries in L2 writing development and academic writing of first-year students. The first part of the chapter justifies the theoretical and conceptual framework that was used in the study and operational concepts related to this study were defined so that they are understood within the context of this study. The second part of this chapter focuses on review of literature in order to help the researcher to identify the gaps and bridge the gaps to avoid duplication. Finally, the chapter provides a summary of what it entails and what the subsequent chapter covers.

2.1. Theoretical Framework

Theoretical framework shows and guides the beliefs and the researcher's worldview while defining the position a/the researcher takes in accounting for knowledge interpretation and knowledge making (Chambliss & Schutt, 2012; Imenda, 2014; Labaree, 2013). These scholars

also assert that theoretical framework serves as a structure that guides research by relying on a theory constructed by using an established, coherent explanation of phenomena.

2.1.1. New Literacy Studies (NLS) as a Theoretical Framework

This study has adopted New Literacy Studies (NLS) as a theoretical framework because it emphasizes the importance of culturally sensitive teaching in building upon students' own knowledge and skills (Davies, 2012; Kell, 2011; Perry, 2012). NLS is accordingly relevant to the present study because the researcher has investigated first-year students' writing practices to reshape their prior writing knowledge as they traverse from L1 writing to L2 writing of a new activity system with coherent and cohesive structures of essay writing. This means that L2 writers construct meaning in their own home/first language (Sepedi) and then try to construct the meaning in L2 (English) on a given topic. In the context of this study, NLS advocates literacy as a social practice rather than acquisition of skills (Perry, 2012). For this reason, Gee (2012) asserts that people do not just read and write in general, they read and write specific sorts of "texts" in specific ways and these ways are determined by the values and practices of different social and cultural groups. Under those circumstances, NLS necessitates the recognition of multiple literacies with respect to literacy and the social practices at any time and place, and asks; "Whose literacies" are dominant and whose are marginalized or resistant (Wingate, 2012)? This view is supported by scholars such as Davies (2012), Mills (2010) and Stephens (2000) who contend that literacy does not simply imply knowing how to read and write a particular script, but it is the application of knowledge for specific purposes in specific contexts of use. According to these scholars, NLS moves beyond the school into a particular domain, which acknowledges L2 writers' identity and subjectivities in meaning-making. With this in mind, Perry (2012) contends that literacy as social practice may not explain the process of how people learn to read and write, but it can help to

describe what types of knowledge are needed in order to effectively engage in given literacy practices. Through NLS, this study intends to create responsive classrooms that acknowledge L2 writers' voices and engage them in collaboration where they interact with one another about texts they are reading and writing.

2.1.1.1. Origin of New Literacy Studies (NLS)

Research on NLS was drawn from communication and anthropology to look at the role of literacy in people's everyday lives (Barton & Hamilton, 1998; Gee, 1996; Janks, 2010; Lankshear & Knoel, 2006; Pahl & Rowsell, 2010; Stein, 2007; Street, 1995). Through ethnographic research, these researchers found that literacy within New Literacy Studies is a set of social practices associated with different domains of life. NLS signals the roles of contexts and practices within contexts and the subjectivities of individuals involved in meaning-making. NLS moves literacy beyond school into different spaces which consider identity and an acknowledgement of particular domains. Equally important, research in NLS suggests that in practice, literacy varies from one context to another and from one culture to another. This model posits that literacy is a social practice, not simply a technical and neutral skill, which is always embedded in socially constructed epistemological principles (Davies, 2012). Most compelling evidence suggests that it is about the ways in which people address reading and writing, are themselves rooted in conceptions of knowledge, identity, and being (Prinsloo & Baynham, 2008; Street, 2003). Particularly, it is embedded in social practices, such as those of a particular job market or a particular educational context, and the effects of learning that particular literacy will be dependent on those particular contexts. Literacy, in this sense, is always contested, both its meanings and its practices in a particular world-view.

Notably, Stephens (2000) suggests that engaging with literacy through reading and writing is always a social act even from the outset where the lecturer of literacy develops the cognitive capacities of students. This means that the way in which lecturers and students interact is a social practice that affects the nature of the literacy being learned and the ideas about literacy held by the participants, especially the new students and their position in relations of power. As shown above, the researcher in this study employed the phrase "literacy practices" as a means of focusing upon social practices and conceptions of reading and writing, instead of focusing on the phrase "literacy event" which means any occasion in which a piece of writing is integral to the nature of the participants' interactions and their interpretative processes (Pineteh, 2014; Tuck, 2012). For the purpose of this study, literacy practices refer to the broader cultural conception of particular ways of thinking about and doing reading and writing in cultural contexts. Drawing from sociocultural perspectives, this study is concerned with understanding the ways in which people use literacy in their everyday lives and to make literacy instruction meaningful and relevant by recognizing and incorporating students' out-of-school ways of practicing it (Perry, 2012). It reflects the relative newness of the acceptance of sociocultural perspectives on literacy development of L2 writing to speakers of Sepedi by considering the ways in which language use varies according to contexts and the relationship between language use and power (Bakhtin, 1986; Bourdieu, 1991).

In addition to Gee (2005, 2012) on his work, *An Introduction to Discourse Analysis,* considers NLS as a movement that focuses on interaction and social practice where language is seen as a magical property we design when we speak or write to create or fit in a situation we are communicating. Gee's work on NLS suggests that language within social practice and Discourses is a piece of the action and social action which constitutes a social practice with a value and meaning in and through the Discourse of which it is a part. He gave an example about the toss of

the dice which represents an action in a backgammon game to advance a player where the action is a social practice with value and meaning only within the backgammon game of which it is part. He then concluded that whenever we speak or write within social practice and Discourse we always and simultaneously construct or build the significance (we use language to make things significant (to give them meaning or value) in certain ways, to build (a) significance. As the saying goes, we make "mountains out of molehills); (b) activities (we use language to get recognized as engaging in a certain sort of activity, that is, to build an activity here-and-now); (c) identities (we use language to get recognized as taking on a certain identity or role that is to build an identity here-and-now); (d) Relationships (we use language to signal what sort of relationship we want to have, or are trying to have with our listener(s), or other people, groups, or institutions about whom we are communicating; that is, we use language to build social relationships); (e) politics (we use language to convey a perspective on the nature of the distribution of social goods, that is, to build a perspective on social goods); (f) connections (we use language to render certain things connected or relevant (or not) to other things, that is, to build connections or relevance) and (g) sign systems and knowledge (there are many different languages (e.g. Spanish, Russian, and English). There are many different varieties of any one language (e.g., the language of lawyers, the language of biologist, and the language of hip-hop artists).

Gee's focus on the above seven areas posits that language always contains cues or clues as supported by the work of Gumperz (1982), *Discourse Strategies*, which suggests that any piece of language, oral or written is composed of a set of grammatical cues or clues (as cited in Brown & Cooper, 2006). Central to the field of NLS, Gee's idea is one of the tenets of NLS that suggest that any piece of language, any tool, technology or social practice can take-on (acquire) different meanings and values in different contexts which was emphasized by literacy scholars such as Kist

(2004) and Scott (2004). These scholars claim that human behaviour is too complex to isolate, dissect and study in a vacuum on the social nature of literacy. On the basis of Gee's work, humanistic researchers' focus on literacy studies or applied linguistics should therefore not be on language or literacy, but social practice in order to further comprehend NLS.

Gee's further contribution to the field of New Literacy Studies relates to the concept of "Discourse" within the contexts of situated language and impact of Discourse on learning (Brown & Cooper, 2006). Gee (1990: 143) defines a discourse as

> … a socially accepted association among ways of using language, of thinking, feeling, believing, valuing, and of acting that can be used to identify oneself as a member of a socially meaningful group or 'social network' or to signal (that one is playing) a socially meaningful 'role'

Through secondary Discourse, Gee defines literacy as the control of the language wherein primary Discourse is acquired through an individual's experience in the early stages of their life. According to Brown and Cooper (2006), this mirrors Chomsky's belief in the innate and intrinsic nature of language acquisition which frames Discourse expertise within the constructs of situated language. With this intention, discourses are regarded as ways of being in the world which include words, acts, values, beliefs, attitudes and social identities as well as gestures, glances, body positions and clothes. Likewise, primary discourse affects how one views and interprets the world around him or her while secondary discourse is illustrated through examples made by individuals with a mastery of the Discourse which stemmed from the work of Bakhtin in terms of the acquisition of the Discourse of the "master". This means that people strive to say or write the right thing in the right way while playing the right social role and hold the right values, beliefs and attitudes instead of focusing on grammar.

2.1.1.2. Autonomous' model of literacy

From an NLS perspective, an autonomous model of literacy refers to literacy assumed to be a set of neutral, decontextualized skills that can be applied in any situation as social practices that vary from one context to another (Perry, 2012; Street, 2005). This means that literacy is not autonomous, that is, a learned skill or thing with consequences that follow simply from the nature of the medium. It is assumed the acquisition of literacy itself leads to higher cognitive skills, improved economic performance, greater equality irrespective of the social conditions and cultural interpretations of literacy associated with programmes and educational sites for its dissemination (Street, 2005). Of course, NLS focuses on the uses and meanings of literacy in different cultural and social contexts that lead to the recognition of multiple literacies. However, NLS takes into account autonomous features of literacy without succumbing to the autonomous model in recognizing the extent to which literacy comes to local situations from outside and brings with it both skills and meanings that are larger than the emic perspective (Street, 2003). An autonomous model disguises the cultural and ideological assumptions that underpin it and imposes western (or urban) conceptions of literacy onto other cultures (Street & Hornberger, 2008). In the context of the research problem in this study, the researcher intends to make teachers aware of and understand diverse ways in which L2 writers practice literacy so they could better tailor literacy instruction to meet the needs of L2 writers with a Sepedi background.

2.1.1.3. Ideological model of literacy

The ideological model of literacy is embedded in social practices and rooted on conceptions of knowledge, identity and being which considers how people address reading and writing in a social context (Carter, 2006; Prinsloo & Baynham, 2008; Street, 2003). It is culturally sensitive to literacy practices as they vary from one context to another (Street, 2003). The idea of literacy

as a social practice aligned with the New Literacy Studies recognises that literacies are socially and culturally embedded practices that vary from one context to another. It also recognises the construction of knowledge and the contestation around meaning as a dialogic process wherein students mediate the texts through their own personal readings and understanding of the materials. According to Jacobs (2014), the teaching of academic literacies should be made explicit to students in terms of ways of knowing in the discipline and specific disciplinary forms of expression and conventions of writing. This suggestion eventually bridges the gap between institutional expectations and students' models and practices as they explore alternative ways of meaning making in academia. This means that literacy depends on a particular job market or educational context and the effects of learning which always contested both its meanings and practices in a particular worldview. In this sense, literacy is not a technical and neutral skill, but social practice which is socially constructed in epistemological principles.

The argument about social literacies suggests that engaging with literacy is always a social act that affects the nature of the literacy learned and the ideas about literacy held by new students and their positions in relations of power. For these reasons, academics, researchers and literacy practitioners such as Aikman (1999), Hornberger (2002), and Kalman (1999) come to the conclusion that autonomous model literacy is not an appropriate intellectual tool to be used to understand the diversity of reading and writing around the world and design practical programs to fit better within an ideological model. The present study is making a call that teachers should try to understand students' practices and to give them written work that fosters a sense of ownership, self-reflection and personal engagement as they traverse from L1 writing to L2 writing.

2.2. Contrastive Rhetoric as a Theoretical Framework

Equally important, the researcher also chose contrastive rhetoric (CR) as a theoretical framework of this study because CR considers texts not merely as static products but as functional parts of dynamic cultural contexts which examine differences and similarities in essay writing across cultures and refocused on writing for specific purposes (Belcher, 2014; Connor, 2011; Gee, 2011). As a matter of fact, contrastive rhetoric was the result of the transfer of L1 rhetorical organization manifested in language and culture due to comparison of L1 and L2 essays of the same individuals to explore cultural patterns (Kaplan, 1996). Furthermore, CR develops strategies for first-year students to write as insiders to the academic community with suitable display of textual models and sufficient practice for academic literacy. By all means, CR aims to identify problems in essays written by L2 writers in university classes due to the interference caused by cultural and linguistic conventions of the writer's first language (Soler-Monreal, *et al*., 2011). In the context of this study, CR refers to how students whose first language as Sepedi organize themselves, make meaning in the world, communicate and organize information, and access the world in L2 writing without leaving who they are and what they have in making meaning in the classroom. According to Baker (2013) and Belcher (2014), CR is culturally homogeneous such that teachers/researchers should not only compare texts written in L1 and L2, but look at the rhetorical patterns in essays written by and for multilingual and multicultural audiences.

On the other hand, traditional contrastive rhetoric presents a static cultural binary between the Self and the Other which constitutes a colonialist construct of culture and reinforces distorted relations of power (Kubota & Lehner, 2004). This means that English for Academic Purpose (EAP) students are not positioned as writers who are capable of shaping knowledge to suit their own ends. Instead, they are cast as delivery people who are given writing skills in one context and

are then expected to transport them to other contexts (DePalma & Ringer, 2011). Under those circumstances, Connor was credited by Casanave (2004) for rebranding contrastive rhetoric into intercultural rhetoric (IR) which includes different languages, genres, and research methodologies in order to deal with comparability as one of the most formidable obstacles of empirical persuasive work in this field (Belcher, 2014). Connor was accordingly credited because of her meta-awareness of the field which takes into consideration the broader views of cross-cultural/linguistic writing, text-oriented methods and ethnographic approaches that justify language interaction for more dynamic definitions of culture. Canagarajah (2013) also acknowledged Connor's re-modelling of CR into IR which he believes was a move in the right direction away from the deterministic, normative, and prescriptive cross-cultural orientations. However, Canagarajah later relabelled IR as cosmopolitan practice/translingual practice because he believes that IR still suggests autonomous entities and rhetoric used to index stabilized linguistic conventions. Canagarajah's cosmopolitan practice suggests multi-layered affiliations and contact zones with norms which are always open to negotiation. In the light of Canagarajah's cosmopolitan practice, Connor (2014) also proposed that culture/context should be part of the conversation in understanding and explaining writing and texts which clearly illustrate how L2 writers with Sepedi background in the present study traverse from L1 writing to L2 writing.

As shown above, contrastive rhetoric in this study is used because of its popularity as a pedagogical solution to the problem of L2 organization. This study approached contrastive rhetoric as a continuous development of thoughts on L2 writers' immersion and education in both Sepedi and English writing context which challenges what You (2010) termed the colonialist mentality that assumes that English writing should be taught solely with Western rhetoric tradition in mind. The current study together with You's study acknowledges and celebrates the power of individual

writer agency situated in historical contact zones by using prior knowledge in new situations. This study intends to introduce a framework that theorizes both reusing and reshaping of L1 writing in L2 writing for Sepedi students since there is no recognition of how much reshaping transfer entails for L2 writers. In any event, the notion of transfer emphasizes writers' agency and viewing them as brokers with new ways of seeing, doing and knowing to transform and blend prior writing knowledge as they compose their own new texts (Belcher, 2014). DePalma and Ringer's (2011) adaptive transfer framework would provide much needed support to novice writers' translingual and transcultural use of their language resources and abilities to facilitate not only assimilation or acculturation, but bring new knowledge in L2 writing. For example, the study by Kang (2005) on linguistic and discourse strategies used in written narrative by Korean EFL (English as a foreign language) learners and American native English speakers on prior writing knowledge provide them with a foundation for writing and overcoming barriers in their L2 writing. Kang found that Korean linguistic strategies were evident in the Korean English learners' English narrative discourse rather than the preferred discourse style of the target language. Kang (2005) also found that transfer from students' L1 to the narratives in English was cohesive devices:

> The cohesive devices that the Korean English learners seemed to transfer from their L1 to L2 written narratives included: substitutions, ellipses, continuative conjunctions, synonyms, and lexical collocations. Among those five, lexical repetition was the only variable that showed significant differences between the NES' and Koreans' English narratives. In other words, lexical repetition and synonyms were the cohesive devices that the Korean English learners transferred from their L1 to L2 written narratives, which may have hindered a native-like performance in the target language (p. 274).

In essence, this study intends to provide a framework which intends to understand L2 writers' intensions and a genre's social motives as they develop and present ideas using new rhetorical, mechanical and linguistic tools for organizational structures of L2 texts. From a

pedagogical perspective, this study may help L2 writers to decide what rhetorical patterns to choose to communicate effectively in their disciplinary field of study.

2.3. Conceptual Framework: Academic Socialization Approach

As stated above, a theoretical framework provides a base or support for explaining, viewing or contemplating phenomena and connection of the researcher to prevailing knowledge. This theoretical framework is followed by the conceptual framework which is the researcher's own position on the problem to be investigated and giving direction to the study. The conceptual framework is a set of coherent ideas or concepts, assumptions, expectations, beliefs, theories organised in a manner that makes them easy to communicate to others to support and inform the research (Chambliss & Schutt, 2012; Imenda, 2014; Leshem & Trafford, 2007; Mosby, 2009; Robson, 2011). It helps the researcher to *justify* the research and have an overview of ideas and practices that shape the way the work is done. It also possesses ontological, epistemological, and methodological assumptions, and each concept within a conceptual framework which plays an ontological or epistemological role (Duff, 2010; Jabareen, 2009). The ontological assumptions relate to knowledge of the "way things are," "the nature of reality," "real" existence, and "real" action (Guba & Lincoln, 1994; Scotland, 2012). According to Jabareen (2009), epistemological assumptions relate to "how things really are" and "how things really work" in an assumed reality while methodological assumptions relate to the process of building the conceptual framework and assessing what it can tell us about the "real" world.

Academic socialization has directed this study which investigated practices of L2 writers in a South African context and assesses the efficacy/effectiveness of sociocultural intervention. The study therefore sought to answer the main question: What are the practices of L2 writers with African languages particularly Sepedi and effectiveness of cultural mediation in L2 writing among

L2 writers with an African language background? In this sense, conceptual framework helped the researcher to explain the concepts and ideas associated with academic socialization and to understand the ideas of others who have conducted research in this area (Jabareen, 2009). Academic socialization inducts students into the new 'culture' of academy which orientates them to learning and interpretation of learning tasks through conceptualization as social practices (Hakala, 2009; Mendoza, 2007; Morita, 2009). It also functions as the institutional default model which assumes that students will pick up writing as part of their studies without any specific teaching or practice (Lillis, 2006). The model assumes that students can learn disciplinary discourses through immersion. For instance, Duff (2010) and Zhu (2004) found that the academic socialization model prevails to help students grasp discipline-specific terminology. This view is supported by van Schalkwyk and van der Walt (2009:189) who claim that "lecturers often assume that students, by virtue of being immersed in the subject discipline will become familiar with the required discourse and enhance their academic literacy competence". Particularly, this study takes Canagarajah's (2011) stance that teachers could learn from students' translanguaging strategies while developing their writing proficiency through a dialogical pedagogy.

2.4. Literature pertaining to rhetorical practices of L2 writers for first-year university students.

2.4.1. Introduction

This study aims to investigate rhetorical practices of L2 writers with Sepedi language background and evaluate the effectiveness of a socio-culturally based intervention programme at a South African university. The literature aligned to the objectives of this study is derived from countries such as Japan, Spain, USA, China, Iran, Czech Republic, Finland, Germany, Brazil, Portugal, Canada and South Africa. This section starts with a brief background of academic literacy and the nature of academic literacy interventions in South African universities. Secondly,

related literature is examined focusing on cognitive models for writing strategy research, writing as a social cognition, the use of L1 in L2 writing and rhetorical patterns in L1 and L2 and finally, crossing the boundaries and intervention through mediation based on socio-cultural perspective for successful L2 writing are reviewed.

2.4.2. A Academic Literacy Approach

The continuous development of thoughts on and approaches to academic literacy emphasized many facets of what it means to be academically literate to justify conceptualization and approach to address the apparent lack of appropriate levels of academic literacy to students. The early work of Bourdieu (1965) and scholars such as Lea and Street (1998) and Warren (2002) provide support in developing academic literacy among undergraduate students through the use of study skills approach which is related to student writing. This model focuses on helping students to find ways to adapt their practices to those of the university by ignoring their identities and agency when entering university (Lea & Street, 1998). The academic literacy approach has made significant developments in academic writing research. The strength of the academic literacy approach has been that it does not assume that students are merely acculturated unproblematically into the academic culture (Lea, 2004). Students are therefore considered active participants in the process of meaning-making in the academy with the issue of language, identity and the contested nature of knowledge. This implies that AL approach encompasses the understanding of the nature of student writing within institutional practices, power relations and identities through study skills and academic socialization models, as well as discipline specific writing practices (Heinonen & Lennartson-Hokkanen, 2015; Lea & Street, 2006). As a result, it takes a holistic approach to writing and examines ways in which current models and practices may need to be adapted in order to accommodate the changing culture of higher education.

Nevertheless, it could be argued that one of the limitations of the work in the field is that, in general, it has tended to foreground firstly, particular groups of students, and secondly, assignment writing. By all means, AL expects students to be active participants in the writing process since academic writing tends to ignore the significance of language in teaching writing because it helps students to contextualize learning in different settings by deploying a repertoire of linguistic practices appropriate to each setting (Ivanic & Lea, 2006). In this case, lecturers and students learn from the foreground of both meaning making and identity in the writing process in different genres and students' written assignment. Academic literacy model has some shortcomings like any other approach. One of the academic literacy model's shortcomings is that most studies on academic writing and academic literacy approach are actually conducted at universities with little attention to high schools. According to Lillis (2006) and Nunan (1990), AL model does not offer students opportunities to make meaningful contribution to their writing experiences. Similarly, proponents of AL model have adapted study skills and academic socialization models to address student writing challenges. Wingate (2012) suggests that these two models should not be discarded despite the fact that they precede AL approach since they have their own pitfalls. It is therefore important to note that AL model made an immense contribution to academic writing pedagogy and research the same way as prior models. AL model should not be regarded as the ultimate model to address students' writing challenges, but it should be used with other writing models to provide a holistic approach to address student writing difficulties.

This approach was later replaced in order to take into consideration the learning and social context within which the acquisition or development of academic literacy takes place. Then, NLS was later introduced to enable students to switch practices between one setting and another, to handle the social meanings and identities that each evokes. For the purpose and context of this

study, academic literacy is conceptualised through the framework of Baynham (1995) which sets out the following basic premises for literacy:

- Literacy is shaped to serve social purposes in creating and exchanging meaning;
- Literacy can be critical;
- Literacy needs to be understood in terms of social power;
- Literacy is best understood in its contexts of use;
- Literacy is ideological: like all uses of language it is not neutral, but shapes and is shaped by deeply held ideological positions, which can either be implicit or explicit.

Baynham's point relates to the work of Bourdieu that clarifies the notion of power that is in the hands of the literate and out of reach of those who are not. This is a very important theme in this study as the researcher created a platform in which participants are given an equal role as partners in shaping how they view and experience their own academic literacy acquisition and what they think work or does not work for them during the socio-cultural intervention programme.

It is therefore important to note that there are several definitions of academic literacy in both local and international literature which actually broadens our understanding on the importance of academic literacy. Accordingly, the researcher first defines literacy before defining academic literacy. Scholars such as Au (1993) and Street (2003) define literacy as the ability and willingness to construct meaning to meet the requirements of a particular social and cultural context. Street and Au's definition of literacy emphasize the importance of reading and writing that constitute literacy proficiency among individual students. Similarly, an academic literacies perspective treats reading and writing as social practices that vary with context, culture, and genre (Barton & Hamilton, 1998; Lea & Street, 2006). From another perspective, academic literacy practices can be defined as the reading, writing, speaking, listening and thinking skills,

dispositions, and habits of mind that students need for academic success (Azman & Mustafa, 2014). The literacy practices of academic disciplines can be viewed as varied social practices associated with different communities. In addition, an academic literacies perspective also takes account of literacies not directly associated with subjects and disciplines, but with broader institutional discourses and genres (Butler, 2014). From the student point of view, a dominant feature of academic literacy practices is the requirement to switch student writing styles and genres between one setting and another, to deploy a repertoire of literacy practices appropriate to each setting, and to handle the social meanings and identities that each evokes.

According to Papashane and Hlalele (2014), the meaning of academic literacy is complex and subjective which involves more than reading and writing as each genre of written texts has its own cultural and historical rules and requirements of reading and writing. The complexity of the phenomenon is mooted by the two-word nature of the term 'academic literacy' wherein the adjective "academic" relates to education at college or university level whereas the term "literacy" relates to students' capacity to use written language to perform functions required by the culture in ways and at a level judged to be acceptable by the reader (Azman & Mustafa, 2014). Azman and Mustafa attest that literacy practices are both individual behaviours that participants display in a literacy event which include the larger social and cultural meanings that participants bring to, and deploy, in their participation in a literacy event. The definitions of academic literacy demonstrate that writing takes into consideration students' identities, contexts and cultures which they bring to the academic process where academic writing is the core and integral part of teaching and learning process. Academic literacy in the context of university learning refers to the individual student's ability to construct and reconstruct text, as well as compose and interpret meaning from written language and to written language (Papashane & Hlalele, 2014). This helps

students to communicate appropriately an academic context through effective interaction of functional language ability as well as information seeking, processing and production which involve the use of complex cognitive skills. Papashane and Hlalele suggest that the ability to perform certain tasks in an academic context involving cognition makes students academically literate.

South African universities in the post-apartheid period prioritise the teaching of academic literacy in order to deal with a contingent of students from previously marginalised and under-privileged communities (Pineteh, 2014; Sebolai, 2014). These students struggle to read, write and think in English for academic purposes due to the education they received from high school. South African universities were obliged by South African government policies to deal constructively with the needs of underprepared incoming students who do not meet the basic admission requirements by enrolling them in bridging and extended programmes (Parkinson, *et al.*, 2008; van Wyk & Greyling, 2008). This has coincided with the growth of academic literacy as a discipline at South African universities to educationally disadvantaged students with African languages in the last 35 years who attended schools which placed little emphasis on reading and writing. First-year students are inadequately equipped to engage successfully in the academic discourse as they proceed through primary and high school in terms of reading and writing expectations of a particular course. This means that students may leave primary and high school without reaching a sufficient level of Cognitive Academic Language Proficiency (CALP) to be successful in academic situations that require competent use of English (Cummins, 2008; Pineteh, 2014). Cognitive Academic Language Proficiency (CALP) is a term devised by Jim Cummins and refers to the stage of learning that English language learners go through after they have mastered social language. In this stage learners attempt to master academic technical language and become

proficient in articulating their views in a range of contexts including curriculum subject area demands such as hypothesizing, debating, reasoning, questioning and generalizing. Academic writing in particular is a cognitive task that requires English as a cognitive tool that ensures that students maintain an academic standard acceptable in higher education such as logical and critical thinking as well as analytical and innovative skills.

Academic literacy in the context of this study refers to first-year university students' writing abilities focusing on coherent and cohesive structures, topic sentences, supporting sentences, concluding sentences written in L1 and L2 essays who are registered in the English Communication Skills (ECS 1541) module and are expected to complete a three-year degree programme in three or four years respectively. Students at the University of Venda are admitted into different programmes if their Grade 12 results range from 26 points and above as per University of Venda Grade 12 points calculations. Academic literacy and in particular academic writing is perceived as a major contributing factor for academic success due to assessment that revolves around essay writing. The next section sheds some light on the nature of academic literacy interventions in South African Universities.

2.4.3. The Nature of Academic Literacy Interventions in South African Universities

This section discusses the nature of academic literacy interventions on discipline-specific, although it appears as if other tertiary institutions prefer a curriculum model that highlights the generic nature of academic literacy abilities. Several studies across South African universities found that majority of first-year students have inadequate English proficiency and would be at the risk of failing if intervention mechanisms are not provided (Bharuthram, 2012; Butler, 2013; Maphosa 2014; Sebolai 2014). The National Benchmark Test (NBT) conducted by Higher Education South Africa (HESA) in 2009 showed that of the 13 000 students who wrote the

academic literacy test, only 47% were proficient in English and almost the same proportion of 46% fell into the intermediate category (suitable for students with some degree of skill or competence in English language) while 7% had only basic academic literacy. It was also found that students performed much better in the multiple-choice questions than the constructed questions that require them to construct sentences in a cohesive and coherent manner. Currently, discipline-specific nature of academic discourse is acknowledged in different academic disciplines because it focuses on how academic literacy practices are embedded in the contexts of disciplines (Butler, 2013).

Student underpreparedness at South African universities is one of the critical focuses of academic literacy in the language of learning in these institutions. The higher education is required to bridge the gap between learners' school attainment and the intellectual demands of higher education programmes (Butler, 2013). Ultimately, South African universities have prioritised the teaching of academic literacy in the post-apartheid period due to low academic literacy skills among majority of first-year students through academic literacy programmes, foundation year courses and extended programmes (Butler, 2013; Sebolai, 2014). According to Butler (2013), Maphosa (2014) and Sebolai (2014), these academic literacy interventions intend to improve students' ability to read, write and think in English to enhance their ability to deal effectively with academic demands in higher education and to succeed. These support mechanisms focus on the development of students' language ability which has been found as the main reason for lack of academic success in university students (van Dyk, *et al.*, 2009). Thus, academic literacy intervention should be situated within disciplinary context as entry into a new discourse community to help students on how to read, write and speak about the discipline and engage in conceptual and language development. Some of the major advantages of discipline-specific

interventions are as follows according to (Carstens & Fletcher, 2009; Cillie & Coetzee, 2009; McKenna, 2010; van Dyk, *et al.*, 2008):

- Materials can be authentic and involve real academic activities and tasks in which the specific discourse community engages;
- Materials are relevant and interesting to learners in themselves, and therefore contribute to student motivation;
- Genres appropriate to specific disciplines can be taught;
- Exploring a closer collaboration between disciplinary (content) experts and AL practitioners towards the situatedness of AL practices is beneficial in unlocking discipline-specific AL practices for students- therefore, making the often tacit academic literacy conventions used in academic disciplines visible to content lecturers and to students should be beneficial in the acquisition of such practices;
- Making use of respondents from specific disciplines to comment on student writing in a writer-respondent intervention may improve student writing in such disciplines;
- Connecting students' past and current academic literacy experiences could ease their transition into discipline-specific AL practices;
- Utilizing students' 'interim literacies' to discover their processes of making meaning could be used in the design of curricula that focus on the needs of students from diverse backgrounds;
- Employing strategies for reflective thinking (and students using their own voices in such reflection) eases the transition of students' everyday language to the 'academic languages' required by academic disciplines; and

- Adapting to a multimodal reality that also awards prominence to other modes of representation (such as the visual), and not only writing, aligns current AL practice with the realities of a changing world.

The above studies reporting on the importance of discipline-specific interventions showed positive results in which students could see the relevance of the intervention for their subjects and improvement in their writing regarding better marks despite the fact that they are offered theoretical justification of the design of AL intervention. For instance, an Unit for Academic Literacy (UAL) at the University of Pretoria (UP) caters for the needs of undergraduate students and also testing of first-year students in the Health Sciences using the Test of Academic Literacy Levels (TALL) to inform placement in the mainstream. UAL also offers subject-specific modules in academic literacy to students in the Faculties of Humanities, Natural and Agricultural Sciences, Economic and Business Sciences, Health Sciences, Engineering and the Built Environment, Law, and Theology whose purpose is to develop students' awareness of their strengths and weaknesses regarding their writing, and thereby encouraging the transfer of the acquired skills and abilities to their writing assignments. Beside the service of the UAL, UP has Humanities Writing Centre (HWC) which helps undergraduate students registered in the Faculty of Humanities with written assignment in structuring, writing, revising and editing their text. Furthermore, UAL offers non-curricular short courses in Business Writing and Report Writing which are aimed at providing skills and useful reference materials in a variety of media to assist students succeed in today's highly competitive workplace. Similar to HWC, consultants at the Wits Writing Centre (WWC) at the University of the Witwatersrand help students to put together ideas and thoughts without editing or writing for them by pointing out patterns of mistakes or the need to rethink tone and streamline the structure of their essays (Pamela Nichols, 2016).

The University of Stellenbosch in the faculty of Arts and Social Sciences offers Extended Degree Programmes (EDPs) to students who obtained an average of between 55% and 59% for the University's Access Test (AT) and the National Senior Certificate (NSC) (excluding Life Orientation) combined, in the proportion 40:60. The EDPs are aimed at students from educationally disadvantaged backgrounds who show potential for university education. In their first EDP year students do three academic support subjects (Information Skills 174, Introduction to the Humanities 178 and Texts in the Humanities 113 and 143) and two mainstream subjects from their various BA programmes. In their second EDP year they do Introduction to the Humanities 188 and three mainstream subjects. If they have a 100% pass rate after their first EDP year, they may apply to do a fourth subject in their second EDP year. Then they join the mainstream programme with all other mainstream second-year students. Since the inception of the programme in 2008, the retention and success rate of EDP students have improved remarkably. For example, in 2011, an EDP student, Nicole Fillis, who started the EDP programme in 2008, obtained her degree cum laude. In similar vein, University of Limpopo through the Centre for Academic Excellence provides academic literacy module to Extended Degree Programme students and also helps students who are facing academic challenges through individual or group consultations. In addressing students' academic literacy challenges, the Directorate of Student Development and Support (SDS) at Tshwane University of Technology too helps students with reading, language and writing proficiency development as critical academic skill interventions.

Furthermore, the University of the Free State has English Academic Literacy which aims to improve academic literacy of students enrolled in the Extended Degree Programmes (EALPs) as opposed to the mainstream. These two EALPs are Academic Literacy for Commerce, Education and Humanities (ALC108) and Academic Literacy for Natural Science (ALN108) students. These

academic literacy courses are offered to first year students who do not meet the university minimum entry point requirements (30 points calculated from their final grade 12 results). They must have minimum and maximum university entrance points of between 25 and 29 in order to enrol in the EDPs. These courses run for two years to allow students sufficient time to adjust to the academic discourse of the university literacy as a literacy of social practice which is subject and discipline specific. In other words, Academic Literacy for Commerce, Education and Humanities (ALC108) and Academic Literacy for Natural Science (ALN108) students and Content Based Instruction (CBI) is the teaching approach and methodology used to deliver these EALPs with content relevant and related to their subjects and disciplines.

Academic literacy as a social practice approach adopted by the UFS in the implementation of these EALPs is appropriate to this study as it aims to reshape L2 writers' prior writing knowledge as they traverse from one writing situation (school) to another (university) for a language practice of a new activity system with coherent and cohesive structures of L2 essay writing. This view is supported by Papashane and Hlalele (2014) who assert that students' ability to engage critically with academic discourse in reading, writing, speaking, listening and conducting research should inform the design of academic literacy programme. This brief outline suggests that academic literacy interventions at South African universities strive to ensure that students understand and use a range of discipline-specific terminology; apply the strategies of critical and comprehensive reading to their own academic literacy and apply the conventions of academic writing to their own writing as required in the mainstream modules.

One important recent study of Sebolai (2014) suggests that academic literacy programmes at South African universities are rarely evaluated and reviewed for the compliance with sound academic literacy curricular, instructional and managerial practices to promote student success. In

fact, the case study conducted by Sebolai (2014) reveal that Academic Literacy Programme (ALP) offered at the Central University of Technology (CUT) in Bloemfontein had shortcomings and it needed to be redeveloped to ensure that it meets students' generic academic literacy needs. In view of this, the present study was undertaken to investigate rhetorical practices of L2 writers with an African language background (Sepedi) and evaluate the effectiveness of a socio-culturally based intervention programme. These intervention programmes do not adequately address first-year students' lack of English proficiency, prior content knowledge and general academic writing skills due to lack of pre-task information building, or background knowledge building before giving them a writing task. This implies that teachers should foster L2 writers' behaviour of talking about texts and connecting them to their own lives and experiences to illuminate the text related to their cognitive ability.

Actually, this study is based on the premises that construction of knowledge and negotiation of meaning is dependent on conversation between students, their peers and tutors in which feedback on writing is offered and received to support student writing (Dowse & van Rensburg, 2015). Thus, it may be seen that there is a dearth of empirical research on rhetorical practices of L2 writers with African language backgrounds at South African universities. In the context of this study, conversation becomes the main means by which L2 writers interact with the academy as they validate their writing. This could be achieved if the review and evaluation of Academic Literacy Programmes as recommended by Sebolai (2014) would adopt translanguaging as a self-regulating mechanism in which monolingual and bilingual students can engage in writing itself as a way of developing their voice in academic writing rather than to be used as pedagogy of teaching academic writing (Velasco & García, 2014). The present study is an attempt to address this gap and it is useful in that it identifies difficulties L2 writers experience and possible solutions

as they transfer writing abilities and strategies from Sepedi to English writing. The subsequent section addresses literature related to rhetorical practices of L2 writers to address the objectives of this study.

2.4.4. Cognitive Models for Writing Strategy Research

From cognitive psychology perspective, writing focuses entirely on what happens within the writer's head. Cognitive models have tended to define writing as problem solving which arises from the writer's attempt to map language onto his or her own thoughts and creating content to meet the expectations of the reader (Flower & Hayes, 1980; McCutchen, Teste & Bankston, 2008). This endeavour highlights the complexity of writing in which problems may include strategic considerations such as the organisation of ideas, phrase grammatically correct sentences, correct use of punctuation and spelling and wording to the desired audience among others in conceptualizing information processing. Given the broad acceptance of Hayes and Flower's (1980) model in the field of writing research, they attempted to classify various activities that occur during writing and their relationships to the task environment and to the internal knowledge state of the writer. In this case, Hayes and Flower posited that writer's long-term memory has various types of knowledge which include knowledge of the topic, knowledge of the audience and learned writing schema. From the task environment perspective, they distinguished the writing assignment (including the topic, audience, and motivational elements) from the text produced so far. They further identified the following four major writing processes:

- Planning takes the writing assignment and long-term memory as input which produce a conceptual plan for the document as output. In this instance, planning includes sub-activities of generating ideas, organizing those ideas logically in one's head, and goal setting to achieve local or global goals.

- Translating which takes the conceptual plan for the document and produces text in expressing the planned content.
- In reviewing, the text produced is read, with the intention to improve it (revise) or correct errors (proofread).
- Monitoring includes metacognitive processes that link and coordinate planning, translating, and reviewing.

Based on the above-mentioned major writing processes, Hayes and Flower (1980) concluded that these processes are frequently interwoven in actual writing because writing involves complex problem solving, in which information is processed by a system of function-specific components. However, it is worth-noting that Hayes and Flower's (1980) framework is not particularly different from the kinds of schemes favoured by classical or modern rhetoricians. For instance, Latin or Greek rhetorical tradition is derived from classical antiquity with the following major elements (Corbett & Connors, 1999):

- Invention (methods for coming up with ideas to be used in a text or speech),
- Arrangement (methods for organizing one's content),
- Style (methods for expressing one's content effectively),
- Memory (methods for remembering what one intends to say), and
- Delivery (methods for actually presenting one's content effectively).

Comparatively, Hayes and Flowers' (1980) emphasis on these elements is different because their model identifies cognitive processes in writing, each of which apparently has its own internal structure and sub-processes that need to be specified in detail. In revising the original model, Hayes (1996) removed the external distinctions based upon task (e.g., the difference between initial draft and editing) in favour of an analysis that assumes three basic cognitive

processes: (a) text interpretation, (b) reflection, and (c) text production. In this instance, Hayes (1996) sought to identify how various aspects of human cognitive capacity interact with these tasks, distinguishing the roles of long-term memory, short-term memory, and motivation or affect in the cognitive processes of writing. While focusing on these cognitive dimensions of Hayes' model, it is important to note that writing tasks differ due to the types of problems L2 writers experience during planning, translating, reviewing, or editing wherein L2 writers may combine different cognitive strategies while attempting to complete the writing task.

Consequently, in the context of this study, what Kintsch (1998) termed the *textbase* (a mental representation of a text's local structure) and the situation model (the fuller, knowledge-rich understanding that underlies planning and reviewing) should be taken into consideration in addressing writing at the highest levels of competence (including complex exposition and argumentation) in order to understand how L2 writers traverse from L1 writing to L2 writing. Kintsch's argument is in line with the aim of this study wherein writing is flexible and accessible to content-relevant information to ensure that L2 writers produce comprehensive texts drawing from their L1 repertoire via a semantic network in which ideas are interconnected in various ways. In this instance, knowledge transformation and problem solving facilitate the analysis of the rhetorical issues as well as topic in multiple probes of long-term memory wherein L2 writers draw from their L1 writing knowledge/experience when completing L2 writing task. This view is supported by Galbraith (1999) who argue that different ideas emerge as a result of different patterns of global activation where writing involves a dual process, with one system rule based, controlled, and conscious (knowledge transforming) and the other associative, automatic, and unconscious (knowledge constituting). Thus, cognitive processes in L2 writing cannot be dealt with separately from the social and motivational contexts because learning to write in a different

language is not just a matter of developing fluent linguistic skills, but to understand the effects of L2 on the writer's thoughts and impact on their ability to write in a goal-directed writing task (Galbraith, 2009).

2.4.5. Writing as Social Cognition

From a sociocultural perspective, cognition and knowledge are characteristically social and are dialogically created and shared within a community. Writers construct themselves socially, and they do so in multiple ways. For example, they may position themselves ideationally through word choices that express values and beliefs about the topics they address. They also exploit the linguistic and cultural resources available to them to define their relationship to the world they live in as they shuttle between languages and modalities in their learning (Canagarajah, 2011; Makalela, 2015, Velasco & García, 2014). From this perspective, the notion of writing as a uniquely cognitive activity, situated within the individual learner and used primarily to impart information is a more complex understanding of writing as a contextually situated social and cultural practice. As Kern (2000) points out, "sociocultural approaches to literacy disabuse us of the notion that how and why we read and write is an entirely private and individual affair, rather reading and writing are communicative acts in which readers and writers position one another in particular ways, drawing on conventions and resources provided by the culture. In this sense, L2 writers become "border crossers" (Kramsch, 1993), journey that is never easy, as Hoffman and many others have noted. Kramsch (1993: 234) explains that "the realization of difference, not only between oneself and others, but between one's personal and one's social self, indeed between different perceptions of oneself can be at once an elating and deeply troubling experience" But if we understand writing as a medium through which language learners attempt to understand and control the shifting perspectives in their lives, to express and explore new identities and to position

themselves in new ways, writing in a second language becomes a powerfully motivating and potentially transformative force.

Writing takes into account the fact that the cognitive skills that writers use are socially situated and take place in social contexts that encourage and support particular types of thinking. Writing skills subsist in a social space in which writing is undertaken for the social expectations, the specific discourse forms available to the writer, the writing tools and community practices that inform their practice. Accordingly, Prior (2006) asserts that writing is situated in actual contexts of use; improvised, not produced strictly in accord with abstract templates; mediated by social conventions and practices; and acquired as part of being socialized into particular communities of practice. This line of argument by Prior reflects a greater social context that informs, motivates and contributes to the activities undertaken by the writers as associated by their institutions and practices. Writing is ultimately embedded in a social sphere, in the interpersonal relationships that people hold with one another, and in the interaction with the cultural, technical, and symbolic tools available in the social world (Vygotsky, 1978). This means that cognition in writing is never completely inside-of-the-head processes, but it is always distributed in the medium culture, in the social world, and in time. For instance, Flower (1990) studied the transition students undergo as college freshmen, when they must learn how to read texts in ways that enable them to write effectively according to the social expectations of the university context. She explored how expectations of that social context clash with the practices and assumptions students bring from their writing experiences in a secondary school context. L2 writers exploit the linguistic and cultural resources available to them to define their relationship to the world they live in (Ivanic & Camps, 2001). In other words, writing is more than a simple transmission of information or thought-it conveys the writer as well.

2.4.6. Use of L1 in L2 writing

The importance of L1 in L2 writing was a response to bilingual turn which advocates multicompetence approach to replace the reliance on monolingual norms that permeate the field of L2 research (Kobayashi & Rinnert, 2013; Ortega & Carson, 2010). Multicompetence accounts for an individual's knowledge of language, including both first language competence and a developing understanding of a second language in one mind examining writing across multiple languages by the same writers (Cenoz & Gorter, 2011; Cook, 2008; Doyle, 2015). Multicompetence regards L1 and L2 as dynamic and fluid, rather than static or fixed abstract systems. Empirical studies have recently shed light on the development of multilingual writing competence in the field of L2 writing research. For example, the study by Kobayashi and Rinnert (2013) studying text construction for the past 10 years of the same writers writing in Japanese or English as a first language (L1) and English or Japanese as a second language (L2), and most recently in a third language (L3): Chinese, French, Korean, or Spanish. Kobayashi and Rinnert found that L2 writing cannot be separated from writing in L1 or L3 because L1, L2, and L3 writing knowledge (e.g., discourse markers and counterargument) appear to form a merged system as writers' knowledge increases, and the commonality of text features is reinforced when they are repeatedly used in multiple languages. These findings suggest that L2 writing is interrelated with writing in other languages and part of comprehensive multilingual writing competence. This implies L2 benefits L2 writers linguistically, culturally and socially and helps them to understand and improve their L2. This study agrees with the findings of Kobayashi and Rinnert (2013) wherein it considers language practices as transglossic (flexible concurrent use of language as indicated by Garcia (2012) in order to help students with Sepedi background to traverse from L1 writing to L2 writing. As noted in the literature, there is no empirical study in South Africa that acknowledges

and values socio-cultural differences in L2 writing among Sepedi writers; this study intends to enhance L2 writers' intercultural understanding and cross-cultural writing skills by giving them space to translanguage as they engage with writing tasks.

Studies on L1 use in L2 writing were carried out for a number of different reasons with varying research goals. L2 writing research has shown that L2 writers use their first language (L1) while writing in English as a Second Language (L2) for wide variety of purposes such as generating ideas or content, planning and solving linguistic problems such as vocabulary issues (Beare & Bourdages, 2007; Knutson, 2006). Some studies focused on comparison of L1 and L2 writing or extent to which writers transfer their L1 strategies to L2 writing and the influence of learner characteristics such as writing expertise and L2 proficiency on L2 writing (Murphy & Roca de Larios, 2010; Sasaki, 2002, 2004; Wolfersberger, 2003). Many of the studies described above relate L1 use to L2 proficiency or the quality of the text, while others report that high proficiency writers switch between their L1 and their L2 than low proficiency writers. According to Sasaki (2002, 2004) novice writers translate more often from their L1 to their L2 than expert writers. Scholars such as Wang and Wen (2002) and Wolfersberger (2003) also came to the same conclusion that lower proficiency writers use their L1 far more than the higher proficiency writers.

Overall, there seem to be important differences in L1 use between L2 writers wherein some students appeared to control their language switching (L-S) while for others L-S seemed to be out of control. The studies reviewed above provide new insights into the possible role L1 plays during writing in L2, although, the general finding suggests that the use of L1 during L2 writing could be beneficial, but not to all writers and all situations. This eventually depends on writers' L2 proficiency, topic-knowledge or whether L1 and L2 are cognate or non-cognate languages (Beare & Bourdages, 2007; Wang, 2003; Wolfersberger, 2003; Woodall, 2002). These findings suggest

that switching to the L1 while performing complex writing tasks is a natural cognitive as referred to by Gunnarsson, Housen, van de Weijer and Kallkvist (2015) which benefits L2 writers regardless of their proficiency level. This implies that multilingual students draw on their entire linguistic repertoires in social interaction when engaging with learning tasks in an additional language. This study also recognizes students' multicompetence in order to address L2 writers' academic writing challenges by advocating a shift away from the idea that academic writing is best learned and taught monolingually. Canagarajah (2006) also argues that multilingual writing research needs to challenge a monolingual bias in order to understand multilinguals better as resourceful problem-solvers. This implies that textual differences should be considered as the result of strategic choices, rather than unconscious errors in order to understand the resources multilinguals bring to their texts.

In addition to the above reviewed studies, van Weijen, van den Bergh, Rijlaarsdam and Sanders (2009) examine L2 writers' use of L1 while writing in L2 who wrote four short argumentative essays in their L1 (Dutch) and L2 (English) under think-aloud conditions. The study focused on the occurrence of a number of conceptual activities such as Generating ideas, Planning and Metacommends. Results indicate that all writers use L1 while writing in L2 to some extent and L2 proficiency is directly related to L2 text quality and does not influence the writing process. On the other hand, it was also found that L2 use is positively related to L2 text quality for Goal setting, Generating ideas, and Structuring, but negatively related to L2 text quality for Self-instructions and Metacommends. These results infer causal relations between L1 use and text quality. L2 writers switch back and forth between their L1 and L2 when composing in L2. Numerous studies have also revealed that L2 writers use their L1 to transfer their L1 knowledge to L2 writing contexts and develop ideas to produce text content and organization (Cenoz & Gorter,

2011; Cohen, & Brooks-Carson, 2001; Friedlander, 1990; Wang, 2003; Yu & Lee, 2014). Language-switching behaviours of L2 writers could then be related to their L2 proficiency which affects the composing processes and the quality of L2 writing. However, not much research has been undertaken to analyse specifically how L2 writers with African language background, particularly Sepedi switch to their L1 to proceed in their writing processes to produce their written texts. Thus, to bridge this gap, this study investigated rhetorical practices of L2 writers in a South African context with Sepedi background and assessed the efficacy/effectiveness of intercultural intervention on how multilinguals' repertoires at the resource level interact while writing in environments where multilingualism is socially promoted (Tullock & Fernandez-Villanueva, 2013).

From a similar view, the study by Wolfersberger (2003) examines the composing process and writing strategies of three lower proficiency Japanese subjects in their L1 and L2. The three native Japanese-speaking subjects were selected from an intensive English program in the U.S. to participate in this research. The study revealed that L1 strategies may be transferred to the L2 writing processes, but lower proficiency writers struggle in using all strategies that could help their writing process in the L2. The results of Wolfersberger's study suggest that L2 writing instruction should include language instruction in reading, listening, speaking, grammar, and vocabulary to accelerate the overall acquisition of language proficiency. Elton (2010) echoed Wolfersberger's suggestion in his study when he found that first-year students are rarely taught how to produce a well-structured essay in terms of grammar, vocabulary use and syntax which results in limited vocabularies, appropriate sentence patterns, lack of organization and coherence in their writing. From a South African context, Brock-utne (2007) found that students learn better when they use L1 (IsiXhosa) a familiar language as the language for acquiring new knowledge (L2) which builds

on previous knowledge as well as the knowledge of their class-mates and teacher. The study also reveals using English as language of instruction increases differences among students. Brock-utne' study administered three written tasks to two classes of IsiXhosa speaking Grade 4 and Grade 7 students in Khayelitsha, South Africa. The purpose of administering the writing tasks was to explore the students' proficiencies in both English and IsiXhosa in order to see whether they had greater proficiency in their primary language, IsiXhosa, or not. The first task was a narrative task based on a set of pictures in an envelope provided to students. They had to arrange the pictures sequentially, and then write two stories, one in IsiXhosa and one in English, based on the six pictures. The pictures, arranged in a sequential order, are attached here as an appendix. One class in each grade wrote the IsiXhosa story first and 2 days later the same story in English. Other classes in the same grade wrote the English story first and 2 days later the same story in IsiXhosa. The third task was an expository writing task where students were asked to give their opinions on a particular topic.

Also, in line with previous research, Murphy and Roca de Larios' study (2010) has shown that writers, regardless of their high level of L2 proficiency, approach their search for L2 words with the aid of their L1, which is mainly used for the identification of problems and the generation evaluation of alternative lexical items. The research reported in this study has broadened the knowledge of L2 text-generation processes through the analysis of lexical searches by EFL Spanish university students. Findings indicate that writers resort to searching for words and lexical phrases not only as a way of compensating for their lack of access to relevant linguistic L2 knowledge, but also as a strategy to manage the complex ideational and discourse-related problems encountered while formulating their texts. L2 writers thus use their L1 to access metalinguistic knowledge encoded in the L1 to monitor their writing process by engaging in self-talk to focus

attention on problems, evaluate solutions, and comment on their strategic approach. In this study, the use L1 in L2 writing legitimatizes L2 writers' multi-competent mind rather than artificial compartmentalizing two or more languages during the socio-culturally based intervention programme.

From a different position, Kibler (2010) explores how four adolescent English learners, a fluent-English peer, and their teacher draw upon students' first language (Spanish) during in-class writing activities in a U.S. high school. The study by Kibler (2010) on the analysis of student-teacher and student-student interactions reveals that L1 use offers strategic opportunities for student-teacher conversation and shapes boundaries between *expert* and *novice* writers. Thus, the study also shows that bilingual students at all levels of English language proficiency utilize their L1 to assert expertise in rhetorical, academic, linguistic, or procedural elements of the task, and move fluidly between expert and novice roles. It further acknowledges that there are limits to students' expertise, as well as the pedagogical circumstances under which the L1 can be most productively used. Findings demonstrate that students draw upon their first language to cognitively manage tasks and assert expertise as well as to position themselves in relation to their peers and teacher as experts or novices in certain aspects of writing. Findings also support previous research by van Weijen, van den Berg, Rijlaarsdam, and Sanders (2009) which found that the L1 is part of students' writing processes both while composing individually.

Finally, it suggests that efforts should be made to develop students' bilingual repertoires despite teachers not sharing their students' first languages. This means that first language has the potential to be a productive affordance for students who are negotiating L2 writing tasks in the mainstream classroom and offers them a unique pathway toward authorship (Kibler, 2010). For example, less proficient L2 writers with little writing experience were found to spend most of their

time formulating their ideas into L2 expressions and used their L1 much more often to compensate for linguistic problems while higher proficiency writers wrote more fluently with less compensatory problem-solving, but tended to use their L1 to control the writing process, particularly to conceptualize tasks, plan ideas, and evaluate texts. Language proficiency and writing proficiency are interrelated, and boundaries between languages used in writing processes have been found to be blurred or overlapping, just as they are for text features. These findings may point to a deficit in grammar and vocabulary use, inappropriate sentence patterns and paragraph organization among other factors in academic writing in addressing the transition or crossing boundaries of L2 writers whose first language is not English and to assess the effectiveness of intervention through mediation based on socio-cultural perspective as a way of helping L2 writers to become competent in academic writing. In spite of these findings indicating the importance of using L1 in L2 writing, albeit, there is dearth of empirical research in South Africa that encourages the use of African languages, particularly Sepedi in L2 writing. For this reason, this study intends to bridge this gap as it values students' cultures and background to write in their first language by affording them a positive schooling experience to write well in a second language once they developed proficiency in it as they shuttle between languages and modalities in their learning (Canagarajah, 2011; Makalela, 2015; Velasco & García, 2014).

2.4.7. Rhetorical patterns in L1 and L2

A number of studies have identified variations in the rhetorical patterns with which arguments are expressed in different languages. Contrastive rhetorical studies provide teachers and students with knowledge about the preferred patterns of writing by uncovering specific rhetorical patterns that are culturally and contextually specific (Connor, 2003; Shim, 2005). Contrastive approaches focus on rhetorical patterns used in different languages and the way in which languages

are presented in written text. For example, Japanese text follows a more deductive approach to exposition than does English text (Kubota, 1998) while Chinese writers are more indirect in their text structure than English writers (Yang & Cahill, 2008). Spanish text comprises elaborative sentences with less concrete than English (Monroy-Casas, 2008). These observations suggest that students from different cultures may have preconceptions about the formal features of culturally and rhetorically appropriate writing which may differ from those which operate in English academic setting.

The findings of cross-cultural rhetoric raise complex issues which deal with preferences of different languages and cultures that manifest themselves consistently in the L2 writing. In other words, explicit discussion of cultural preferences for certain rhetorical patterns and the use of first language rhetorical patterns by novice L2 writers facilitate their understanding of the socio-rhetorical parameters underlying the linguistic features in genre exemplars and communicative purposes texts produced according to conventions of a particular academic discourse community (Cheng, 2005; Loi & Evans, 2010; Swales, 1990). For instance, in Chinese culture discourse features may include the use of a preponderance of proverbs, quotations, allusions and historical references to delay arguments, the use of proverbs or formulaic expressions in conclusions which differ from those used in English prose. The differences in preferred Chinese and English rhetorical patterns may cause problems for Chinese students writing academic English prose which tends to use logical reasoning and English rhetorical structure (Loi & Evans, 2010). In this way, contrastive rhetorical studies provide the basis for explicit strategies which L2 writers may use to comprehend and produce effective English academic writing. As outlined in the above background, the purpose of the present study was to investigate rhetorical practices of L2 writers with an African language

background as Sepedi and evaluate the effectiveness of a socio-culturally based intervention programme.

Though much has been said about the use of L1 in L2 writing, very little attention has been paid to rhetorical practices of L2 writers. The study by Yang and Cahill (2008) examines the extent to which Chinese university students' writing differs from American students on expository essays of beginning and advanced English learners. The results of Yang and Cahill's study indicate that Chinese students and American students prefer directness in text and paragraph organization, although American students tend to be more direct than Chinese students. Yang and Cahill concluded that L2 writers need to be made aware of the similarities between writing in contrasting languages. They posit that ESL teachers need to pay more attention to teaching paragraph organization to Chinese students, in case; they are not yet taught how to organize a paragraph in Chinese. They also suggest an inquiry into students' writing experiences in their L1 and their perceptions of the difficulties in composition in L2 in order to compare the teaching of composition in Chinese and English in China. This helps L2 writers to be aware of the similarities and differences of rhetorical organization of English and their native language when they have to traverse from L1 to L2 writing.

On the same line of argument, Yang and Sun (2012) explored differences and similarities in the use of cohesive devices by 30 second-year and 30 fourth-year undergraduate Chinese EFL learners in their argumentative writings. Yang and Sun's study was based on the notion of Chiang (2003) which suggests that cohesion is a crucial marking criterion to judge L2 writing quality in assessing compositions of advanced L2 learners. The potential role of the cohesive system in text analysis and language teaching significantly helps to analyse the association between text and its context or the way in which a text is organized which promotes L2 writers' awareness of the entire

text as a macro holistic semantic entity. The results of their study demonstrate that the correct use of cohesive devices correlate significantly with the writing quality of essays composed by ESL/EFL writers, regardless of their proficiency (Chiang, 2003; Liu & Braine, 2005). However, researchers such as Blagoeva (2004) and Kang (2005) found that cohesive devices in the compositions of American students as opposed to those of Korean EFL learners and Bulgarian ESL learners showed that they overused some reference devices. Kang and Blagoeva concluded that L1 interference lead to redundant or inappropriate use of certain cohesive devices in ESL/EFL writing.

The above studies have contributed to my understanding of differences and similarities in the use of cohesive devices in L2 composition process despite the fact that a number of questions remain unanswered. For instance, the question of how the use of L1 varies with the writer's L2 proficiency and how much L1 is used in the L2 composition process. The study by Liu and Carney (2012) partially answered these questions which explored instances of multi-competence at the discourse level of two groups of students from a college and a high school in China asked to write persuasive essays in both English and Chinese. The study found that college students exhibited greater multi-competence at the discourse level than high school counterparts due to their greater proficiency in L2, more L2 instruction and L2 writing practice. The study supports the assumption by Kecske and Papp (2003) that L2 language proficiency increases the multi-competence of L2 writers at the conceptual level. The findings reveal that L1 (Chinese) persuasive essays of the high school EFL students are more inductive and not much influenced by their L2 (English) persuasive essays which are more deductive at the discourse level while L1 persuasive essays of college students share the same deductive approach as their L2 essays. Liu and Carney (2012) suggest that knowledge of L2 not only influences L2 users' knowledge of the L1 but also enhances other

perceptions and abilities. However, these questions were not answered in a South African context as to whether or not advanced L2 writers revert to their L1 when composing in their L2, hence, this study investigates on similarities and differences of rhetorical organization of English and L2 writers' native language (Sepedi) when they have to traverse from L1 to L2 writing and to explore the interaction between writing tasks and the writer's L2 proficiency and L1 use in the composition process.

Similar to the current study, several L2 writing researchers investigated the relationship between L1 and L2 writing, particularly, differences and similarities between L1 and L2 writing. Hirano (2003) also investigated L1 (Japanese) and L2 (English) organizational patterns in the argumentative writing of Japanese EFL student-writers due previous contrastive rhetoric research involving Japanese writers finding mixed results concerning organization. It is claimed that Japanese has distinct organizational patterns from English and opinion-stating essays Japanese writers are hesitant to take a position initially, and the reader has to wait for the writer to state his/her position until the final part of the text. The study revealed that Japanese EFL writers used deductive organizational patterns in L2 and to a lesser degree in L1; despite overall similarities between L1 and L2 organizational patterns. These results demonstrate that there is an instructional influence on their organizational patterns, since some students apparently had developmental problems in argumentative writing not only in L2 but also in L1. The results also showed that the use of deductive patterns did not simply lead to higher evaluation of organization and text quality, but the choice of organizational patterns is not the only factor that contributes to quality of text organization or overall text quality. The results further suggest that coherence and connection between/within paragraphs contribute to the quality of organization of the text than the choice of organizational patterns. Analysis of students' L1/L2 argumentative texts showed that students

favoured a deductive organizational pattern, regardless of language wherein L2 writing instruction and experience may be transferable to L1 writing.

Rashidi and Dastkhezr (2009) came to the same conclusion as Hirano (2003) in their study of comparing L1 (Persian) and L2 (English) organizational patterns in the argumentative writing of Iranian EFL student-writers wherein majority of students employed deductive organizational patterns in both L1 and L2 despite similarities between L1 and L2 organizational patterns. L2 writers were found to have shown their preference for the initial positioning of their main idea, deductive organization and to a lesser extent the presence of a summary statement for both L1 and L2 writing due to their prior L1/L2 writing instruction and experience. Rashidi and Dastkhezr took into consideration students' L1 and L2 writing background in terms of writing conventions, instruction as well as L2 proficiency level when discussing their L2 organizational patterns. Notably, the current study is consistent with Rashidi and Dastkhezr' s study in terms of investigating the relationship between L1 and L2 organizational patterns in the argumentative writings of Sepedi, South African ESL first-year university students, hence there is no study that has been conducted to investigate the relationship between L1 (Sepedi) and L2 (English). The present study intends to fill this gap and reveal whether there is a relationship between L1 (Sepedi) and L2 (English) organizational patterns in the argumentative writing of first-year students' two essays in both languages. It also intends to find out as to whether L2 writers' organizational competence in L2 is the same as their organizational competence in L1 as suggested by Rashidi and Dastkhezr in their study when comparing L1 (Persian) and L2 (English) organizational patterns in the argumentative writing of Iranian EFL student-writers.

Drawing from the above findings on quality of text organization, Stapleton and Wu (2015) investigated the quality of reasoning of 125 secondary students' essays on surface structure and

substance who received instruction in Chinese and English in Hong Kong. The findings reveal that the surface structure of the argumentation did not include alternative viewpoints and support claims with good quality reasons that convince others. This study suggests that specific patterns of relations or interactions between surface structure and quality of reasoning in student argumentative essays should be studied further to enhance students' development of critical thinking and argumentative skills. The study by Stapleton and Wu (2015) build upon the study of Uysal (2008) which explored the presence and bidirectional transfer of rhetorical patterns in eighteen Turkish participants' writing in relation to previous writing instructional context defined as "small culture". Uysal found that some rhetorical preferences and their bidirectional transfer could be traced to the educational context influenced by L2 level, topic and audience. Thus, further research on the quality of text organization would also help identify possible deficiencies between surface and substance in student argumentation and enhance the evaluation criteria to a more integrated one in both EAP and non-EAP contexts.

From a different position, Crossley and McNamara (2011) investigated intergroup homogeneity within high intermediate and advanced L2 writers of English from Czech, Finnish, German, and Spanish first language backgrounds. A variety of linguistic features related to lexical sophistication, syntactic complexity, and cohesion were used to compare texts written by L1 speakers of English to L2 writers of English in order to examine if L2 writing shares text similarities regardless of the L1 of the writer. The results of their study revealed that L2 writing is based on the amount and type of linguistic knowledge of L2 learners as a result of their language experience and proficiency level instead of their culture or independency. Crossley and McNamara suggest that an access to a large number of L2 words, phrases, syntactic structures and the knowledge to combine linguistic elements into a coherent text would enhance L2 writers'

composition. They also found that L2 writers rely on their L1 and their existing L2 linguistic knowledge if the above access is not available due to differences in language proficiency between L1 and L2. These findings correlate with the current study that investigated rhetorical practices of L2 writers of Sepedi background (intergroup homogeneity) and the potential for such similarities and differences to characterize L2 writing as they traverse from L1 to L2 writing.

On the other hand, Hirano (2009) investigated 20 research articles in Brazilian Portuguese and English within a subfield of Applied Linguistics using Swales' (1990) Create a Research Space (CARS) model as an analytical tool. The findings indicate that introductions in Brazilian Portuguese tend to follow a different pattern from that of the model, whereas the introductions in English follow it closely. In addition to the investigation of the rhetorical organization of research article introductions, Loi and Evans (2010) investigated the rhetorical organization of the introduction sections of 20 English and 20 Chinese research articles in the field of educational psychology and adopted Swales's (1990, 2004) framework of move analysis. The findings of their study reveal that there are similarities and differences between English and Chinese research article introductions in terms of the employment of moves and steps. Based on their findings they suggest that the rhetorical differences reflect some of the distinctive characteristics of the two different cultures, English and Chinese. That is, Chinese introductions reflect high-context communication which lacks explicitness with less elaboration in utterances, while, English introductions are found to be indicative of the low-context communication with the highest degree of explicitness. The explicitness in writing of English prose is related to the first three virtues of style proposed by Aristotle (Bizzell & Herzberg, 1990): clarity, propriety and correctness. Loi and Evans concluded that knowledge of the distinctive rhetorical features of English and Chinese would make Chinese students aware that the expectations of native English-speaking readers are different from those of

Chinese-speaking readers, in order to make the rhetorical aspects of English academic writing more visible and attainable. In essence, Loi and Evans' findings will help English for Academic Purpose (EAP) writing instructors to make informed pedagogical decisions that guide Chinese students to write English academic writings that are acceptable and comprehensible to English audiences. In essence, explicit discussions of rhetorical structures and their use in different languages and cultures facilitate L2 writers' understanding of the socio-rhetorical parameters of a particular discourse community.

Along the same lines, Sheldon (2009) explored the ways in which identity is constructed discursively in 18 English and 18 Spanish research articles (RAs) in Applied Linguistics and Language Teaching through a variety of first-person roles. The findings indicate that the production of knowledge through journal publications creates a space in the research community but differently in each language and roles predominate in each language where similarities exist, textual manifestations take distinct paths. This suggests that writers manipulate the rhetorical choices to construct communicative practices that let them achieve their own ends in distinct ways. English and Spanish writers are found to orient the reader through self-references. However, they inhabit the text in distinct ways for construction of self-representation which is not homogenous across these written cultures. Thus, Spanish writers are cautious to align themselves more formally with traditional empirical research, while novice English writers employ '*I*' as representative because they think it is suitable for factual texts expressing a generally accepted opinion. These findings suggest that Spanish writers' sense of academic belonging is conveyed through their re-affirmation of received information and by introducing new knowledge and to allow the text to act as a medium of persuasion to gain a closer relationship with their readers, contrary to English writers who prefer to articulate factual information through impersonal statements. Sheldon's

study demonstrated that successful articulation of an RA depends on the ability of its writer not only to communicate relevant and original ideas but also to construct a credible persona that meshes with the identity of their disciplinary community. Therefore, these findings correlate with the current study which intends to ensure that L2 writers gain credibility by projecting an identity invested with their individual authority, displaying confidence in their evaluations and commitments to their ideas of rhetorical practices of L2 writers of Sepedi. Ultimately, an understanding of presenting knowledge in a specific discipline and credible self-presentation in L2 writing is a central element of pragmatic competence of an academic discourse which is well-articulated in Sheron's study and the current study.

Despite the fact that much has been said about the use of L1 in L2 writing, very little attention has been paid to rhetorical practices of L2 writers with African Languages, particularly Sepedi. The present study intends to fill this gap and reveal whether there is a relationship between L1 (Sepedi) and L2 (English) organizational patterns in the argumentative writing of first-year students' two essays in both languages. It also intends to find out as to whether L2 writers' organizational competence in L2 is the same as their organizational competence in L1.

2.4.8. Crossing the boundaries

A growing body of research is concerned with how students write their ways into the communities of their chosen disciplines and how they cope with the demands of academic and discipline-specific writing (Morita & Kobayashi, 2008; Yang, 2014). Scholars examine the role of writing when students move from high school to higher institutions. Research in this area revealed that L2 academic discourse socialization is a complex and dynamic process by which students not only attempt to acquire the specialized ways of knowing and communicating in a given discipline but also negotiate their multiple identities within their new academic communities (Morita, 2009).

However, there are few studies concerned with how students from diverse cultural and linguistic backgrounds participate in discursive practices of various academic disciplines, particularly with African language background. The present study contributes to this current line/area or thinking of research by closely investigating the academic discourse socialization experience of L2 writers whose first language is Sepedi as they traverse from L1 to L2 writing. Drawing from Vygotsky 's work, students become participants in a knowledge community when the ground rules are learned from socially meaningful literacy activities where the experiences, the cognitive skills required to complete the activity and also the socially or culturally accepted way to evaluate the meaning and relative success for that activity are internalised (as cited in Van Schalkwyk, 2007). Teachers should facilitate the process of opening up conversations with students to share a flow of meaning in order to enable them to frame the meanings of a specialist discourse by drawing on their experiences as they attempt to participate in the knowledge community/crossing of the boundary. This would give L2 writers the opportunity to advance their own ideas within a framework of domain or discipline knowledge and engage the reader in academic discourse as they shuttle between discourse communities (Makalela, 2014). In this way, L2 writers belong to both worlds to enhance their command of the target language in a way that structural errors are treated from both social and cognitive point of view. The emphasis is therefore placed on the strategic knowledge and ability of students to transform information and meet rhetorically constrained purposes within particular academic discourse communities.

For the purpose of this study, the concepts of 'writing', 'student writing' and 'academic writing' will mean writing for academic purposes intertwined with social practice approach to ensure that students are able to transfer learned knowledge from one context to another. Therefore, writing could be regarded as a social activity perceived as community-based orientation to literacy

for communicative competence in linguistics and social constructionism philosophy. The guiding principle is that literacy development requires an explicit focus on the ways texts are organized and the language choices that students must make to achieve their purposes in particular contexts (Johns, 2011). From the student point of view, a dominant feature of academic literacy practices is the requirement to switch their writing styles and genres between one setting and another. This could be made evident through defining genre and considering the unique context in which student writing takes place. Regardless of classroom consideration, first-year university students' writing instruction benefits from socialization process in order to contextualize student writing within a specific discipline. In the context of this study, L2 writers should be given a cultural voice capable of speaking in one's own terms and a sense of personal power or authoritativeness as they respond to writing tasks and constructing text by considering their past writing experience.

Considering English as a Second Language (ESL) classroom, Johns (2011) describes the transition from the belief of the effectiveness of the Sydney School and genre awareness to a new rhetorical mode of genre awareness. In making this transition, teachers are opening students' learning to a contextualized experience and the ability to function in a larger society. In terms of specific instructional design, Johns (2011: 60) encourages teachers to "begin with the named texts in the students' own languages and cultures" as a means of connecting text to an appropriate and relevant context. Hyon (1996) also offers practical teaching methodologies appropriate to his three defined traditions of genre: English for specific purposes, new rhetorical studies, and the Australian system of functional linguistics (as cited in Swales, 2012). Hyon encourages teachers to acknowledge students' social development and implications of their second language development to ensure a higher level of functionality and synthesis of the disciplinary writing context. According to Grabe and Kaplan (1996), human agency cannot transcend cultural biases,

but culture expresses itself beyond one's control when a writer is composing in a second language as interference rather than a creative case of appropriation or negotiation where contrastive rhetoric (CR) displays a static and homogeneous orientation to culture. CR discourages teachers from criticizing students for using different conventions or thinking of academic discourses as a neutral construct through their cultural and discursive practices.

In this situation, CR develops strategies for L2 writers to write as insiders to the academic community with suitable display of textual models and sufficient practice for academic literacy. In social process paradigm, Canagarajah, (2002) found that students are encouraged to engage in group activities of debating, reasoning and analysing disciplinary subjects to construct the discourses that they agree to uphold in an effort to encode their world view and maintain their identity by moving across community boundaries. Therefore, this study is based on the premises that second language (L2) academic writing has the potential to have "identity crisis" to students whose first language is Sesotho if they are not helped to make transition without leaving who they are and what they have in making meaning in the classroom. This notion is related to the definition of literacy as not just the skill of printing the print, but a social practice, a way of making meaning in the world which is drawn from Bakhtin's work on dialogism where literacy is not just simply an innocent way of decoding meaning or using the print in the print but it is the behaviour mapping up an English behaviour in a particular culture (Lillis, 2003; Matusov, 2007). This refers to how students of African language background of Sepedi organize themselves, make meaning in the world, communicate and organize information, and access the world in L2. This happens when the world becomes an open-ended, multi-voiced, dialogical whole wherein an aspect of making meaning and communication with the world is a culturally shaped practice in L2 writers. Following "socio-cognitive" approach, the present study attempts to explore possible effects of L1 (Sepedi)

and L2 (English) writing experience on the relationship between task response and text construction in both languages. This study supports the argument of Swain and Lapkin (2000) and Yang (2014) that judicious use of the L1 support L2 learning and use which allow students to generate ideas and facilitate their writing in L2.

Through case study, Morita (2009) also examines the academic discourse socialization experience of an international student, Kota (pseudonym) at a Canadian university. The study shows that differences in language, culture, and gender that were constructed within local academic communities impacted on Kota's participation and socialization in significant ways. The study therefore suggests that it is vital for academic communities and institutions to recognize individual students as active human agents with unique aspirations, and resources, as well as to recognize themselves as having a critical role in shaping students' positionalities. This means that L2 students should be encouraged to gain access to peer community in order to develop and benefit from a supportive peer network, as well as making teachers aware of the potential difficulties L2 students might experience in participating in different types of academic activities. Morita's study calls for future research to explore not only the voices of learners from different linguistic and sociocultural backgrounds but also those of other stakeholders such as domestic students, instructors, and administrators who take part in the transformations of academic communities and practices. In addition to Morita's study, Liu and You (2008) conducted a first-year writing courses in a Taiwanese and a U.S university. They examined students' negotiation acts when they struggle to enter into social science discourses to engage topics. It is worth-noting, that Taiwanese students' prior writing experiences challenged them in setting research agendas due to a new epistemological orientation for them (Liu & You, 2008). Their study reveals that students in both institutions negotiated with academic writing at metacognitive, textual and contextual levels. Thus, the current

study intends to bring rhetorical values such as writing as a display of knowledge or writing grounded in evidential research into first-year students' writing that they acquired in high school in order to show their new perceptions of research and writing.

Consequently, the study by Girbau and Gubern (2013) concurs with Liu and You's findings that learning from research can help writing instructors to guide L2 writers as they learn to interact with the components of the system they are attempting to join. This means initiation becomes a process of negotiation of identity and meaning between instructors, L2 writers and the texts that mediate the construction of knowledge and the relationships in the academic community (Girbau & Gubern, 2013). It was also found that explicit discussion of this process help students to become aware of the elements that make up the academic activity system in improving their perception of the role of academic genres in English. Along this line Ruan (2014) in his study explores Chinese student writers' metacognitive awareness about EFL writing within the theoretical framework of metacognitive. Data were collected in a Chinese tertiary English language teaching (ELT) context through small-group interviews with 51 English-major students prior to an English writing course. The findings show that motivation, self-efficacy, and writing anxiety contribute to students' awareness of person variables, while task awareness involves task purposes, task constraints, and cross-language task interference. It was also found that interactional model of EFL student writers' metacognitive awareness would assist in explaining the intertwining nature of the complex process underlying students' EFL writing and provide multiple perspectives. This present study seeks to provide cultural and educational contexts for understanding L2 writers and offers valuable micro view on how students negotiate into academic discourses from L1 to L2. This means that L2 writers with Sepedi background are perceived to bring various strands of knowledge (rhetorical, social and personal) into their academic apprenticeship.

The current study further intends to explore and identify possible rhetorical patterns L2 writers acquired in L1 context as argued by James (2009) that writing knowledge is transferable. This study therefore considered Fu's (2003, 2009) stance that students are able to write well in a second language once they develop proficiency in it when they are given opportunities to express themselves and present their ideas in their home language. This study adopts bilingual process approach as it is called by Fu to facilitate the transfer of writing knowledge from L1 to L2 and to develop the proficiency of L2 writing as way of giving students a cultural voice to respond to writing tasks and considering their past writing experience.

2.4.9. Intervention through mediation based on socio-cultural perspective

L2 writers move back and forth from engagement to reflection continuously to establish new relationships between what they know about the world and their writing experiences in L1 and L2. This lens generally views writing as a sociocultural process which is designed by the society in specific contexts. It involves the interaction of experts and novices because writing is not a solitary activity even if it is done by one person. It is embedded in a complex social world where already existent texts intermingle to create new ones (Rojas-Drummond *et al.*, 2008). This phenomenon is called intertextuality. Students should also be encouraged to experiment concurrently several aspects of the writing process to understand interconnections and apply the constructivist or socio-cultural theories of learning to develop academic thought and analysis. Feedback as a key pedagogical practice in higher education can be an effective technique in developing academic writing of L2 writers (Giridharan, 2012).

In the context of this study, feedback is provided to students on their two descriptive essays written in English and Sepedi to help them identify their areas of strengths and aspects for improvement to negotiate the classroom affordances provided by a dialogical pedagogy (see

Figure 1). This pedagogy facilitates awareness in the students and progressive understanding to construct their desired voice in writing (Canagarajah, 2015). It also provides ample opportunities for students to reflect on their evolving narrative and construction of self while helping teachers to negotiate meaning with students on their rhetorical options for new textual possibilities. During intervention through mediation based on socio-cultural perspective, L2 writers are actively engaged in communication for L2 writing development and gradual eliminating of errors as they internalize an academic language discourse. The purpose of the present study regarding intervention is supported by the findings of Neumann and McDonald (2015) which state that structured collaborative prewriting tasks elicit student talk about content and organization. They investigated the relationship between interaction during collaborative prewriting tasks and students' written texts in English for academic purposes at Concordia University in Montreal, Canada. They found that structured tasks have a positive impact on the amount of reflection during group discussions and on the quality of students' written texts. The quality of feedback assists L2 writers to monitor their own progress and identify specific language areas that need to be improved in advancing their academic writing skills.

In addition to collaborative prewriting tasks, scaffolding in intervention process plays a critical role in ensuring that students monitor their own effort for achievements and what they can achieve through assisted interactions. The notion of "scaffolding" is related to Vygotsky's concept of "*zone of proximal development*" which enables L2 writers to demonstrate organization, critical thinking and analytical skills in academic writing during intervention through mediation based on socio-cultural perspective (Rezaei & Shokrpour, 2011; Nguyen, 2013; Ahangari, *et al*., 2014; Shooshtari & Mir, 2014). For instance, the study by Heinonen and Lennartson-Hokkanen (2015) on Swedish L2 students in higher education found that open-ended, follow-up and multi-unit

questions are scaffolding strategies that help students to deliver more substantial and elaborate answers. The purpose of their study was to identify scaffolding strategies by means of qualitative and interactional analysis. These strategies were found to be inclusive and empowering learning situations that enhance students' participation in discussions about academic texts. Heinonen and Lennartson-Hokkanen also found that scaffolding recognizes students as members of the academic discourse community and develops their meta-awareness of the written and spoken academic discourse. In the context of the current study, this intervention ensures that students are taught to write effectively not correctly to construct academic texts and organize coherent written academic discourses (Hinkel, 2002; Pratt-Johnson, 2008). The use of scaffolding in this study intends to nurture students' confidence as writers and their motivation to write as they traverse from L1 to L2 writing. An interactional model of metacognitive awareness about EFL writing (See figure 1) could help in describing person variables that influence the level of students' engagement in EFL writing: motivation for writing tasks, self-efficacy, and writing anxiety experienced in the writing process (Ruan, 2014).

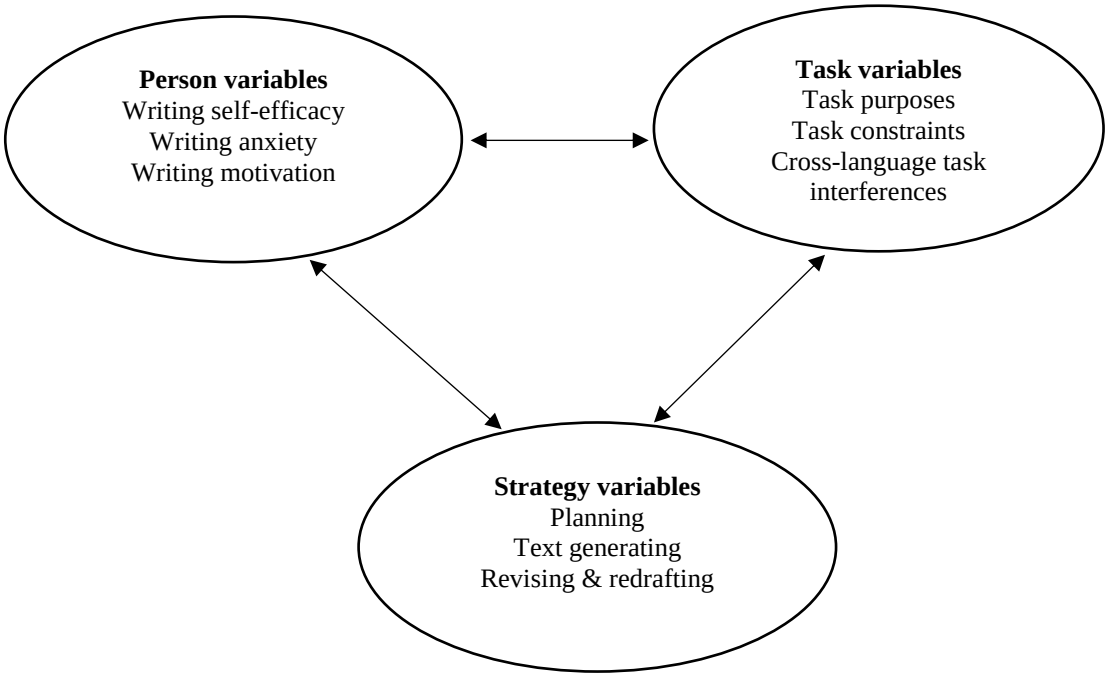


Figure 1. An interactional model of metacognitive awareness about EFL writing (Ruan, 2014).

Furthermore, teachers may model effective dialogue when giving and receiving feedback on writing, showing how L2 writers can ask questions, talk about their intentions and identify parts that they feel are strong or weak in conversation with peers. This helps L2 writers to have a greater commitment to improve their writing when they have the autonomy to decide whether or not to incorporate the feedback in subsequent essays because feedback is suggestive rather than being prescriptive. According to Peterson and McClay (2010), feedback that supports students' sense of ownership of their writing should:

- Be given in the spirit of showing L2 writers the positive effects their writing has on readers,
- Identify potential areas where students may revise their writing to clarify meaning or more fully engage readers, and
- Take the form of suggestions, observations and open-ended questions, rather than instructions and criticisms.

To ensure that teachers' feedback is useful to improve students' writing conventions, teachers should invite L2 writers to explain their interpretations of the feedback and explain their plans of using it which may strengthen their commitment of improving their writing, and enhance their metacognitive awareness of their writing processes and intentions (Graves, 2004). From an empirical point of view, the case study conducted by Canagarajah (2011), reveals that feedback of teachers help students to question and explore choices in their writing and develop metacognitive awareness. She conducted a case study of Saudi Arabian undergraduate student's translanguaging strategies in essay writing task focusing on students' integrated language use in literacy narrative. The student used Arabic and French in her English essay which resulted in Canagarajah to come

up with four types of strategies for multilingual focus on academic writing: recontextualisation, voice, interactional strategies and textualisation strategies which can be adapted in multilingual contexts. This would help L2 writers to learn about the power of writing when peers and teachers provide reader-based feedback about what they learned, what engaged them and what evoked strong emotions in order to allow them to see how closely specific features match the expectations of their writing.

In this case, socio-cognitive theories of writing demonstrate significant impact on how L2 writers acquire a new language to appropriate their writing in more knowledge -transforming tasks from their native languages. In other words, L1 transfer communicative need to shape interlanguage through input frequency, the nature of comprehensive input, student output in interaction and the process of collaborative discourse construction to allow adequate meaning and peer responses for writing development. This notion is related to apprenticeship models and Myles' (2002) suggestions which enable students to utilize the new language as a tool in the process of becoming self-regulatory and reflection that connects strategic effort to outcomes. Thus, writing practice presents a diagnostic feedback that helps L2 writers to improve their linguistic accuracy at every level of proficiency.

Drawing from sociocultural theories of writing, Thompson (2013) contends that the active intervention by a teacher within a constructed zone of development enhances students' writing abilities. Thompson conducted a case study of a student and teacher interaction in a UK secondary school to examine the social mediation of collaborative activity in the negotiation of meaning, appropriation and internalization of the cultural tools required for writing. Thompson focused on the social interaction that an individual is involved in during the learning process. The case study is drawn from video data of two years (ages 12-13) 8 English lessons that Thompson taught in a

UK comprehensive school in 2004. Thompson deduced that collaborative forms of mediated meaning-making constitute a reciprocal shared space between the student, teacher and peers through social interaction. Thompson's study shows that the concept of the *Zone of Proximal Development* (ZPD) is a significant transformational tool and epistemic resource that exert L2 writers' own agency on their learning environment. In this way, flexibility in the context of the classroom helps L2 writers to reflect their experiences of writing two essays in English and Sepedi as they traverse from L1 to L2. It is also an active intervention that mediates learning within the activity of writing.

Rojas-Drummond, Albarran and Littleton (2008) concur with Thompson that peer collaboration and collaborative learning are more effective than working alone. Their study was grounded within a sociocultural perspective which emphasizes the role of participation as a mediator of human activity. Their study emphasizes the importance of students having an open and exploratory orientation towards their joint activities. Within this perspective, knowledge and meanings are co-constructed as joint interactional accomplishment. This means learning is characterized as a process of participation and engagement in shared activities for acquisition and transformation of the patterns of discourse by particular academic communities (Rojas-Drummond *et al.*, 2008). They deduce that meanings and knowledge are negotiated through talk which is embedded in the situated and dialogical nature of social action.

In this respect, L2 writers progress from legitimate peripheral participation to a more central role of being actors and competent participants in L2 academic discourse. This means that talk and social interaction from a sociocultural perspective are actually not just the means for people to think but also how they engage in thinking. This view supports the notion/conviction of scholars such as Bakhtin (1981) and Wertsch (1991) who assert that discursive interaction is a

process which involves the sharing and consideration of multiple perspectives. Thus, as well as being inspired by sociocultural theory to assist first-year students to successfully traverse from L1 to L2 academic discourse, this study is motivated by and seek to explore two functional aspects of interactions in an ESL classroom: 1) teachers' use of spoken interaction with students as a means for promoting guided participation and scaffolding the development of their knowledge and provision of intellectual support, and 2) the potential value of peer group interaction and dialogue as a means of promoting the development of knowledge. Rojas-Drummond, Albarran and Littleton, through sociocultural theory have presupposed and addressed two functional aspects of interactions. This study seeks to explore by viewing knowledge as open process. In this way, this constitutes a significant endeavour in which L2 writers share knowledge, evaluate evidence and consider options in a reasonable and equitable manner. Thus, structuring conversations among a community of students is at the heart of this study to ensure that L1 writers could easily traverse to L2 academic discourse.

On the other hand, Weaver and Jackson's (2011) qualitative study investigated a four-day intensive support academic writing intervention strategy designed to support 28 ESL first-year nursing students in Australia. The results of the study revealed that ESL first-year nursing students have problems in understanding course content in English and problems expressing their understanding of English content. The study also showed that ESL first-year nursing students should be given individual feedback and an on-going support to ensure that the intervention successfully develops their academic writing and learning needs. The findings lead to an increased number of students from culturally and linguistically diverse backgrounds to complete their nursing studies. Thus, learning becomes a process of engagement with culturally elaborated and socially mediated reality. Drawing from McDonald and Neumann's (2014) assertion, the current

study calls for an intervention that creates social contexts that encourage students to contribute aspects of language and content to the conversation to appropriate new knowledge and consolidate their existing knowledge.

2.5. Conclusion

In conclusion, this chapter has covered New Literacies Studies, contrastive rhetoric and academic socialization paradigm as theoretical and conceptual framework of the current study and gave a brief overview of operational concepts together with detailed discussion of themes related to rhetorical practices of L2 writers. Research in this area is particularly necessary for investigating rhetorical practices of L2 writers with an African language background particularly Sepedi and evaluates the effectiveness of a socio-culturally based intervention programme, given that functional and information illiteracy is very wide-spread among the student populations, including South Africa, as demonstrated by several international and national studies. Most of the research reviewed so far has been carried out in developed countries and there is much less information on the above process in developing countries such as South Africa. The literature has clearly demonstrated that the harnessing of this process to support L2 writers holds a crucial key to enhancing the effectiveness of their education in the widest sense. This involves shared commitment to collectivity, creativity and the co-construction of knowledge, as well as engagement in verbally explicit forms of reasoning in talk. The next chapter discusses mixed methods approach as a research methodology employed in this study. It also outlines the research design and describes the population and sampling process, data collection methods and the data analysis procedures adopted in this study, ethical consideration and shows how research objectives are integrated.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

In the previous chapter, different literatures were reviewed to convey to the researcher what knowledge and ideas have been established on the research topic, and what their strengths and weaknesses are by guiding concept on the research objectives, and the research problem under discussion. The aim of the chapter was to build a broader understanding about the nature and meaning of the research problem by discussing and distinguishing what has been done from what needs to be done. This chapter describes the methodological approach that was adopted in this study. It justifies the mixed methods design, which was adopted. It presents a brief discussion of the sample population, sampling techniques, data collection instruments and data analysis tools used in this study. The overall aim of this study is to examine rhetorical practices of L2 writers with Sepedi language background and evaluate the effectiveness of a socio-culturally based intervention programme at a higher education institution. The research methodology facilitated the attainment of the following research objectives:

- Examine the rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays.
- Assess the influence of Sepedi in English writing in first-year students' descriptive essays.
- Assess the effectiveness of the intervention through mediation based on socio-cultural perspective.

3.1. Research design

Research design is a strategic framework, which serves as a bridge between research questions and implementation of those questions with special focus on data collection and analysis, and interpretation of the results (Johnson & Christensen, 2008; Maree, 2010; Maxwell, 2012;

Terre' Blanche *et al*., 2007; Yin, 2013). It takes into account the philosophical assumptions underpinning the selection of respondents, the data gathering techniques to be used and the data analysis procedure to be done. The research design of this study was guided by the following three key principles of Seale (2004):

- The need for a clearly conceived question.
- The methods proposed should produce robust data which address the research problem.
- The approach taken should be in line with the ethical research practice.

In this explanatory sequential design, qualitative and quantitative data collection techniques such as pre-test questionnaire, focus group interviews, semi-structured interviews and the researcher's field notes of personal observations and conversations were used.

3.1.1. Mixed methods approach

This study quantitatively and qualitatively investigated rhetorical practices of L2 writers with Sepedi language background and evaluated the effectiveness of a socio-culturally based intervention programme in order to support student academic writing practices. It has adopted the mixed methods approach. The use of mixed methods research approach in this study enabled the researcher to have a rich understanding of how students write in Sepedi and English and also the influence of Sepedi in L2 writing through confirmation of results, extension of knowledge or by initiating new perspectives about academic writing (Mertens, 2014; Tashakkori & Teddlie, 2010). The mixed methods approach is appropriate for this study because of its strengths in converging and triangulating different quantitative and qualitative data sources by providing richer data and initiating new modes of thinking (Lund, 2012). The strength of mixed methods is acknowledged by Bryman and Bell (2015) who emphasized that mixed research provides a more elaborated understanding of the phenomenon of interest and its context as well as gaining greater confidence

in the conclusions generated by the study. Such complementary strengths imply that triangulation, completeness, offsetting weaknesses and providing stronger inferences, and answering different research questions are the main rationales of the researcher to use mixed methods in this study. This means that data collected is richer, more meaningful and useful in answering the following research questions:

- How do Sepedi and English writing conventions influence each other?
- To what extent do L2 writers use sociocultural writing strategies to conceptualize shared and collaborative acts of inquiry as they traverse from LI to L2 writing?

The main strength of the mixed method approach is that it enabled the researcher to obtain broad and deep understanding of the research problem under investigation which seeks to establish academic writing challenges experienced by L2 writers at a university and propose interventions to support student academic writing practices. The focus of this study was based on the understanding and meaning through verbal narratives to enable the respondents to express their views about their writing experience in both languages in relation to the rhetorical practices across these languages. However, the deep understanding offered by mixed methods is not limited to the problem under investigation only, but lead to the attainment of stronger and quality inference on how L2 writers traverse from Sepedi writing to English writing. It also considers the similarities and differences of the rhetorical patterns across these languages. In this study, L2 writers' level of multilingualism in a social context and in academic writing process were obtained from quantitative data and justified by explanations from qualitative data which led to stronger inferences in the study.

3.1.2. Strategies used for mixed methods

Methodologist John Creswell suggested a systematic framework for approaching mixed methods research which involves four decisions to consider and six strategies. Four decisions to consider for mixed methods designs include what is the implementation sequence of data collection? what method takes priority during data collection and analysis? what does the integration stage of finding involve? will a theoretical perspective be used? The six types of mixed methods strategies, as elaborated by Cresswell (2009) include (1) sequential explanatory strategy; (2) sequential exploratory strategy; (3) sequential transformative strategy; (4) concurrent triangulation strategy; (5) concurrent embedded strategy; and (6) concurrent transformative strategy. Among the six types of strategies mentioned above, this study has adopted "sequential explanatory strategy": "QUAN" and "QUAL" (Creswell, 2009, p. 210). This strategy is characterised by its collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The qualitative data were collected and analysed to explain the quantitative results obtained in the first phase by exploring respondents' views in more depth (Maree, 2007; Shahhosseini & Hamzehgardeshi, 2015). This research design was employed in this study in order for the researcher to gain different perspectives and draw attention to different factors that affect first-year students' rhetoric practices of academic writing at a university.

This design was appropriate for this study because the researcher collected quantitative data in phase one using pre-test questionnaire comprised of the biographical information of respondents which included gender, age and any language they speak/know either than Sepedi. It is also consisting of 14 items with the Likert scale of 1 to 5 (1- Strongly disagree, 2- Disagree, 3- Neutral, 4-Agree, 5-Strongly agree with closed-ended questions which aim to elicit L2 writers' level of multilingualism in a social context and resources they have in an English academic writing

context. Pre-test questionnaire also has four open-ended questions for qualitative data which assess L2 writers' socio-cultural awareness of rhetorical patterns in both Sepedi and English regarding their similarities and differences.

In phase one, the researcher collected qualitative data to explain how it helps to clarify the quantitative results using in-depth interviews where sixteen respondents talked about their two descriptive essays on two different topics in Sepedi and English and how they felt about them as they compared Sepedi writing with English writing during metacognitive reflection (see table 1). The topics were considered to be at a similar level of difficulty, so the two essays were comparable. The rationale behind the writing of two descriptive essays in both Sepedi and English was to assess how L2 writers position one another in particular ways, drawing from conventions and resources provided by both cultures. These essays helped L2 writers on how they position themselves in texts, and what linguistic and rhetorical resources they use through word choices that express values and beliefs about the topics in both languages. These essays served as the pre-test of the study with the purpose of ensuring that the two groups were similar in terms of their tentative writing skills. Therefore, after the essays were completed, a focus group interview was conducted with sixteen respondents wherein they and the researcher talked about the academic structure of an essay, with specific focus on placement of thesis statement, discourse markers and cultural influences in the writing of Sepedi and English essays. The reference point in the reflections was their own articulation of what they thought they went through from Sepedi essay to English one.

In the second phase, the researcher conducted a sociocultural writing strategies workshop for the experimental group (artefact-mediated strategies, rule-mediated strategies, community-mediated strategies, role-mediated strategies and *ubuntu* mediated strategies) were the main features of teaching writing and developing students' academic writing abilities (see appendix 8).

The aim of the workshop was to help respondents to improve their academic writing skills in English as they tap into their prior knowledge to manage their writing process as way of generating and organizing ideas. After the workshop, the researcher asked respondents to write 1½ page descriptive essay using both Sepedi and English, and later have individual interviews with four respondents to check if they have changed their writing behaviour after the intervention and how they feel about the intervention. The design chosen by the researcher enabled him to develop a rich understanding of experiences regarding the phenomenon under study.

However, the limitations of sequential explanatory strategy or the mixed methods in general is that it requires great effort and expertise to analyse a phenomenon using two different methods; hence it might difficult or unclear for the researcher to compare the results from analysis that has used two different forms on how to solve discrepancies that may occur while comparing two databases (Cresswell, 2009).

In this case, the researcher used questionnaire with a rating scale of 1 to 5 (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly agree) and also open-ended questions which aims to assess L2 writers' socio-cultural awareness of rhetorical patterns in both Sepedi and English regarding their similarities and differences to explain how it helps to clarify the quantitative results using in-depth interviews for qualitative data where respondents talked about their pieces of writing and how they felt about them as they compared Sepedi writing with English writing during metacognitive reflection.

Furthermore, sequential mixed method research provides stronger evidence for conclusion through convergence and corroboration of findings to add insights and understanding that might have been missed by the use of a single method (Bryman, 2012, Cronholm & Hjalmarsson, 2011, Johnson & Onwuegbuzie, 2004). Quantitative and qualitative approaches through sequential

research design produce more complete knowledge necessary to inform theory and practice because both approaches complement each other since they are answering the how-why-questions. In this study, both approaches investigated how effective is cultural mediation in English writing among L2 writers with Sepedi language and cultural background where experiences have been gathered by using questionnaire and interviewing respondents in focus groups and semi-structured, and intervention phase to understand students' academic across languages. In order to understand respondents' experiences, the researcher asked questions such as: "*To what extent does Sepedi influence your English writing skills? How does transfer from Sepedi to English writing influence the quality of your English writing? To what extent does intervention through mediation improve your English writing*?" Through sequential mixed methods, the combination of quantitative and the qualitative questions contributed to a clearer picture of wholeness regarding respondents' experiences. The survey was followed by interviews in order to get a deeper knowledge of first-year students' rhetoric practices as they traverse from Sepedi to English writing. Therefore, the qualitative study in sequential research design was used to confirm the findings in the quantitative study and to provide insights to how respondents experienced the quantitative questionnaire.

3.2. Research setting and research participants

The research setting for this study is comprised of one South African comprehensive rural based university located in Thohoyandou in Limpopo province. The university has students whose first language is one of the African languages: Xitsonga, Sepedi, Setswana, isiZulu, isiXhosa, isiNdebele, Siswati and Tshivenda with little English input through television which broadcasts in all 11 official languages of the country: Xitsonga, Sepedi, Afrikaans, Setswana, Sesotho, isiZulu, isiXhosa, isiNdebele, Siswati, Tshivenda and English. In this case, university environment serves as the most convenient English context for students to write, speak and read in English because

English input is insufficient outside the classroom due to the fact that majority of their parents have insufficient English proficiency or are either illiterate or semiliterate. Students' academic writing deficiency could also be attributed to high school teachers' inadequate writing proficiency which denied students expanded opportunities to practice writing. Students' diverse backgrounds and different writing proficiency level have actually motivated this study to investigate practices of L2 writers in a South African context and assess the effectiveness of intercultural intervention at this university. The participants in the study were first-year students registered for English Communication Skills (ECS 1541) module in the School of Human and Social Sciences.

3.3. Sample size and sampling techniques

3.3.1. Sample size

The research population of this study included 84 first-year students between the age of 18 to 30 registered for English Communication Skills (ECS 1541) module in the School of Human and Social Sciences. The researcher purposefully decided to have 84 respondents so that he should not struggle to have sixteen respondents for the focus group interviews, eight for post-intervention and four for the semi-structured interviews in case some respondents decide to withdraw from the study. 84 respondents were deliberately selected due to the information they could provide in answering research questions of the study regarding their L2 rhetoric practices due to Sepedi language as their first language.

3.3.2. Sampling techniques

To obtain respondents for this study, the researcher used non-probability and probability sampling which was designed to generate a sample that addressed research questions by focusing on both depth and breadth of information across the research strands. Purposive and convenient sampling were also used in this study due to the qualities respondents possess in terms of Sepedi

as their home language from the class the researcher taught (Burns & Grove, 2007; Petty et al., 2012). Simple random sample was used to select 84 respondents wherein the researcher assigned a consecutive number from one to hundred and placed each number in a bowl and mixed thoroughly. The blind-folded researcher then picked numbered tags from the bowl and respondents bearing the numbers from one to eighty-four were picked to be respondents for the study. Probability sampling was used to get sixteen respondents for focus group interviews who were chosen using simple random sampling to write descriptive essays and to be interviewed during the mediation-based socio-cultural intervention. This type of sampling was chosen in order to provide the researcher with the most useful data to develop, support and evaluate students' academic writing drawing from their prior knowledge of academic writing. This was done as a way of choosing to follow up qualitative sample from respondents of the quantitative sample. Simple random sample was used to select respondents for the focus group wherein the researcher assigned a consecutive number from one to sixteen and placed each number in a bowl and mixed thoroughly. The blind-folded researcher then picked numbered tags from the bowl and respondents bearing the numbers from one to sixteen were purposely and conveniently picked to be respondents for focus group interviews. A simple random sample was further used to select eight respondents from sixteen respondents to participate in the post-intervention wherein the researcher assigned a consecutive number from one to eight and placed each number in a bowl and mixed thoroughly. The blind-folded researcher then picked numbered tags from the bowl and respondents bearing the numbers from one to eight were picked to be respondents for post-intervention.

3.4. Data collection instruments and procedures

The researcher met the respondents at the pre-booked classroom C2 at the School of Human and Social Sciences building which respondents were familiar with to collect data using

three research instruments, namely the survey questionnaires, focus group discussion and individual interview guide. The instruments were written in English. The piloting of the research instruments was done first, before the full-scale data collection.

3.4.1. Piloting

It is advisable for researchers to pilot the research instruments before using them for full scale data collection. The research instruments should be piloted to a sample of subjects that have similar characteristics to the respondents who will be used in the study. Piloting served the following purposes: (1) practising using the research instruments before the main study begins in order to test the appropriateness of the research methods and instruments; (2) to ensure that the sampling frame is adequate for the purpose of estimating the duration of the study; (3) determining the degree of homogeneity of the survey population and (4) using the responses of the respondents to judge the overall research design (Babbie & Mouton, 2005; Briggs, et al., 2012; Buckingham & Saunders, 2004; Ziewacz, *et al*., 2011). With regard to the sample size for the pilot study, the suggested number is between 10 and 30 individuals or 10 out 100 respondents, which is equivalent to 10% of the sampled population for quantitative data (McMillan & Schumacher, 2006). In this study, survey questionnaires and individual and focus group interview schedules were piloted twice, firstly on professional teacher experts at the University of the Free State and University of Venda to check their reliability before the full-scale data collection.

These two steps are "an informal critique of individual items as they are prepared and a pilot test of the full questionnaire" (McMillan & Schumacher, 2006, 202). In this study, the first step, which is a critique of individual items in the research instruments was ensured as the researcher administered his instruments to experts at the University of the Free State and University of Venda for critique and comments. This group of experts who can be considered as

"pseudo participants" was made up of six lecturers who are teaching academic writing to first-year students at the UFS, School of Education and Univen, School of Human and Social Sciences. The piloting was administered on 27 March 2015 at the University of the Free State by three lecturers, and 22 October 2015 at the University of Venda between 10.00am and 12.00 p.m. The pseudo participants did not answer the questions in the research instruments; they rather read through and commented on the whole set of instruments, including the survey questionnaires, the interviews and observation schedules, the letters and consent forms. The researcher received constructive feedback which helped him rephrase some questions for simplicity and clarity, fixing double-barrel questions, putting important items at the beginning, correcting some spelling errors, and improving the layout of the documents, to name but a few. This first step of the piloting phase was fruitful for this study as it contributed to the improvement of the research tools before they were administered for full scale data collection.

The second step of the piloting phase was conducted to a small sample of subjects who had fairly similar characteristics to the respondents in the study. In this regard, the researcher visited an urban university in Bloemfontein, Free State to pilot the research instruments on a small scale of ten first-year students who filled the questionnaire and eight participated in the focus group discussion and four participated in the individual interview respectively. The piloting phase which was conducted among the sample of students who shared the characteristics with the actual research informants was very fruitful because informed the researcher about the exact time for the questionnaires and interviews, about clarity and conciseness of questions in the questionnaires and interview schedule. Pilot also helped the researcher to add four open-ended questions on the questionnaire rather than having closed-ended questions only as it was initially the case. The

participants in this pilot study did not form part of respondents in the full-scale data collection to avoid “data pollution” and the information they provided was not included in the thesis.

3.4.2. Full scale data collection

After the piloting phase, full scale data collection was done, using survey questionnaires, interview schedule and observations schedule. The researcher met the respondents at the pre-booked classroom C2 at the School of Human and Social Sciences building which respondents were familiar with to collect data using three research instruments, namely the survey questionnaires, focus group discussion and individual interview guide, with permission of the Directorate of Research and Innovation at the University of Venda. After selecting 84 first- year students using random sampling, signing the consent forms and setting the day and time for filling in the questionnaires and for interviews; the students signed consent forms as their agreement for participation in the study. Once all the consent forms were signed, the full-scale data collection started. Both quantitative and qualitative instruments were used to collect data.

3.4.2.1. Quantitative data collection

One survey questionnaire was used to collect quantitative data. The questionnaire was comprised of the biographical information of respondents which included gender, age and any language they speak/know either than Sepedi, 14 closed-ended questions in which respondents had to choose or rate the options provided as well as 4 open-ended questions. The closed-ended questions with the Likert scale of 1 to 5 (1- Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly agree were formulated to elicit L2 writers’ level of multilingualism in a social context and resources they have in an English academic writing context whereas four open-ended questions were formulated to assess L2 writers’ socio-cultural awareness of rhetorical patterns in both Sepedi and English regarding their similarities and differences and the influence of Sepedi in

L2 writing. The total number of survey questionnaires which were filled in by respondents was 84 in total.

As procedures for filling in the questionnaires, the researcher joined the students in class and distributed the questionnaires to them. The students filled in the questionnaires systematically, helped by the researcher. The researcher collected the questionnaires after all the items on the questionnaires were completed. The filling of the questionnaires took one hour and this was followed by focus group interviews on participant-generated essays written in both English and Sepedi.

3.4.2.2. Qualitative data collection

Qualitative data were collected using interview schedules. The researcher used focus group and individual face-to-face semi-structured interviews.

3.4.2.2.1. Focus group interview

In phase one, after the administration and analysis of the questionnaire, both groups (i.e. the experimental and controlled group) were given two different topics to write descriptive essays before intervention (*see table 1 below*). The researcher collected qualitative data through focus group interviews to explain how it helps to clarify the quantitative results where sixteen respondents talked about their two descriptive essays on two different topics in Sepedi and English and how they felt about them as they compared Sepedi writing with English writing during metacognitive reflection. They talked about the academic structure of both English and Sepedi essays, with specific themes emerging from the data which focus on placement of thesis statement in the introduction and conclusion, paragraph structure with topic sentence with logical supporting sentence, logical connectors, and cultural influences in the writing with positive influence of L1 in L2 writing. The topics were considered to be at a similar level of difficulty, so the two essays were

comparable. These essays served as the pre-test of the study with the purpose of ensuring that the two groups were similar in terms of their tentative writing skills and were administered as normal classroom tasks. The rationale behind the writing of two descriptive essays in both Sepedi and English was to assess how L2 writers position one another in particular ways, drawing from conventions and resources provided by both cultures. These two descriptive essays in both Sepedi and English could deepen students' understanding of the linguistic repertoires and awareness of rhetorical practices across languages.

Table 1: *Pre-test topics for English and Sepedi descriptive essays*

English essay topic	*Sepedi essay topic*
'Characteristics of being an ideal student'	'Ditiro tša morutwana yeo e sego wa makgonthe'
	'Characteristics of not being an ideal student'

The reference point in the reflections was L2 writers' own articulation of what they thought they went through from Sepedi essay to English essay. In this case, respondents had the opportunity to reflect on their L1 and L2 writing experience when they compared their writing task wherein they detected the difference between L1 and L2 writing linguistic features and how they should present their ideas in L2 writing in Higher Education Institution.

Socio-cultural intervention in this context through discussion could help L1 writers to demonstrate their possession of knowledge and expertise as they saw themselves and seen by others in L2 writing as capable and competent, which enacted their transition in L2 writing development. The aim of the focus group interview was to give L2 writers the opportunity to examine the rhetorical patterns of both Sepedi language and English in L2 writing and assess the influence of Sepedi in English writing in order to determine the similarities and differences across languages. Pre-treatment interviews lasted for sixty minutes.

3.4.2.2.1. Individual face-to-face semi-structured interviews

In phase two, after the sociocultural writing strategies, four respondents who were selected to participate in the experimental group were interviewed reflecting on their essays written in both English and Sepedi through individual semi-structured interviews in order to ascertain if the sociocultural writing strategies workshop has changed their writing behaviour. Details of the sociocultural writing strategies are on appendix 8. The objective of using semi-structured interviews was to understand the respondents' point of view rather than making generalisations about their writing behaviour as they traverse from L1 to L2 writing. Essays were written three weeks after the workshop to avoid carry-over effect and topics were comparable in their level of difficulty (*See topics on table 2 below*. These essays were used to assess the effectiveness of intervention through mediation based on socio-cultural perspective wherein meanings behind an action were revealed as the respondents were able to speak for themselves as a way of confirming what is already known but also providing the opportunity for learning. Post-treatment interviews lasted for fifteen to thirty minutes per respondent.

Table 2: *Post-test topics for English and Sepedi descriptive essays*

English essay topic	*Sepedi essay topic*
Characteristics of being an ideal teacher	Ditiro tša morutiši yeo e sego wa makgonthe 'Characteristics of not being an ideal teacher'

3.5. Data analysis and interpretation

As the study used mixed methods, both quantitative and qualitative data were analysed sequentially using sequential explanatory strategy. The closed-ended questions which seek to elicit L2 writers' level of multilingualism in a social context and resources they have in an English academic writing context whereas four open-ended questions were formulated to assess L2 writers' socio-cultural awareness of rhetorical patterns in both Sepedi and English regarding their

similarities and differences and the influence of Sepedi in L2 writing were analysed quantitatively, while open-ended questions which were formulated to assess L2 writers' socio-cultural awareness of rhetorical patterns in both Sepedi and English regarding their similarities and differences and the influence of Sepedi in L2 writing were analysed qualitatively using inductive analysis.

3.5.1. Analysis of quantitative data

Data collected from survey questionnaire on L2 writers on their level of multilingualism in a social context and resources they have in an English academic writing context were analysed quantitatively using SPSS Software version 24 to run the analysis. The analysis used descriptive statistics and inferential statistics.

3.5.1.1. Descriptive statistics

The descriptive statistics used both univariate and bivariate analysis to analyze L2 writers' level of multilingualism on Likert scale rate provided in the survey questionnaire. The univariate analysis, which serves to describe and summarize data on a single characteristic or a single dependent variable (Fisher & Marshall, 2009), was used to analyze the frequency distribution of each item on L2 writers' level of multilingualism outside the academic writing process and inside the academic writing process on Likert scale of 1 to 5 (1- Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly agree).

3.5.1.2. Inferential statistics

Inferential statistics were used to estimate was used to compare the level of L2 writers' multilingualism outside the academic writing process and inside the academic writing process to establish the most and least common realizations/behaviours on multilingualism. The aggregated mean and standard deviation were used to determine the degree of multilingualism on a scale of 1-5. ANOVA was used to compare the means of L2 writers' multilingualism outside the academic

writing process and inside the academic writing process. The t-test was more appropriate than chi-square test because it is "the most common statistical procedure for determining the level of significance when two means are compared" (Aguiar-Conraria & Soares, 2014). P-values from t-test were generated to determine the levels of significance between the mean scores of multilingualism in and outside the academic writing classroom. It was set at an alpha value of 0.05, meaning that $p<0.05$ indicates that the difference between the mean scores of the two groups is statistically significant, while $p>0.05$ indicates that the difference is not statistically significant.

3.5.2. Analysis of qualitative data

Data collected from focus group interviews, semi-structured interviews as well as post-intervention essays written in both Sepedi and English were analysed using inductive thematic analysis in order to develop a framework of the underlying structure of experiences or processes that are evident in the raw data as L2 writers traverse from L1 to L2 writing.

3.5.2.1. Inductive thematic analysis

The primary purpose of using inductive thematic analysis in this study was to allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without prior knowledge or conception of the phenomenon under investigation to address the main research questions (*How do Sepedi and English writing conventions influence each other? To what extend do students use sociocultural strategies to conceptualize shared and collaborative acts of inquiry as they traverse from Sepedi writing and to English writing*?). Inductive thematic analysis was found to be an appropriate approach for analysing the qualitative data in this study because it is concerned with trying to understand the lived experiences and with how respondents themselves make sense of their experiences as traverse from L1 writing to L2 writing. This understanding of inductive thematic analysis is consistent with Strauss and Corbin's (1998)

description: “The researcher begins with an area of study and allows the theory to emerge from the data” Themes were derived from questionnaire responses and transcribed focus group interview and semi-structured interview data after the researcher transcribed the recordings as well as the analysis of the post-intervention essays and read them several times until he reached a saturation point. Thus, the analysis of qualitative data through inductive thematic analysis in examining the rhetorical patterns of both Sepedi language and English in L2 writing and assessing the influence of Sepedi in English writing as well as the effectiveness of the intervention through mediation based on socio-cultural perspective were grouped into themes and categories.

3.5.3. Data interpretation

In the data analysis chapter, quantitative and qualitative findings were analyzed and interpreted sequentially and integratively. Such an integrative analysis collates the quantitative data from the questionnaire and the qualitative data from focus group interviews, individual interviews, and post-intervention essays. This approach can, among other things, enhance validity through data triangulation, delineate overlapping but distinct aspects of a phenomenon, elaborate one set of findings with data from another, expand potential findings, and uncover paradoxes and contradictions between results based on different methods. It captures something important about data in relation to the research questions and represent some level of response pattern or meaning across the data set as a coherent integration of the disparate pieces of data that constitute the findings (Braun & Clarke, 2006, Sandelowski & Leeman, 2012). As one part of data analysis, it helped with reviewing themes and achieving the aim of identifying coherent but distinctive themes in examining rhetorical practices L2 writers across languages and assessing the influence of Sepedi in L2 writing where the researcher moves between the quantitative and qualitative data, and it is

interpreted by comparing it with the literature. This is the pattern which is adopted in the analysis chapter.

3.6 Ethical considerations

This concerns the importance of both accurately informing the respondents about the nature of the research and obtaining their written consent to participate. Coercion was not used to force participation; and the respondents were allowed to terminate their involvement in the research at any time. The researcher also got an Ethical Clearance Certificate from the University of Witwatersrand research ethics committee and Directorate of Research and Innovation at the University of Venda that indicated that the researcher had been granted the permission to conduct the study (see Appendix 1 and 3). The participation of the respondents was completely voluntary.

Interactive research ethical issues were considered prior to data collection in order to recognize and protect the rights of respondents. The researcher used consent forms where the respondents signed as a way of voluntarily agreeing to participate in the research. He communicated the aims of the research to those participating in the study and explained to them that their participation is valuable but dependent on their agreement to participate willingly or voluntarily. In an attempt to minimize place threats, he conducted the interviews privately in a convenient vacant room on campus. He asked for permission to record interviews from each respondent and state that the information is for research purpose only. He kept the participants' names and university confidential. To ensure that the anonymity of participants and sample university is maintained, no name of participants or university appears in the thesis, respondents were identified by falsified names written on the post-intervention essays which were also mentioned during the analysis. The information accessed was kept in the possession of the

researcher in a safe place and kept confidential. The data stored in the computer was linked to a secret password to which only the researcher had access.

3.7. Reliability and validity

Reliability provides consistency, dependability and replicability of the results (Zohrabi, 2013). In other words, reliability of any research instrument implies that the results of the study do not change even if different researchers collect data on the same population. The researcher piloted the instruments to test if the instrument addresses the problem. Reliability was ensured by piloting the research instruments in two phases, firstly to six experts at the University of the Free State and University of Venda for critique, secondly to a small sample of subjects who had similar chrematistics to the respondents in the study.

As for validity, Babbie (2010) indicates that it refers to how accurately the instrument reflects the concept to be measured to ensure that the results are meaningful. Validity is based on determining that the findings are accurate from the standpoint of the researcher, respondents, or the readers. The purpose of reliability is not only to attain the same results, rather to agree based on the data collection processes that the results are consistent and dependable. In other words, reliability of any research instrument implies that the results of the study do not change even if different researchers collect data on the same population. The researcher piloted the instruments to test if the instrument addresses the problem. The researcher also determined trustworthiness of qualitative data by using the following six strategies identified by Teddlie and Tashakkori (2009):

- A prolonged engagement (spending enough time with respondents to establish trust, learn about respondents, and check for misinformation),
- Persistent observation (helping the researcher to use his/her observations to address his research questions),

- Triangulation techniques (using multiple sources and methods to best represent the reality or realities of the respondents),
- Member checks (asking respondents to verify the researcher's interpretations and representations of their reality-events, phenomena),
- Thick descriptions (analyzing multiple levels of meaning of reality-events, phenomena) and
- Reflexive journal (generating a diary in which the researcher records information as an instrument and research method).

Thus, validity and reliability are two factors which any researcher should be concerned about while designing a study, analysing results and judging the quality of the study by also considering credibility, transferability, dependability and conformability.

3.8. Summary

This chapter highlighted the methods used to address the research objectives of the study. It also outlined the research approach, research design, and demarcation of the population, sampling techniques used to select the research site and of actual respondents. In this study, mixed methods allowed the researcher to expand an understanding from one method to another to confirm the findings. The researcher drew on the breadth of generalization offered by quantitative research with depth of detailed understanding offered by qualitative research. The researcher adopted the sequential explanatory research design wherein the collection and analysis of quantitative data was followed by the collection and analysis of qualitative data. The researcher gave equal priority to these two phases in order to explain quantitative results by exploring results in more details or helping explain unexpected results by using focus group interviews and individual semi-structured interviews to better understand the results of a quantitative study. quantitative and qualitative

approaches are carefully combined in such a way that the weakness from one approach was compensated by the strengths from the other approach; which led to high quality meta-inferences or conclusions from the mixed methods. The researcher collected all information in person and confidentiality was maintained throughout the study. The next chapter (chapter four) focuses on the presentation and interpretation of findings.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.0. Introduction

The previous chapter highlighted the methods used to address the research objectives of the study. It also outlined the research approach, research design, and demarcation of the population, sampling techniques used to select the research site and of actual participants. This chapter presents findings and analysis of data on crossing boundaries in L2 writing development and academic writing of first-year students through mixed methods approach whereby quantitative and qualitative data are analysed sequentially as described in section 3.9 of chapter 3. The data is sequenced and developed from the objectives emanating from the study on crossing boundaries in L2 writing development and academic writing of first-year students at a higher institution of education in the Limpopo Province, South Africa.

4.1. Data presentation of quantitative and qualitative data: Phase one

4.1.1 The organizing principles for data analysis and interpretation

The analysis and interpretation of the findings are guided by the overall argument of the thesis, which is "translanguaging enables L2 writers to leverage on their multi-competence as academic writers by strategically mediate their writing and raise their consciousness about their discursive resources in writing processes across languages" The overall argument is informed by three objectives of this study which summarise the gap identified in the existing literature. The analysis and interpretation adopts a sequential and integrative account in accordance with the data collection instruments as indicated in chapter 3.

4.2. Questionnaire

The questionnaire has biographical information of respondents, fourteen closed-ended questions and four open-ended questions.

4.2.1. Biographical information

The biographical information sought to establish the gender, age and the language respondents use either English or Sepedi in and outside the academic writing classroom.

4.2.1.1. Gender representation

The gender difference was an important variable in the analysis of the study because it shows the exact number respondents per gender and demonstrate how a dominant gender would affect the overall outcome of the study. Descriptive statistics was used to calculate the frequency counts of gender as illustrated in table 1 below:

Gender Representation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	38	45.2	45.2	45.2
	Female	46	54.8	54.8	100.0
	Total	84	100.0	100.0	

Table 1: Frequency of gender representation

Table 1 indicates that there were eight-four (84) respondents who participated in the study. The frequency distribution in table 1 above indicates that 38 of the respondents are male, representing 45,2% and 46 respondents are female, representing 54,8%. The respondents are a small portion of the population representing the whole population of first-year students between the age of 18 to 30 registered in the English Communication Skills module (ECS 1541) in the School of Human and Social Sciences, Department of English, University of Venda, Thohoyandou Campus. In accordance with table 1 the study statistically shows that there was no gender balance between the male and female respondents due to the frequency of 38 male and 46 female respondents.

4.2.1.2. Age representation

The age difference was an important variable in the analysis of the study because it shows the most age range of respondents and to demonstrate how an age range would affect the overall outcome of the study. Descriptive statistics was used to calculate the frequency counts of the age range as illustrated in table 2 below:

Age Representation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-29 years	82	97.6	97.6	97.6
	30-39 years	1	1.2	1.2	98.8
	40-49 years	1	1.2	1.2	100.0
	Total	84	100.0	100.0	

Table 2: Frequency of Age Representation

The frequency distribution in table 2 above revealed that the majority of respondents were from age category 1 with 97.6% (*n=82*), representing 18-29 years followed by age category 2 and 3 respectively with 1.2% each (*n=2*).

4.2.1.3. Respondents' level of multilingualism

The level of multilingualism of respondents is an important variable in the analysis of the study in order to determine the significance differences of the languages used by respondents as illustrated in table 3 below:

Languages		Frequency	Percent
Valid	Xitsonga	19	22.6
	Afrikaans	10	11.9
	Sesotho	18	21.4
	Setswana	27	32.1
	IsiZulu	20	23.8
	IsiXhosa	7	8.3
	IsiNdebele	5	6.0
	SiSwati	11	13.1
	Tshivenda	28	33.3
	Sepedi	84	100
	English	41	48.8

Table 3: Respondents' level of multilingualism

Table 3 above shows that majority of respondents use English more often either than Sepedi with 48.8% (n=41) followed by Tshivenda with 33.3. % (n=28), Setswana with 32.1% (n=27) and IsiZulu with 23.8% (n=20). It also shows other languages respondents use, with Xitsonga at 22.6% (n=19), Sesotho with 21.4% (n=18), SiSwati 13.1% (n=11), Afrikaans 11.9% (n=10), IsiXhosa 8.3% (n=7), and IsiNdebele 6.0% (n=5). The result shows the average of languages used by respondents which has the potential of translanguaging during the writing process such as generating ideas, planning and drafting among others as they learn to self-regulate their linguistic repertoire across languages. L2 writers' level of multilingualism demonstrated in Table 3 calls for L2 writing instruction that seeks to build metalinguistic knowledge and rhetorical patterns awareness across languages through creative experimentation in order to harness the assets that L1 provides in L2 writing (Canagarajah & Matsumoto, 2016). This could offer L2

writers the opportunity to learn from and build upon their experience to transform impulsive, unmediated and natural behaviour in order to understand the resources they bring to their texts as they gradually strive to develop themselves into better writers (Motlhaka & Makalela, 2016).

4.2.1.4. Context use of languages: Multilingualism outside the academic writing process

Respondents' level of multilingualism outside the academic writing process is an important variable in the analysis of this study since cognition and knowledge of languages are socially and dialogically created and shared within a community as illustrated in table 4 below:

CONTEXT USE OF LANGUAGES: MULTILINGUALISM OUTSIDE THE ACADEMIC WRITING PROCESS			
NO	**ITEMS**	**MEAN**	**STD**
1.	I speak in a language other than English and Sepedi at home	3.19	1.587
2.	I speak in a language other than English or Sepedi with friends	3.43	1.338
3.	I speak in a language other than English or Sepedi in a church	3.02	1.414
4.	I speak in a language other than English or Sepedi at a shopping mall	3.26	1.318
5.	I speak in a language other than English or Sepedi in a park	3.204	1.257
6.	I speak in a language other than English or Sepedi at school	3.49	1.468
7.	I speak in a language other than English or Sepedi at party or wedding event	3.25	1.221
Total Mean and Standard Deviation		22.84	9.60
Aggregated Mean and Standard Deviation		3.26	1.371

Table 4 Multilingualism outside the academic writing process

The table 4 shows the high level of multilingualism of respondents outside the academic writing process, particularly with respondents who speak in another language, either Sepedi or English when they are at school with a mean of 3.49 and standard deviation of 1.468 which is above the average mean of 3.26 and standard deviation of 1.371. The same behaviour of multilingualism was apparent with respondents when they speak with their friends with a mean of 3.43 and standard deviation of 1.338. The level of multilingualism of respondents who speak in another language either Sepedi or English at a shopping was equal to the average mean of 3.26

with the standard deviation of 1.371. The level of multilingualism of respondents at home is low with a mean of 3.19 and standard deviation of 1.587. The same multilingual level was imminent to respondents in a church with a mean of 3.02 and standard deviation of 1.414. The standard deviation shows how tightly the respondents' level of multilingualism at different social contexts is clustered around the mean which indicates that almost all the respondents are multilingual. A higher standard deviation denotes that respondents are far away from the mean. I can therefore deduce that the level of multilingualism among respondents outside the academic writing process is high on the scale of 1-5 based on the respondents' use of more than two languages at school and shopping mall as well as when they speak to their friends, in contrast to when they are at home and church where they do not speak in another language either English and Sepedi. The results indicate that the use of more than one language in the academic writing process would develop L2 writers' multilingual and multicultural ecological resources through creative experimentation (Canagarajah & Matsumoto, 2016, Motlhaka & Makalela, 2016). In this instance, students' renegotiating voices in contact zone create a social space to mix and merge diverse norms in multilingual writing to mesh different cultural values, languages and modalities to represent their voices. Accordingly, these students may construct many voices and rhetorics that draw from the strengths of both the African and West to develop a critical self-awareness and adopt more complex voices in new genres. It therefore provides spaces for reflexive thinking and critical rhetorical practice and development.

4.2.1.5. In class use of languages: Multilingualism inside the academic writing process

Respondents' level of multilingualism inside the academic writing process is an important variable in the analysis of this study since cognition and knowledge of languages are socially and dialogically created and shared within a community as illustrated in table 5 below:

CONTEXT USE OF LANGUAGES: MULTILINGUALISM IN ACADEMIC WRITING PROCESS			
NO	**VARIABLES/ITEMS**	**MEAN**	**STD**
8.	I organize my ideas on paper in Sepedi when given an English writing task	2.20	1.342
9.	I draft notes in Sepedi and write in English	2.07	1.324
10.	I use a bilingual dictionary of Sepedi and English when completing an English writing task	2.38	1.325
11.	I share ideas orally in both English and Sepedi with other students or teacher to improve my L2 writing	3.48	1.375
12.	I discuss ideas orally in both English and Sepedi with other students or teacher to improve my L2 writing	3.50	1.197
13.	I use a language other than Sepedi or English when I text my friends.	3.18	1.319
14.	I used a language other than Sepedi with my friends on social media for example Facebook, Twitter, Instagram, etc.	3.63	1.278
Total Mean and Standard Deviation		20.44	9.16
Aggregated Mean and Standard Deviation		2.92	1.308

Table 5 Multilingualism in Academic Writing Process

The level of multilingualism of respondents in academic writing process is high as shown in table 5 above because respondents use another language either Sepedi with friends on social media with a mean of 3.63 and standard deviation 1.278 which is above the average mean of 2.92 and standard deviation of 1.308. Participants' use of their languages in texting friends and in social media is being classified under academic writing because it could have effect on how students use languages in an academic context. The same behaviour of multilingualism was apparent with respondents who discuss ideas orally in both English and Sepedi with other students or teacher to improve their L2 writing with a mean of 3.50 and standard deviation of 1.197. This high level of multilingualism in the academic writing process was evident when respondents prefer to share their ideas orally in both English and Sepedi with other students or teacher to improve their L2 writing with a mean of 3.48 and standard deviation of 1.375. However, there was a low level of multilingualism for respondents who prefer to use a bilingual dictionary of Sepedi and English when completing an English writing task with a mean of 2.38 and standard deviation of 1.325

which is below the average mean of 2.92 and standard deviation of 1.308. The low level of multilingualism was also apparent with respondents who prefer to organise their ideas on paper in Sepedi when given an English writing task with a mean of 2.20 and standard deviation of 1.342. It can therefore be deduced that the level of multilingualism among respondents in the academic writing process is high on the scale of 1-5 based on their use of another language in social media either than using Sepedi only as well as their preference to discuss and share their ideas orally in both English and Sepedi with other students or teacher to improve their L2 writing, in contrary to the low level of multilingualism among respondents who prefer to use a bilingual dictionary of Sepedi and English when completing an English writing task as well as when they organize their ideas on paper in Sepedi when given an English writing task. From a sociocultural perspective, the result indicates that the use of more than language in the academic writing process could help L2 writers to achieve higher standards of thought, creativity, and language use than when restricted to monolingual. In other words, L2 writers' multi-competent minds could be legitimized through the use of both Sepedi and English to facilitate awareness to develop voices in both L1 and L2 systems due to their high level of multilingualism in the academic writing process. It affirms that translanguaging enables access to deeper understanding to develop students' voices and texts where diverse norms and values mediate social spaces in multilingual writing (Motlhaka & Makalela, 2016).

4.2.1.6. Comparison of respondents' multilingualism level in and out of class

Comparison of the multilingual experiences aggregated means found in and out of school is an important variable in the analysis of this study to determine the degree of difference realized in and out of class multilingual practices as illustrated in table 6 below:

			Sum of Squares	Df	Mean Square	F	Sig.
I organize my ideas on paper in Sepedi when given an English writing task * I speak in a language other than English or Sepedi with friends	Between Groups	(Combined)	4.541	4	1.135	.618	.651
		Linearity	.773	1	.773	.421	.518
		Deviation from Linearity	3.768	3	1.256	.684	.564
	Within Groups		145.019	79	1.836		
	Total		149.560	83			
I draft notes in Sepedi and write in English * I speak in a language other than English or Sepedi with friends	Between Groups	(Combined)	7.216	4	1.804	1.030	.397
		Linearity	.478	1	.478	.273	.603
		Deviation from Linearity	6.738	3	2.246	1.283	.286
	Within Groups		138.355	79	1.751		
	Total		145.571	83			
I use a bilingual dictionary of Sepedi and English when completing an English writing task * I speak in a language other than English or Sepedi with friends	Between Groups	(Combined)	3.808	4	.952	.530	.714
		Linearity	.093	1	.093	.052	.821
		Deviation from Linearity	3.715	3	1.238	.689	.561
	Within Groups		142.002	79	1.797		
	Total		145.810	83			
I share ideas only in both English and Sepedi with other students or teacher to improve my L2 writing * I speak in a language other than English or Sepedi with friends	Between Groups	(Combined)	1.216	4	.304	.154	.961
		Linearity	.343	1	.343	.174	.678
		Deviation from Linearity	.872	3	.291	.147	.931
	Within Groups		155.737	79	1.971		
	Total		156.952	83			
I discuss ideas only in both English and Sepedi with other students or teacher to improve my L2 writing * I speak in a language other than English or Sepedi with friends	Between Groups	(Combined)	1.407	4	.352	.236	.917
		Linearity	.000	1	.000	.000	1.000
		Deviation from Linearity	1.407	3	.469	.315	.814
	Within Groups		117.593	79	1.489		
	Total		119.000	83			
		(Combined)	18.759	4	4.690	2.951	.025

I use a language other than Sepedi or English and Sepedi when I text my friends * I speak in a language other than English or Sepedi with friends	Between Groups	Linearity	11.079	1	11.079	6.971	.010
		Deviation from Linearity	7.679	3	2.560	1.611	.194
	Within Groups		125.563	79	1.589		
	Total		144.321	83			
I used a language other than Sepedi with my friends on social media for example, Facebook, Twitter, Was, Instagram * I speak in a language other than English or Sepedi with friends	Between Groups	(Combined)	20.131	4	5.033	3.444	.012
		Linearity	12.035	1	12.035	8.237	.005
		Deviation from Linearity	8.096	3	2.699	1.847	.145
	Within Groups		115.429	79	1.461		
	Total		135.560	83			

Table 6 Comparison of Multilingualism in and out of class: ANOVA Table

The ANOVA table above shows the statistical association and the degree of difference realized between in and out of class multilingual practices guided by the p-value of 0,05 with the rejection criteria as follows: reject significance values greater than the p-value of 0,05 and fail to reject all significance values less than the p-value. The in school multilingual practices aggregated mean of 2.92 is less than the out of school multilingual practices aggregated mean of 3.26 which shows that multilingualism experienced out of school far more than in school. For instance, there is association of in and out of class practices of multilingualism where respondents prefer to share their ideas orally in both English and Sepedi with other students or teacher to improve their L2 writing and to speak to their friends in another language, either English or Sepedi at significance p-value of .961. Another association of in and out of class practices of multilingualism is apparent when respondents prefer to discuss their ideas in both English and Sepedi with other students or teacher to improve their L2 writing while they prefer to speak with their friends in another language, other than English and Sepedi. Thus, statistically, the results reject the hypothesis at p-value of 0,05 significance level that there is no difference between these aspects because the significance values as mentioned above are greater than the p-value of 0,05. On the other hand,

the results show the degree of difference realized between in and out of class multilingual practices. For instance, respondents indicated that they use another language either Sepedi and English when they text and speak to their friends with a p-value of .025 which is less than probability value of 0,05. The results also reveal that respondents use another language either Sepedi and English with their friends on social media and when they speak to them with a p-value of .012 which is less than the probability value of 0,05. Thus, the results fail to reject the hypothesis that there is no difference between these aspects because the p-values mentioned above are less than the p-value of 0,05. The results show an association of in and out of class practices of multilingualism which could be aligned with the amalgamation of diverse discursive features which speak to hybridity of texts to represent L2 writers' voices (Canagarajah & Matsumoto, 2016). This may help to broaden an understanding of the influence on voice construction when there is an existing association of multilingualism in and out of academic writing process among students to demonstrate that one language can complement the other.

4.2.2. Analysis of open-ended questions from the questionnaire

Responses on assessment of L2 writers' socio-cultural awareness of rhetorical patterns in both Sepedi and English regarding their similarities and differences and the importance of using Sepedi in English writing are illustrated in table 7 below:

Sub-themes	Main issues raised
Similarities in Sepedi and English essay writing	▪ Sepedi and English writing have introduction, body and conclusion of the essay. ▪ A paragraph of both languages has a topic sentence, supporting sentences and a concluding sentence.
Differences in Sepedi and English essay writing	▪ Sepedi writing tend to be vague and indirect while English writing is direct.

The use of Sepedi in L2 writing discussion and guide	▪ It makes it easy to understand the topic and the guide. ▪ It makes the discussion to be more fun, helpful and easier.

Table 7: main issues raised from open-ended questions

Table 7 illustrates the main issues raised by majority of respondents regarding the assessment of L2 writers' socio-cultural awareness of rhetorical patterns in both Sepedi and English concerning their similarities and differences and the importance of using Sepedi in English writing. In this instance, respondents indicated that Sepedi and English writing should be written in an academic writing format wherein there is an introduction, body and conclusion of the essay as the similarities of essays written in either Sepedi or English. Similarly, respondents argue that the structure of paragraph writing of both languages should have a topic sentence, supporting sentences and a concluding sentence in order to construct a good academic paragraph for overall essay writing and organization. On the other hand, respondents acknowledge that Sepedi writing tend to be vague and indirect while English writing is direct which could be attributed to an African culture of being indirect. This assertion was affirmed by one respondent who said "*Sepedi is influenced by our custom of being indirect and the sentences are often too long than the direct writing of English*." The rhetorical organization of a text tends to be culturally specific. Rhetorical differences in English writing and Sepedi rhetorical patterns of thinking and writing cannot be ruled out in English writing because they are L2 writers' valuable cultural resources that help them to navigate L2 writing.

English rhetorical patterns value explicitness and directness, attaching great importance to the experience and voices of the individual. This Western view of the self leads to in direct language, including specific details, explanations, explications and exemplification, personal

experiences, illustrations, and anecdotes. In the Sepedi culture, individuals desire to maintain social harmony or sociable relationships among members of group, and too much self-expression is regarded as problematic or even socially harmful. To achieve social harmony and to avoid individualism, Sepedi language speakers express viewpoints in a roundabout way. They frequently and intentionally delay the real subject by referring to something else or by using suppositions before getting to the issue in question, and they often expect the audience to infer meanings instead of stating their views explicitly. The primary challenge Sepedi students face when writing in English is the transfer of a variety of types of indirectness into English. They tend to support and argue their topics using an indirect approach. L2 writers of all cultural backgrounds need explicit guidelines for organizing their ideas in accordance with the common conventions of the English-speaking world so that they can perform better and maximize English readers' comprehension. Thus, teaching English writing should involve developing learners' competence with English rhetorical conventions.

4.3. Presentation of qualitative data: Focus group Interviews on participant-generated essays.

The focus group interview was conducted with sixteen respondents wherein respondents and the researcher talked about the academic structure of both English and Sepedi essays, with the following themes emerged from the data analysis:

4.3.1. Placement of the thesis statement in English and Sepedi essays in the introduction and conclusion paragraph

Based on the placement of thesis statement, or main idea, the researcher sought to determine whether respondents developed their essays deductively or inductively. It is worth-noting that literature holds that placing thesis statement in the initial, middle and final position of

the introductory paragraph indicates a deductive style of writing, which is a UK and US writing convention, whereas waiting to clarify thesis statement at the end of the essay indicates an inductive style which demonstrates the impact of culture on writing (Kubota, 1998; Motlhaka & Makalela, 2016; Uysal, 2008). Some respondents were of the view that a thesis statement is the most important element that must be in the introduction and conclusion of an essay. Respondents highlighted the following on their preference of the thesis statement in the introduction of an essay in both languages:

Excerpt 1

> *Eish, I do not know how to write it but I think thesis statement should be in the introduction paragraph because it presents the topic of the essay and also makes a comment about the position of the writer in relation to the topic.*

Excerpt 2

> *Despite not knowing how to show that in the essay, for me, thesis statement is a short statement, usually one sentence that summarizes the main point or claim of an essay and is developed, supported, and explained in the text by means of examples and evidence in the introduction and restated in the conclusion.*

These excerpts show that respondents know the importance of having a thesis statement in the introduction in order to specify the position taken by the writer regarding the main ideas to be discussed in the essay without specifying the position at which the thesis statement would be placed in the introductory paragraph, although they were not given more academic writing activities or exercises to practice and familiarize themselves with the actual paragraph writing which they were only encouraged to memorize theoretical aspect of paragraph writing which does not seem to help them in any way when they are expected to engage into the actual writing.

On the other hand, the analysis of Sepedi essays showed that 5 thesis statements were placed in the middle position with 3 thesis statements placed in the final position and with 2 thesis statements placed in the initial position. This observation suggests that there are different rhetorical orientations and stance that the writers take when writing in English as compared to writing in Sepedi (Motlhaka & Makalela, 2016). Sepedi tends to reject initial placement in favour of the middle placement position. 5 respondents were confused about where to place their thesis statements in their English essays, and finally decided to place them in the middle position as they did with their Sepedi essays. This is reflected in the respondent's comment as follows:

Excerpt 3

> *I didn't know where to place my main idea while I was writing the essay in English. I thought that I had to state it in the middle or end of the introductory paragraph because this is the way I am accustomed to follow the Sepedi writing and decided to place it in the middle.*

This excerpt which represents the views of eight respondents shows that Sepedi conventional logic does not place the main idea in the initial position. Because of this literacy tradition from Sepedi, respondents placed their thesis statements in the middle position while writing in English. This is part of the fund knowledge that students with a Sepedi language background bring with them into academic writing. To corroborate this point, another respondent alludes to it:

Excerpt 4

> *With regard to essay writing, I liked writing, but writing in English was more difficult than in Sepedi. Looking at my essays after the discussions, I realise that I would be able to improve on paragraph writing and placement of thesis statement.*

These excerpts show that without explicit mediation of rhetorical conventions across languages, students from languages that are not used in academic discourses are likely be disadvantaged when unexplained differences between language-specific conventions are not addressed to avoid any confusion and disaffirmation of identity positions of students with African language backgrounds (Motlhaka & Makalela, 2016). While the introduction-body-conclusion format is encouraged in academic discourses, the respondents preferred to state their main ideas in all positions when writing in Sepedi. In this case, the use of a translingual writing approach revealed these salient features for multilingual writers, which could not be revealed when monolingual writing practices are the rule. It could therefore be deduced that Sepedi mother tongue speakers tend to have a rhetorical coherence that is distant from the initial position, which is reader-responsible language (means that the reader is responsible for deciphering the message, which is often not stated explicitly), unlike English which is writer-responsible language (means it is the responsibility of the writer to make sure the message is understood. Writing is clear, direct and unambiguous) that uses initial position placement of thesis in line with the emphasis on topic sentences throughout the basic education at university (Motlhaka & Makalela, 2016). Drawing from contrastive rhetoric perspective, this result provides teachers with a practical, nonjudgmental framework for analyzing and evaluating ESL writing and helping students in seeing the rhetorical differences between English and Sepedi language as a matter of social convention, not cultural superiority in which L2 writers could learn from. However, it is important to acknowledge that different cultural conventions are involved in academic writing which may be perceived to be illogical to a reader anticipating a different culturally-constrained demonstration of logic. The next theme deals with an academic structure of paragraph writing of both Sepedi and English essays.

4.3.2. Paragraph structure of both Sepedi and English essays

In order to achieve the objective of establishing how L2 writers show coherence in their L1 and L2 essays, the researcher examined the paragraph structure of both essays bearing in mind that writing is a social artefact carried out in a social setting where what we write, how we write and who we write to is shaped by social convention and social interaction (Abdollahzadeh & Behroozizad, 2015).

Drawing from contrastive rhetoric perspective, language and writing are cultural phenomena, and, as a direct consequence, each language has unique rhetorical conventions (Connor, 1996). This study acknowledges and appreciates linguistic, cultural, attitudinal, and academic experiences L2 writers with Sepedi language background bring in adjusting to a different academic environment. Respondents said the following in their own words to justify the importance of having a good paragraph structure in both essays:

Excerpt 5

> *I think a paragraph that is coherent has a topic sentence, supporting sentences and concluding sentence for each paragraph, although we were not given enough academic writing activities to familiarize ourselves with these aspects in the actual writing than memorizing them since we are struggling to demonstrate that in our essays.*

Excerpt 6

> *It must have logical sentences that are in chronological order, but it is a nightmare to display that in an essay without enough writing practice.*

On the basis of the above statements by the respondents in this study, it is clear that L2 writers have some ideas about what makes an essay coherent in academic writing for both L1 and L2 writing wherein a coherent paragraph should have a topic sentence, logical supporting

sentences and concluding sentence. Excerpt 5 and 6 suggest that respondents were not given enough exercises to practice paragraph writing from high school either than the theory which does not help them in the actual writing since they struggle to conceptualize that in the essays. According to above-mentioned excerpts, coherent paragraph structure is an important attribute of overall essay quality which allows the reader to make connections between the ideas in the text written in either Sepedi or English. This result corroborates with the respondents' assertion from the questionnaire which states that the structure of paragraph writing of both languages should have a topic sentence, supporting sentences and a concluding sentence in order to construct a good academic paragraph for overall essay writing and organization as shown in Table 7. Therefore, the empirical findings in this study suggest that planning, structure and organization are important elements to be considered when writing a coherent academic essay in both Sepedi and English which are also supported by numerous available literature. Cultural awareness across languages helped students to compare rhetorical styles across cultures and that the interactive learning environment was effective in improving L2 writers' academic writing. The next theme focuses on logical connectors in English and Sepedi essays paragraphs.

4.3.3. Logical connectors

Logical connectors are words that connect segments of discourse in order to develop logic and cohesiveness, including coordinating conjunctions such as *and, but, or, nor, so*; adverbial subordinators such as *because, since, although* and conjunctive adverbials such as *first, also, however, and additionally*. There are numerous studies which examined logical connectors in ESL/EFL writing and found that the quality of essays is related to the number of logical connectors in a text (Hu & Li, 2015; Yang & Sun, 2012; Alghamdi, 2014; Guo, Crossley & McNamara, 2013; Lee, 2013; Aryadoust, & Liu, 2015; Mahmoud, 2014; Yin, 2015; Park, 2013; Martínez, 2015); Ha,

2016). In this study, logical connectors facilitate and improve the overall essay quality; and also allow the readers to make connections between the ideas in the text to represent a unique rhetorical organization of each language and culture (Motlhaka & Makalela, 2016; Yang & Sun, 2012; Zufferey, Mak, Degend & Sanders, 2015). The results of this study showed that there was a mismatch between Sepedi and English discourse conventions. The majority of the respondents were not aware of the language-specific differences until they were exposed to writing in both Sepedi and English. The following respondent alluded to the mismatch between Sepedi and English discourse conventions as follows:

Excerpt 7

> *I was not aware of the significance of words like however, in conclusion, and on the contrary among others before I started my university education since I was not used to these words when writing in Sepedi.*

On the basis of the above view by the above-mentioned respondent, there is a mismatch between connective devices in Sepedi and English, and explains in part why Sepedi students have challenges making connections between ideas since the respondent was not aware of the significance of the words such as *however*, *in conclusion* and *on the contrary* before enrolling at a university. Therefore, L2 writers are not experienced in English writing nor are they aware of the differences between Sepedi and English writing. The challenge before teachers of English writing to Sepedi writers is how to assist them in acquiring the meaning and usage of logical connectors. In the study of Motlhaka and Makalela (2016) on translanguaging in an academic writing class: Implications for a dialogic pedagogy, some students attempted to use bilingual dictionary to search for a literal translation use of logical connectors in L1 and L2 writing. This observation concurs with the study of Uysal (2008) where L2 writers create obscure and unclear sentence logic in which

meaning-making is language and culture specific. This implies that English requires explicit and high levels of sequencing, while Sepedi is a candidate for reader-responsible languages where a circular flow of information is preferred by its speakers (Motlhaka & Makalela, 2016).

Despite the apparent differences, there are considerable similarities of usage with *and*, *but* and *because* among the frequently used devices of both Sepedi and English essays with strikingly different frequencies. This shed light on the pragmatic uses of logical connectors by L2 writers as way of influencing the interpretation of the message in both Sepedi and English essays, and thus succeed in achieving their communication intentions (Hu & Li, 2015). To corroborate this point, two respondents allude to it:

Excerpt 8

I often use logical connectors such as and, but and because when I write in both Sepedi and English

Excerpt 9

The use of logical connectors such as and, but and because in Sepedi and English writing are emphasized as way of connecting ideas in our essays.

According to the views expressed above, it is quite clear that L2 writers employ the causal devices such as *because*, *and,* or *but* to contribute to discourse coherence or textuality. Given the differences and similarities in the use of logical connectors, trans-graphic procedures through focus group interviews were used as a mediating technique to help L2 writers move strategically between different rhetorical conventions in their academic writing stages where textual differences are considered as strategic choices rather than unconscious errors of understanding the resources multilinguals bring to their texts (Canagarajah 2015a; Yu & Lee, 2014). This helped L2 writers to consciously and critically appropriate existing meanings or the genesis of new personal meanings

(Egglezou, 2016). This means that there is a need for acculturation of students and empowerment of instructors with explicit awareness of cross-linguistic and cultural differences in writing. This argument is informed by the assumption that Sepedi does not have tight connections between various parts of the paragraph—something that requires a high cognitive level of reason to draw inferences and make connections external to the text as compared to English which requires explicit and high levels of sequencing. The next theme addresses the objective of this study which assesses the influence of Sepedi in English writing of first-year students' descriptive essays in order to improve their academic writing.

4.3.4. Positive influence of L1 to L2 writing

In this study, positive influence refers to applying language and writing practices from Sepedi to English in order to comprehensively navigate L2 writers' writing processes where such practices do not interfere with L2 writing, but in fact complement it to allow micro alternations of languages (Garcıa & Sylvan, 2011). The following extracts explicate the theme of positive influence of L1 to L2 writing.

Excerpt 10

> *The use of Sepedi leads to the good quality of my L2 writing than using English only since I was able to make plans and notes in Sepedi before writing in English*

In addition to the abovementioned response supporting the positive influence of L1 in L2 writing, another respondent observed as follows:

Excerpt 11

> *For me it does influence me positively because I can write well in Sepedi and that helps me to apply the same strategy in writing in English. I enjoyed writing in both Sepedi and English. I did not experience any problem.*

From the above extracts, it is clear that Sepedi had a positive effect in students' writing of English essays as they adopted the same strategies they used to write Sepedi essay to an English one because they believe that the use of Sepedi as a resource and scaffolding device helps them to make plans and notes, which leads to good quality of their essays as they comprehensively traverse from Sepedi writing to English writing. This result corroborates with quantitative results illustrated in table 5 which show high level of multilingualism among respondents in academic writing process with a mean of 3.50 and standard deviation of 1.197 in which respondents prefer to discuss their ideas orally in both English and Sepedi with other students or teacher to improve their L2 writing. From a sociocultural perspective, the result indicates that the use of more than language in the academic writing process could help L2 writers to achieve higher standards of thought, creativity, and language use than when restricted to monolingual.

Accordingly, literature on the benefit of using L1 in L2 writing share a common understanding and assumptions with respondents in this study that L1 use is positively related to L2 text quality for goal setting, generating ideas and structuring of the essay (Canagarajah 2015b; 2016; Kobayashi & Rinnert 2013; Motlhaka & Makalela, 2016; Ortega & Carson 2010; Wang, 2003; Wolferberger, 2003; Woodall, 2002). Therefore, this study has further shown and affirmed that Sepedi (L1) students can positively transfer their L1 writing strategies to their L2 (English) academic essay writing to develop ideas and produce text content and organization as well as for task management. The rationale for creating space for L2 writers to use two different languages in their essays was to lessen the impact of cultural barriers by raising students' awareness of cross-cultural contrastive rhetoric and facilitating their academic writing in the target language. The next theme deals with L1 and L2 proficiency in L2 writing which seeks to ascertain the influence of L1 in L2 writing.

4.3.5. L1 and L2 Proficiency in L2 Writing

Language proficiency and writing proficiency are interrelated, and boundaries between languages used in writing processes have been found to be blurred or overlapping, just as they are for text features (Cenoz & Gorter, 2011; Cook, 2008; Doyle, 2015; Kobayashi & Rinnert, 2013; Ortega & Carson, 2010). These findings may point to a deficit in grammar and vocabulary use, inappropriate sentence patterns and paragraph organization among other factors in academic writing in addressing the transition or crossing boundaries of L2 writers whose first language is Sepedi. For example, less proficient L2 writers with little writing experience were found to spend most of their time formulating their ideas into L2 expressions and used their L1 much more often to compensate for linguistic problems while higher proficiency writers wrote more fluently with less compensatory problem-solving, but tended to use their L1 to control the writing process, particularly to conceptualize tasks, plan ideas, and evaluate texts. The respondents alluded to the following with regard to their L1 and L2 proficiency in L1 and L2 writing:

Excerpt 12

> *For me it was difficult to write in Sepedi and English. There were some words that were difficult for me to write in Sepedi, but easy in English. Words like nutshell. I could not find an appropriate word for nutshell in Sepedi, but having switch languages helped me when I didn't know a word in another language.*

Excerpt 13

> *It was easy for me as I am used to writing in Sepedi, though we know that it may be difficult to write in English because of lack of sufficient vocabulary, but writing what I think in Sepedi helped me to eventually find an appropriate words that I want in English, which*

was the case in Sepedi. I would then say these languages helped me to complete the task as I switched languages.

The above extracts from the respondents in this study are testimony that L1 and L2 proficiency levels are critical to the academic essay writing success of first year students. Lack of sufficient vocabulary from either the L1 to L2 or L2 to L1 appeared to be the bone of contention for respondents in this study as respondents switched languages to aid their comprehension of another language. According to Kibler (2010), students draw upon their first language to cognitively manage tasks and assert expertise as well as to position themselves in relation to their peers and teachers as experts or novices in certain aspects of writing. According to Weijen, van den Berg, Rijlaarsdam, and Sanders (2009), L1 is part of students' writing processes both while composing individually. It suggests that efforts should be made to develop students' bilingual repertoires despite teachers not sharing their students' languages. This implies that the first language has the potential to be a productive affordance for students who are negotiating L2 writing tasks in the mainstream classroom and offers them a unique pathway toward authorship. In this study, respondents who struggled with writing in L1 (Sepedi) also found it difficult to write in L2 (English) and the same applies to respondents who wrote well in Sepedi also wrote well in English. The level of proficiency in both the L1 and L2 has a bearing on both languages.

The above comments by respondents in this study affirm that low proficiency levels in both the L1 and L2 impact badly on academic essay writing. There are quite a number of studies that dealt with L1 use in L2 writing for various purpose like generating ideas or content; planning, and solving linguistic problems, e.g. vocabulary issues. (Beare & Bourdages, 2007; Knutson, 2006; Wang, 2003; Woodall, 2002). Elton (2010) also found that first year students are rarely taught how to produce a well-structured essay in terms of grammar, vocabularies, appropriate sentence

patterns, lack of organization and coherence in their writing. Furthermore, a study by Murphy and de Larios (2010) showed that writers, regardless of their high level of L2 proficiency, approach their search for L2 words with the aid of their L1, which is mainly used for the identification of problems and the generation evaluation of alternative lexical items. This study indicates that writers resort to searching for words and lexical phrases not only as a way of compensating for their lack of access to relevant linguistic L2 knowledge, but also as a strategy to manage the complex ideational and discourse-related problems encountered while formulating texts.

In this study in particular, the empirical data above shows that insufficient or lack of vocabulary in both the L1 (Sepedi) and L2 (English) created a serious academic essay writing challenge for students in both languages. For this reason, this study intends to bridge this gap as it values students' cultures and background to write in their first language by affording them a positive schooling experience to write well in a second language once they developed proficiency in it as they shuttle between languages and modalities in their learning (Canagarajah, 2011; Makalela, 2015; Velasco & García, 2014). The next section presents qualitative data of phase two through semi-structured interviews on participant generated essays to address the effectiveness of intervention through mediation based on sociocultural writing strategies workshop. The next section of phase two presents the analysis and interpretation of respondents' writing behaviour across languages in the pre-intervention and post-intervention within the experimental group to examine the rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays and assess the effectiveness of intervention through mediation based on sociocultural writing strategies workshop.

4.4. Data presentation of qualitative data: Phase two

4.4.1. Analysis of respondents' writing behaviour of pre-intervention with post-intervention essays across languages within the experimental group

The aim of the analysis and comparison of four pre-intervention essays and four post-intervention descriptive essays of individual students across languages within the experimental group was to ascertain whether they benefited from the socio-cultural writing strategies intervention regarding their L2 academic essay writing as they embrace their linguistic repertoires in Sepedi in facilitating L2 writing focusing on the placement of the thesis statement in the introductory paragraph, well-structured paragraphs in the body with clear topic sentence, logical supporting sentences; and conclusion paragraph writing with the writers' ability to summarize ideas discussed in the body. The following themes emerged after reading essays several times until the researcher reached saturation point:

4.4.1.1. Sentence patterns/structure

In this study, sentence structure refers to the L2 writers' ability to construct meaningful sentences hence a good academic writing in Sepedi is concerned with the writers' ability to brainstorm and present their ideas logically in the body without worrying less about the spelling. On the contrary, Sepedi sentence structure is different from the English sentence in academic writing which is characterized by shortness (students are advised to be parsimonious with words), less grammatical errors and also the use of flowery words to reflect good writing. This way of using language in academic writing is not natural but the product of Western culture. This cultural influence in L2 writing was apparent in Confidence's writing behaviour across languages in her pre-intervention and post-intervention essays which did not conform to Western culture of sentence structure characterized by shortness and use of flowery words. This writing behavior was

observed in the first sentence in excerpt 1 and excerpt 2 of the pre-intervention essays and in first sentence of excerpt 3 and second sentence in excerpt 4 of the post-intervention essays as follows:

Excerpt 1

> *An ideal student shows some interest in the module being taught and he/she is a good friend to books and is willing to work. The student has got a motto that keeps him/her going whenever he/she feels discouraged. One sticks to his/her right ideal, and aims. The motto to keep him/her going could be "Do not give up suffer now to live the rest of your life like a champion. Such an ideal student is hardworking student.*

Excerpt 2

> *Morutwana yeo e sego wa kgonthe le ge a ka se ye mphatong a ka se se ke a ba le nako ya go botšiša bangwe barutwana bao ba bego bale gona tšatši leo mphatong gore ba mmontšhe mošomo wo ba o dirilego tatši leo, a ka seke a tshwenyega le ga tee. Ga go na le motho yoo tee yoo a dumago mošomo wa gagwe ka ba la gore ditiro tša gagwe ga di kgahlise ka ge a hloka maikemišetšo a dithuto tša gagwe.*

Excerpt 3

> *An ideal teacher should be able to explain his subjects clearly to his students, his voice should be audible to the last bench in class. An ideal teacher should be knowledgeable in his teaching subjects. Every day, he should come prepared on the lesson which he has to teach in the class that day.*

Excerpt 4

> *Morutiši wa go se be wa mmakgonthe ga se mohlala o mo botse go barutwana. Seo dirwa ke gore ga se morutiši yeo a ikgafago le go ithaopa ga a dira mošomo wa gagwe,*

maitshwaro a gagwe ga kgahliši, ga sware le go rata barutwana go swana seo dirwa ke gore ga a ikemišetše le go tšea maikarabelo a mosomo wa gagwe ka tsela ya maleba.

The writing behaviour of Confidence across languages as reflected in excerpt 1,2,3 and 4 is manifested in her Sepedi way of writing in which there is long meaningful sentences, which is contrary to Western culture, which favours short sentences. Confidence's writing behaviour corroborates the results illustrated in Table 7 in which respondents acknowledge that Sepedi writing tend to be vague and indirect while English writing is direct. This could be attributed to an African culture of being indirect. This assertion was affirmed by one respondent who said, "*Sepedi is influenced by our custom of being indirect and the sentences are often too long than the direct writing of English*." This writing behavior across languages shows how Confidence resisted and refused to be colonized by Western culture of academic writing because she believes that her cultural, social and historical aspect should be considered to nurture her learning and restore her pride and identity through Sepedi language. This behavior of resisting Western culture on sentence pattern was apparent in the essays of most of the respondents across experimental and control group which suggest they resist and refuse to be colonized by the Western culture on how they should express themselves in writing. This resistance is informed by L2 writers with African language backgrounds' desire for self-expression to demonstrate their creativity in writing and to use figurative language which is very important in a Sepedi academic writing as way of hooking the reader's interest. This would give students an avenue to let their agencies (voices) heard and allow them to bring the personal, i.e. their intellectual stance, and their identity in relation to academic writing through Sepedi home language. L2 writers bring to learning their own personal histories that is linked to their values, assumptions, beliefs, rights, duties and obligations.

4.4.1.2. Placement of thesis statement in the introductory paragraph of both Sepedi and English essays

Thesis statement in this study refers to the sentence that states the main idea of an essay which helps to control the ideas within the essay bearing in mind there are different rhetorical orientations and stances that the writers take when writing in both English and Sepedi (Motlhaka & Makalela, 2016; Crossley, Kyle & McNamara, 2016). A thesis statement in this instance is not merely a topic, but it reflects an opinion or judgment that a writer has made about a reading or personal experience on a topic. It is worth noting that literature holds that placing thesis statement in the initial, middle and final position of the introductory paragraph indicates a deductive style of writing, which is a UK and US writing convention, whereas waiting to place thesis statement at the end of the essay indicates an inductive style which demonstrate the impact of African culture on writing (Kubota, 1998; Motlhaka & Makalela, 2016; Uysal, 2008). The analysis of Confidence's English pre-intervention essay showed that the thesis statement was placed in the initial position "*An ideal student is a student whose aim is to satisfy one's conception with his/her good deeds*", whereas thesis statement in the Sepedi essay was placed in the final position "*Ge e etla mošomomg wa sekolo ga a na le karolo e tee ye a etšiyago goba gona go dira tše botse sekolong*". This is reflected in her pre-intervention introductory paragraphs across languages as follows:

Excerpt 5

> *An ideal student is a student whose aim is to satisfy one's conception with his/her good deeds. Being an ideal student is a long journey to take in order to achieve the goals when coming to school work where everything is being kept updated. His work is kept up to standard and is always willing to go extra mile to fulfil his dreams and further his studies.*

Excerpt 6

Morutwana wa go hloka ponelopele le maikemišetšo ka bophelo bja gagwe ke yo a sa tsebego tše a dinyakago ka bophelo bja gagwe. Ga a tsela ya go tšweleletša ditoro tsa gagwe pele. Ge e etla mošomomg wa sekolo ga a na le karolo e tee ye a etšiyago goba gona go dira tše botse sekolong.

This analysis suggests that there are different rhetorical orientations and stances that the writers take when writing across languages wherein Sepedi tends to reject the initial placement in favour of the final position. The consistency of Confidence's writing of the thesis statement in the introductory paragraph in the initial position was apparent in her post-intervention essays as illustrated below:

Excerpt 7

An ideal teacher would conduct a fun and interesting class, having organization and genuine comprehension of the subject material, and developing a need to accept and have a constructive relationship with all students. He/she acts as a guide to the students while not pushing them too much to motivate them and boosts their morale. He/she tries to encourage the students and refrains from criticizing them.

Excerpt 8

Morutiši wa go se be wa mmakgonthe ga beakanyi phaphoši ya gagwe ka tsela yeo e kgahlago barutwana ka baka la gore ga a na bokgone bja dithuto tšeo a di rutago. Gape seo se dira gore a palelwe ke go hlahla barutwana le go ba hlohloletša gore ba tšwelele dithutong tša bona bjale ka ge sa gagwe e le go ba nyenyefatša.

These excerpts show that Sepedi conversational logic does not place the main idea in the initial position which is the literacy tradition from Sepedi writing unlike in English writing.

According to scholars such as Motlhaka and Makalela (2016), Myhill, Jones and Wilson (2016) and Aryadoust and Liu (2015), this is part of the fund of knowledge that students with a Sepedi language background bring with them into academic writing which harmonizes identity construction and the completion of the meaning expressed. Confidence's writing behaviour across languages shows that explicit mediation of rhetorical conventions across languages is necessary to avoid disadvantaging students whose languages are not used in academic discourses. This would also minimise/ deal with any confusing and disaffirmation of identity positions of students with African language backgrounds concerning unexplained differences between language-specific conventions, while the introduction-body-conclusion format is encouraged in academic discourses. Thus, Sepedi mother tongue speakers tend to have a rhetorical coherence that is distant from the initial position which is reader-responsible language, whereas, English is a writer-responsible language that uses initial position placement of thesis in line with the strong emphasis on topic sentences throughout basic education at university. Awareness of these discourse conventions has made respondents to realise cross-linguistic ways of sense-making through translanguaging where there is an epistemological shift to valorise African cultural competence (Motlhaka & Makalela, 2016). The next theme deals with paragraph structure across languages.

4.4.1.3. Paragraph structure of both Sepedi and English essays

In this study, paragraph structure refers to the topic sentence that can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle) and logical supporting sentences that explain, illustrate or provide evidence for a single supporting assertion (topic sentence). In order to achieve the objective of establishing how L2 writers show coherence in their L1 and L2 essays, the researcher examined the paragraph structure of both essays bearing in mind that writing is a social artefact carried out in a social setting where what we write, how we

write and who we write to is shaped by social convention and social interaction (Abdollahzadeh & Behroozizad, 2015). In this study, the use of Sepedi and English in academic writing seeks to naturalize epistemic access and identity affirmation for multilingual speakers and a competence that needs space in contemporary classroom worldwide to create positive experiences in which multilinguals intermingle linguistic features (Sefotho & Makalela, 2017). In this instance, the use of L1 to develop ideas and produce text content and organisation, as well as for task management, is central to the cultural influence in L2 writing as L2 writers move fluidly between languages in the writing process. This cultural influence in L2 writing was apparent in Esther's pre-intervention essays where her writing behaviour across languages were not consistent due to the illogical and randomization of presentation of ideas in paragraphs which do not conform to an academic writing essay in the English version which is contrary to a Sepedi version as shown below:

Excerpt 9

> *An ideal student puts his heart and efforts on education*. *A student who devotes himself to the pursuit of knowledge and learning for himself. He/she manages the time when writing exams but not punctual to class. He loves his fellow students and takes part in all the collective activities provided he is given a leadership role. He is humble and obedient to those who treat him with respect.*

Excerpt 9 suggests that the topic sentence is clearly written at the beginning of the paragraph to outline the main idea that will be discussed in the paragraph without logical sequence of supporting sentences provided to support the topic sentence for instance, *a student who manages time when writing exam but not punctual to class and one who loves his fellow students and takes part in all the collective activities provided he is given a leadership role* do not support the topic sentence of the paragraph which says *an ideal student puts his hearts and efforts on education*. It

could therefore be concluded that *this student is not ideal by virtue of not being punctual to class* and also *not participating in collective activities with fellow students if not given a leadership role*. However, Esther's pre-intervention essay in Sepedi has topic sentences and logical sequence of supporting sentences as illustrated in one of the paragraphs below to demonstrate Esther's inconsistent writing behaviour across languages:

Excerpt 10

Ga a na le nako ge go etla mo dithutong le go dira mešomo ya sekolo

O tla sekolong ka morago ga nako ye telele le ka nako ye a ratang.

Go dira gore morutwana a dire dilo ka go hloka nako mo dithutong tša gagwe. A sa humane sebaka sa go bereka ka tlase ga kgatelelo. A thoma go se sa dira dilo tša maleba a bona sekolo se le boima mo go yena.

Excerpt 10 and 11 suggest that the inconsistency of writing across languages could be attributed to Esther's unawareness of the differences and similarities in Sepedi and English rhetorical structures that could have developed her multilingual writing competence across languages. It is also important to note that writing behaviour should not be characterised as lack of experience in writing in English but as her resistance and refusal to be colonised by the Western culture of writing. This writing behaviour suggests that Esther maintains control over her personal and cultural identity she is projecting in her writing by drawing upon a variety of linguistic, textual and cultural resources from Sepedi. This argument is supported by the analysis of Esther's post-intervention essays across languages which reveal that she was explicitly able to write logical sequence of supporting sentences to support topic sentences. This dispels a typical deficit perspective which sees L2 writers as developmentally weak and their texts as riddled with errors particularly when using their L1 to navigate L2 writing, but lets them construct themselves

textually by drawing upon a variety of linguistic, textual and cultural resources from L1 as observed in her writing behaviour in Excerpt 12 and 13 below:

Excerpt 12

An ideal teacher usually has undisputable command on his subjects.

He knows fully the contents of the subjects which he teaches. He is scholar who would constantly read and upgrade himself in the subjects. The tone of expression of an ideal teacher is not bad tempered, annoying and pessimistic, but pleasant.

Excerpt 13

Morutiši wa go se be wa mmakgonthe tsebe boteng bja thuto tšeo a dirutago.

Morutiši yo bjalo ke sebodu ebile o tšwafa go bala dipuku tše bohlokwa gore a fe barutwana kaonafalo ya tsebo. Gape morutiši wa go sebe wa mmakgonthe o felela barutwana pelo ge ba botšiša dipotšišo ka ge a hlolwa ke go di araba. Maitshwaro a mabjalo a swara thuto ya barutwana gampe.

In addition to the abovementioned writing behaviour across languages on the paragraph structure, Vusi's pre-and post-intervention writing behaviour was observed as follows:

Excerpt 14

They are knowledge hunters, pursue understanding with intense concentration or diligently. They are willing to put in the time in their work. They read, analyse and discuss with fellow students not considering others' views. They make up their own knowledge from what they have been taught. Failure frightens them but they understand that failure can be beneficial.

Excerpt 15

Ba phela ka go dira mašata ka diphaphošing letšatši le letšatši ke bona ba go tshwenya ba dira mašata le go thoma dintwa. Tša ka sekolong ga ba di nagane, ga ba diri mešomo ya sekolo. Sekolong goba diphaphošing ga ba rate go gata, ba tšwafa go dira selo seo se ka ba thuša gore le bona ba kgone goba le bokamoso bjo bo botse.

Excerpt 16

A good teacher has a very good personality, there is no second thought about it. Students always get attracted to teachers with good personality which leads to better communication, understanding and ultimately good results. Everyone can have a good, decent, likable and presentable personality. Just dress sensible well, smell good, and be a little gentle and kind. That's all.

Excerpt 17

Morutiši wa mohuta wo o rata barutwana ba itšeng go feta ba bangwe. Seo se hlola kgakanego go barutwana ba bangwe fao ba ka feleletšago ba felelwa ke maatla a go ithuta ka ge basa ratwe.

In excerpts 14,15,16,17 of the pre-intervention and post-intervention essays across languages on the structure of paragraph writing show the value of using two languages in writing which is attributed to Vusi's success of writing logical sequence of supporting sentences in his English post-intervention essay, which was not available in his English pre-intervention essay but well-structured in his pre-and post-intervention Sepedi essays. Vusi's success could be attributed to his ability to move between two languages and makes sense of his writing since they complement each other in developing writing where there is a meshing of codes (Canagarajah, 2015a; Motlhaka & Makalela, 2016). As illustrated in Esther and Vusi's pre and post-intervention writing behaviour across languages on the writing of paragraph structure, the two systems seemed

to merge as their writing behaviour shifted due to the commonality of text features which was reinforced when they repeatedly used the two languages in a dynamic and functionally integrated manner to generate ideas associated with a topic, and to develop strategies that facilitate their L2 writing development (Mgijima & Makalela, 2016). In this case, respondents were given a space to apply different dimensions of their experiences and linguistic knowledge into one coordinated to consciously engage and take ownership of their writing, resulting in deeper understanding and desirable outcomes of the writing process. This line of argument is supported by Madiba (2012) who observes that more benefits can be realised when L2 writers' different language repertoires are utilised in a manner that complements each other in the classroom instead of competing against each other. The use of dialogic pedagogy in this study during the sociocultural writing strategies workshop enhanced L2 writers' confidence in academic writing and yielded positive results where translanguaging enables them to leverage on their multi-competence as academic writers (Motlhaka & Makalela, 2016). This implies that multilingual students draw on their entire linguistic repertoires in social interaction when engaging with learning tasks in an additional language.

In a different line of argument, Confidence's writing behaviour across languages in her pre-intervention and post-intervention essays reflect her resistance in her writing which is manifested in her Sepedi way of writing in which there is an indirect pattern of development. This development of paragraphs may be said to be "turning and turning in a widening gyre" where the cycles of gyres turn around the subject and show it from a variety of tangential views, but the subject is never looked directly. Confidence's writing behaviour across languages in her pre-intervention and post-intervention essays was observed as follows:

Excerpt 18

An ideal student shows some interest in the module being taught and he/she is a good friend to books and is willing to work. The student has got a motto that keeps him/her going whenever he/she feels discouraged. One sticks to his/her right ideal, and aims. The motto to keep him/her going could be "Do not give up suffer now to live the rest of your life like a champion. Such an ideal student is hardworking student.

Excerpt 19

Morutwana yeo e sego wa kgonthe le ge a ka se ye mphatong a ka se se ke a ba le nako ya go botšiša bangwe barutwana bao ba bego bale gona tšatši leo mphatong gore ba mmontšhe mošomo wo ba o dirilego tatši leo, a ka seke a tshwenyega le ga tee. Ga go na le motho yoo tee yoo a dumago mošomo wa gagwe ka ba la gore ditiro tša gagwe ga di kgahliše ka ge a hloka maikemišetšo a dithuto tša gagwe.

Excerpt 20

An ideal teacher should be able to explain his subjects clearly to his students, his voice should be audible to the last bench in class. An ideal teacher should be knowledgeable in his teaching subjects. Every day, he should come prepared on the lesson which he has to teach in the class that day.

Excerpt 21

Morutiši wa go se be wa mmakgonthe ga se mohlala o mo botse go barutwana. Seo dirwa ke gore ga se morutiši yeo a ikgafago le go ithaopa ga a dira mošomo wa gagwe, maitshwaro a gagwe ga kgahliši, ga sware le go rata barutwana go swana seo dirwa ke gore ga a ikemišetše le go tšea maikarabelo a mošomo wa gagwe ka tsela ya maleba.

The writing behaviour of Confidence across languages as reflected in excerpt 18,19,20 and 21 is manifested in her Sepedi way of writing in which there is an indirect pattern of development

of which she resisted and refused to be colonised by Western culture of academic writing wherein the paragraph begins with a topic statement and then proceeds to develop that statement by example and illustrations. The analysis of Confidence's English pre-intervention essays showed that the topic sentence of the paragraph was placed in the final position "*Such an ideal student is hardworking student*", the same strategy was applied in the Sepedi essay where it was placed in the final position "*Ga go na le motho yoo tee yoo a dumago mošomo wa gagwe ka ba la gore ditiro tša gagwe ga di kgahliše ka ge a hloka maikemišetšo a dithuto tša gagwe."* as illustrated in excerpt 18 and 19. This analysis suggests that there are different rhetorical orientations and stances that the writers take when writing across languages wherein Sepedi tends to take a roundabout approach before introducing the topic sentence/main idea of the paragraph which may be regarded as beating around the bush. The same writing behaviour was also apparent in her post-intervention essays which is observed as follows "*Every day, he should come prepared on the lesson which he has to teach in the class that day" "...seo dirwa ke gore ga a ikemišetše le go tšea maikarabelo a mošomo wa gagwe ka tsela ya maleba*" as illustrated in excerpt 20 and 21.

Confidence's writing behaviour should not be perceived as obscurity to lack of experience in the thinking process, but it should be understood that indirect strategy of L2 writers with African language backgrounds are not the results of confusion, but of training and purpose they have been brought up to value as subtle or roundabout communication style as polite and sophisticated, which would strike an English reader as awkward and unnecessary indirect.

It is therefore worth-noting that academic writing classrooms have always been diverse, but this diversity has been largely ignored in favour of a more uniform approach. This means that teachers must finally acknowledge and appreciate the richness and variety of thinking, intelligences and writing practices L2 writers bring in their classrooms or their ignorance risks

being not only unfortunate, but discriminatory when they push students with African languages to step away from their L1 writing experiences. In other words, many characteristics of "*good*" writing that are perceived as universal true, are actually very much influenced by culture. In this sense, there would be little agreement over what constitutes proper academic discourse since every field has a different idea. Accordingly, writing has to be taught in the cultural context in which it occurs. Otherwise, answers to the "what" and "how" questions can be distorted, while the "why" question is simply ignored. Thus, teachers should reconsider what they may be missing, about the richness and complexity and insight when assessing culturally specific ways of thinking and writing bearing in mind that each language and each culture has a paragraph order unique to itself.

4.4.1.4. Conclusion paragraph writing

In this study, conclusion paragraph entails the writers' ability to keep in mind the overall idea and main idea of the topic by referring back to the information that they used to interest the reader in the introduction in both English and Sepedi essays. Analysis of Doctor's pre-intervention writing behaviour across languages was not consistent with the writing of the conclusion paragraph because his English essay does have a conclusion paragraph whereas his Sepedi essay has a conclusion paragraph which demonstrated Doctor's ability to summarize ideas discussed in the body as illustrated below:

Excerpt 22

> *Moithuti o bjalo, ga hlomphe ebile ga hlomphe le batswadi ba gagwe le batho ba bagolo go yena. Ga a na mafolofolo, o dula a retelwetše goba gohlomara. Ga a ngwale melekwana le meleko. O phela a se gona sekolong. Moithuti o bjalo, ga a na maikemišetšo, maitemogelo le maikarabelo ka bokamoso bja gagwe. Moithuti yeo ga a na boitshepo ebile ophelela batho ba bangwe goba go kgahla batho.*

However, Doctor's post-intervention writing behaviour across languages shifted because both his English and Sepedi essays have conclusion paragraphs, unlike his pre-intervention essays as shown below:

Excerpt 23

To be an effective teacher, he also should be a leader who can inspire his students to excel in their school work. In a classroom, students can be at different levels, so a teacher has to have patience and be very adaptable to employ individual teaching techniques with his students. Similarly, teachers must be able to get along or collaborate with colleagues, superiors and parents.

Excerpt 24

Go barutiši ba mohuta wo, barutwana b aka ithuta ka tsela e tee fela. Ba lebelela tšweletšo e tee fela ya gore ba fepe barutwana ka tsebo e sego gore barutwana ba ikhweletše tsebo go ba dikarabo ka bo bona.

Excerpt 23 and Excerpt 24 suggest that Doctor deepens his understanding of the English rhetorical patterns by using Sepedi of which he is more familiar with to express, create and interpret meanings; and establish and maintain social and interpersonal relationships in writing. It is through this social and cultural practices that L2 writers are socialized to act, communicate and 'be' in ways that are culturally appropriate to an academic discourse in which they participate as members, and through which identities are formed. In this case, Doctor and other three respondents in the experimental group were given the opportunity to negotiate constantly who they are, and how they can be/should be/would like to be in the language and culture they are learning as they understand their own 'situatedness' in their own language and culture, and the recognition of the

same in others. In the light of Canagarajah's cosmopolitan practice, post-intervention writing behaviour of respondents across languages illustrate clearly how L2 writers with Sepedi language background traverse from L1 to L2 writing by participating and understanding texts in multi-layered affiliations and contact zones. This conversation reflects the relative newness of the acceptance of sociocultural perspective in language use that varies according to contexts and recognizes L2 writers' multicompetence in order to address their academic writing challenges by advocating a shift away from the idea that academic writing is best learned and taught monolingually (Ortega & Carson 2010; Kobayashi & Rinnert 2013; Canagarajah 2015b; 2016). This implies that textual differences should be considered as strategic choices rather than unconscious errors in order to understand the resources multilinguals bring to their texts to navigate L2 writing.

4.5. Analysis of pre-intervention and post-intervention descriptive essays of individual students within control group

Analysis of four pre-intervention essays and four post-intervention descriptive essays of individual students to ascertain the consistence of their writing behaviour/patterns of L2 writers in both Sepedi and English without intervention as a way of acknowledging their identity, subjectivities and cultural voices in meaning-making. The following themes emerged after reading essays several times until the researcher reached saturation point:

4.5.1. Sentence patterns/structure

Mohau's cultural influence in L2 writing in relation to sentence patterns was observed in the third sentence in excerpt 1 below of the pre-intervention essay.

Excerpt 1

An ideal student works hard. He disciplined and obedient. But he does not attend class regularly and prepares for his class and abides by the rules. He also not friendly to every student because he prefers to interact with those who can help him.

The writing behaviour of Mohau illustrated above is manifested in her Sepedi way of thinking and writing in which there is long meaningful sentences which is contrary to Western culture which favours short sentences. This writing behavior across languages shows how Mohau resisted and refused to be colonised by Western culture of academic writing. The writing of long sentences across languages has been mostly observed in the pre-interventions and post-intervention essays of other respondents.

4.5.2. Placement of thesis statement in the introductory paragraph of both Sepedi and English essays

The analysis of Dimakatso's English pre-intervention essay showed that the thesis statement was placed in the initial position in the introductory paragraph which states that "*Everyone has his/her own definition of an ideal student, but the common thing is that an ideal student is a good student and highly performing student.* " and the thesis statement in the Sepedi essay was also placed in the initial position which states that "*Morutwana yeo e sego wa kgonthe o bonala ka ditiro tše mpe tšeo a sego a swanela ke go di dira*" This analysis suggests that Dimakatso is not aware of the rhetorical orientations and stances that are taken by writers across languages because Sepedi tends to reject the initial placement in favour of the final position which is an inductive writing style while English favours the initial, middle and final position which is deductive style of writing. This is reflected in her pre-intervention essays in the introductory paragraphs across languages as follows:

Excerpt 2

An ideal student is someone with many positive characteristics. Everyone has his/her own definition of an ideal student, but the common thing is that an ideal student is a good student and highly performing student.

Excerpt 3

Morutwana yeo e sego wa kgonthe o bonala ka ditiro tše mpe tšeo a sego a swanela ke go di dira. Mongwe le mongwe o na le tsela ya gagwe ya go hlalosa morutwana yo e sego wa kgonthe. Mara yeo re e tsebago ka bontšhi ke ya gore ke morutwana yoo a lapišago gape a tshwenyago.

Analysis of Dimakatso's post-intervention essays across languages shows that she was consistent with the placement of the thesis statement in the initial position of her Sepedi essay, but with no thesis statement in her English essay hence there is introductory paragraph as observed below:

Excerpt 4

Go na le ditsela tše ntšhi tšeo re kgonago go bona gore morutiši wa go swana le yoo, ga se wa mmakgonthe. Re ka bona ka polelo yeo a e šomišago go batho, e ka ba go bana goba batho ba bagolo.

From this analysis, I can deduce that Dimakatso brought her own personal histories, values assumptions and beliefs in her writing which facilitated her consistency in her writing behaviour across languages with the placement of thesis statement in the initial position which should not be regarded as a lack of writing experience, but a resistance and refusal of Western culture of writing. However, her writing behaviour across languages in post-intervention shows that she did not

adhere to the basic structure of an academic writing which requires an introduction, body and conclusion by not having an introductory paragraph in her English essay. This behaviour could also be attributed to her unawareness of the differences and similarities in Sepedi and English rhetorical structures that could have developed her multilingual writing competence.

4.5.3. Paragraph structure of both Sepedi and English essays

The analysis of Mohau's pre-intervention and post-intervention essays across languages shows consistency in her writing because her paragraphs have topic sentences without logical supporting sentences which are basic structures of an academic writing of Western and African culture as a way of logically presenting ideas, except the Sepedi pre-intervention essay which has a topic sentence with logical sequence of supporting ideas. This behaviour is illustrated in the excerpts below:

Excerpt 5

> *An ideal student works hard. He disciplined and obedient. But he does not attend class regularly and prepares for his class and abides by the rules. He also not friendly to every student because he prefers to interact with those who can help him.*

Excerpt 6

> *Ga a dire mošomo ka bothakga gobontšha bokgwari. O tla tla a se fetša mošomo wa gagwe, gomme a kgopela go kopa go bagwera. O nale matepe ga a na hlompho go batswadi le barutiši. O gwerana le bagwera ba go tšwa tseleng, o dira mešomo ya go se kgahle batswadi.*

Excerpt 7

> *A great teacher is not warm, accessible, enthusiastic and caring, approachable to students. This teacher does not realize that the expectations she has for her students greatly affect*

their achievement. A great teacher has his own love of learning. If this teacher is having a bad day, everyone knows because the teacher does not leave personal baggage outside the school doors.

Excerpt 8

Morutiši wa mohuta wo o rata barutwana ka go se lekane. Seo hlola gore barutwana ba bangwe ba se sa ithuta gabotse. Gape ga fe barutwana sebaka sa go araba dipotšišo goba go ba hlalosetša ge ba sa kwešiši.

Excerpts 6, 7 and 8 show that Mohau brought her own personal histories, values assumptions and beliefs in her writing which facilitated her consistency in her writing behaviour across languages with the topic sentences in the paragraphs without logical sequence of supporting sentences. However, her pre-intervention Sepedi essay has a topic sentence with logical sequence of supporting ideas which is incline to Western and African culture of logically presenting ideas in paragraphs.

4.5.4. Conclusion paragraph writing

Analysis of Johannes's pre-intervention and post-intervention essays shows that he was not consistent with the writing of the conclusion paragraph because his pre-intervention essays have conclusion paragraphs while his post-intervention essays do not have conclusion paragraphs. This behaviour suggests that Johannes should be given the opportunity to notice cultural similarities and differences in both languages to reshape personal meaning about his experiences in academic discourse. This result suggests that L2 writers should continuously develop self-awareness of themselves as writers to negotiate rhetorical patterns across languages.

4.6. Comparison of pre-intervention and post-intervention descriptive essays of the experimental and control groups across subjects

Comparison of sixteen essays of the experimental group and control group of four students per group to ascertain if there is any significant difference in their writing behaviour/patterns in both Sepedi and English in order to bridge the gap between institutional expectations and students' models and practices as they explore alternative ways of meaning making in academia. Through contrastive rhetoric, this comparative analysis across experimental and control group would identify practices or behaviours in essays written by L2 writers due to the influence of cultural and linguistic conventions of Sepedi without leaving who they are and what they have in making meaning in the classroom. Furthermore, the comparative analysis across experimental and control group as dynamic cultural contexts examine differences and similarities in essay writing across cultures and refocused on writing informed by emerged themes from the analysis such as placement of thesis statement, paragraph structure, conclusion paragraph writing and sentence structure.

Drawing from sociocultural perspective, respondents from the experimental group benefitted from the explicit mediation of rhetorical conventions across languages which was necessary to avoid disadvantaging students whose languages are not used in academic discourses. This mediation also minimized any confusing and disaffirmation of identity positions of L2 writers with African language backgrounds concerning unexplained differences between language-specific conventions given the fact that introduction-body-conclusion format is encouraged in academic discourses of both Western and African culture. For instance, the analysis of Confidence's English pre-intervention and post-intervention essays across languages on the placement of thesis statement showed that she placed it in the initial position in the English essays

and final position in the Sepedi essays. This analysis revealed that Confidence was aware of the different rhetorical orientations and stances that the writers take when writing across languages wherein Sepedi tends to reject the initial placement in favour of the final position.

However, the analysis of Dimakatso's pre-intervention and post-intervention essays from the control group in relation to the placement of the thesis statement shows that she placed thesis statement across languages in the initial place. This result suggests that Dimakatso manifested her own personal histories, values, assumptions and beliefs in her writing which facilitated her consistency in her writing behaviour across languages with the placement of thesis statement in the initial position which should not be regarded as a lack of writing experience, but as a valuable body of knowledge she brought in the classroom.

The use of two languages during the intervention was further found to be helpful on the writing of paragraph structure where the two systems seemed to merge as Esther's writing behaviour shifted due to the commonality of text features which was reinforced when she repeatedly used the two languages in a dynamic and functionally integrated manner to generate ideas associated with a topic, and to develop strategies that facilitate her L2 writing development. In this case, Esther draw from her pre-intervention essay in Sepedi which had a topic sentence with logical sequence of supporting sentences when writing her post-intervention essays in both English and Sepedi because she was able to construct her pre-intervention Sepedi essay but struggle with her English essay. This writing behaviour suggests that Esther maintains control over her personal and cultural identity she is projecting in her writing by drawing upon a variety of linguistic, textual and cultural resources from Sepedi. This dispels a typical deficit perspective which sees L2 writers as developmentally weak and their texts as riddled with errors particularly when using their L1 to navigate L2 writing.

Comparatively, the analysis of Mohau's pre-intervention and post-intervention essays across languages from the control group shows that she was consistent in her writing because her paragraphs have topic sentences without logical supporting sentences which are basic structures of an academic writing of Western and African culture as a way of logically presenting ideas, except the Sepedi pre-intervention essay which has a topic sentence with logical sequence of supporting ideas. This writing behavior across languages of not having logical sequence of supporting ideas was apparent with respondents from the control group in their pre-intervention and post-intervention essays. Therefore, this study calls for academic writing instruction in which a comfortable environment with unlimited possibilities for social interaction is created to build metalinguistic knowledge in a continuously dialogue in negotiating rhetorical patterns across languages.

In a different line of argument, Confidence's writing behaviour across languages in her pre-intervention and post-intervention essays from experimental group reflects her resistance in her writing which is manifested in her Sepedi way of writing in which there is an indirect pattern of development. This development of paragraphs may be said to be "*turning and turning in a widening gyre*" where the cycles of gyres turn around the subject and show it from a variety of tangential views, but the subject is never looked directly. The writing behaviour of Confidence across languages is manifested in her Sepedi way of writing in which there is an indirect pattern of development of which she resisted and refused to be colonized by Western culture of academic writing wherein the paragraph begins with a topic statement and then proceeds to develop that statement by example and illustrations. This analysis suggests that there are different rhetorical orientations and stances that the writers take when writing across languages wherein Sepedi tends to take a roundabout approach before introducing the topic sentence/main idea of the paragraph

which may be regarded as beating around the bush. Confidence's writing behaviour should not be perceived as obscurity to lack of experience in the thinking process, but it should be understood that indirect strategy of L2 writers with African language backgrounds are not the results of confusion, but of training and purpose they have been brought up to value as subtle or roundabout communication style as polite and sophisticated, which would strike an English reader as awkward and unnecessary indirect.

Analysis of Doctor's pre-intervention writing behaviour across languages from the experimental group was not consistent with the writing of the conclusion paragraph because his English essay does have a conclusion paragraph whereas his Sepedi essay has a conclusion paragraph which demonstrated Doctor's ability to summarize ideas discussed in the body. This behavior suggests that Doctor deepens his understanding of the English rhetorical patterns by using Sepedi of which he is more familiar with to express, create and interpret meanings; and establish and maintain social and interpersonal relationships in writing in both of his post-intervention essays. On the contrary, the analysis of Johannes's pre-intervention and post-intervention essays from control group shows that he was not consistent with the writing of the conclusion paragraph because his pre-intervention essays have conclusion paragraphs while his post-intervention essays do not have conclusion paragraphs. This behaviour suggests that Johannes should be given the opportunity to notice cultural similarities and differences in both languages to reshape personal meaning about his experiences in academic discourse. This result suggests that L2 writers should continuously develop self-awareness of themselves as writers to negotiate rhetorical patterns across languages.

The cultural influence in L2 writing was apparent in Confidence's writing behaviour across languages in her pre-intervention and post-intervention essays which do not conform to Western

culture of sentence structure characterized by shortness and use of flowery words, manifested in her Sepedi way of writing in which there is long meaningful sentences. This writing behavior across languages shows how Confidence resisted and refused to be colonized by Western culture of academic writing. This behavior of resisting Western culture on sentence pattern was apparent in the essays of most of the respondents across experimental and control group where they resisted and refused to be colonized by the Western culture on how they should express themselves in writing. This resistance is informed by L2 writers with African language backgrounds' desire for self-expression to demonstrate their creativity in writing and to use figurative language which is very important in a Sepedi academic writing as way of hooking the reader's interest. This would give students an avenue to let their agencies (voices) heard and allow them to bring the personal, i.e. their intellectual stance, and their identity in relation to academic writing. Thus, it is important to understand how and what an individual learns, the individual himself/herself and his/her social and cultural or historical aspects have to be considered.

In short, respondents from the experimental group were given a space to apply different dimensions of their experiences and linguistic knowledge to consciously engage and take ownership of their writing, resulting in deeper understanding and desirable outcomes of the writing process. The use of dialogic pedagogy in this study during the sociocultural writing strategies workshop enhanced L2 writers' confidence in academic writing and yielded positive results that would not have been possible in traditional academic teaching approaches where translanguaging enabled them to leverage on their multi-competence as academic writers.

4.7. Semi-Structured interviews on participant generated essays.

Only four respondents were selected to participate in the experimental group and interviewed through semi-structured interviews in order to find out if the sociocultural writing

strategies workshop has changed their writing behaviour. The objective of using semi-structured interviews was to understand the respondents' point of view rather than making generalisations about their writing behaviour as they traverse from L1 to L2 writing as they reflect on their essays written in both English and Sepedi. Essays were written three weeks after the workshop to avoid carry-over effect. They were used to assess the effectiveness of intervention through mediation based on socio-cultural perspective wherein meanings behind an action were revealed as the respondents were able to speak for themselves as a way of confirming what is already known but also providing the opportunity for learning.

Post-treatment interviews lasted for fifteen to thirty minutes per respondent. Since the data was qualitative in nature, the researcher used inductive analysis to analyse it after transcription by presenting the findings in categories in the interest of creating a grounded understanding of the phenomenon. The respondents shared their own views and experiences regarding the effectiveness of intervention through mediation based on socio-cultural perspective that was introduced to them before writing the second essays in both Sepedi and English. Their views are expressed in addition to their actual performance in the second essays after the intervention. In this regard, the researcher created abstract categories, including the core categories in the process of data analysis. The following themes emerged from semi-structured interviews in assessing the effectiveness of intervention through mediation based on socio-cultural perspective:

4.7.1. Improved thesis statement

Respondents did not have a clue on how to go about writing the thesis statement before the intervention. After the intervention, they showed improvement on thesis statement writing. The use of L1 enabled respondents to better understand the topic and facilitated the discussion of the topic of the essay in pairs where they thought about what they should write about not only language

use in the artefact-mediated strategies for planning before they write. This improvement was also achieved through the use of Ubuntu mediated strategy which advocates knowledge as experimentally and socially based wherein students reflect and share their experiences of writing in both languages (Brook-Utne, 2016). In this instance, respondents were able to formulate specific and concrete thesis statement in both L1 and L2. This practice helped them to understand that a thesis statement determines the clear and simple linear orientation of writing in English and make them aware of the similarities and differences in both L1 and L2 writing. It also facilitated a transition; L2 writers are required to make when entering the academic discourse community (a peculiar and socially constructed convention in itself) where they need to learn how to operate successfully in an academic conversation (Han & Hyland, 2015. The following views were expressed by respondents regarding their understanding and improvement of thesis statement writing:

Excerpt 1

> *In the beginning I was still struggling on how to write thesis statement and how to write paragraphs. The workshop helped me on how to write a thesis statement and structure paragraph appropriately through the use of Sepedi to better understand the topic, brainstorm ideas and draft notes in Sepedi which is the language I understand better*.

Excerpt 2

> *The impact of the workshop on me was great because I now I know that I should place thesis statement at the beginning of the paragraph in English writing while in Sepedi writing, it is usually placed at the end of the paragraph.*

Excerpt 1 and 2 suggest that respondents were struggling to write a thesis statement and academic structure of paragraph across languages before the sociocultural intervention and attest

that they have benefited from the intervention which eventually raised their awareness of cross-cultural contrastive rhetoric and facilitating their academic writing in the target language (Simeon, 2016; Motlhaka & Makalela, 2016). Given the above statements by the respondents in this study, it is clear that L2 writers' Sepedi proficiency facilitated their English writing to scrutinize the topic and dissect it carefully so that they can work out exactly what it is they are asked to do in pairs. This result corroborates with quantitative results illustrated in table 5 which shows high level of multilingualism among respondents in academic writing process with a mean of 3.50 and standard deviation of 1.197 in which respondents prefer to discuss their ideas orally in both English and Sepedi with other students or teacher to improve their L2 writing. This helped them to identify the linguistic structures that would facilitate the transfer of their ideas into the L2 writing for effective discussion on the topic through their use of both languages as they analyse the essay topic in both languages. Much like Freire's (2005) assertion that dialogue makes room for disagreement, questioning, and critique and invites the consideration of new perspectives in academic discourse in which L2 writers are given a cultural voice capable of speaking in one's own terms as they respond to writing tasks and constructing text by considering their past writing experiences (as cited in Motlhaka & Makalela, 2016). The subsequent theme deals with the respondents' improved paragraph writing.

4.7.2. Improved paragraph writing

Before the intervention respondents were struggling to write topic, supporting and concluding sentences to construct a good academic paragraph. Then, respondents' use of rule-mediated and community-strategies reinforced through scaffolding facilitated their transition as they compare and discuss how to write effective unified supporting paragraphs in both Sepedi and English in shaping their knowledge and skills in L2 writing in order to develop themselves into

competent writers and community members of the academic discourse. In other words, respondents were encouraged to think about introducing the main idea of each paragraph, supporting the main idea with adequate details, and connecting the ideas together in a unified paragraph (using cohesive techniques such as repeated key words, rephrased key ideas, pronouns and determiners for reference, and transition expression). The following views were expressed by respondents regarding their improved paragraph writing in both languages:

Excerpt 3

> *Honestly speaking, in the first essays I did not have a clue of what was required. However, the workshop helped me a lot with writing the topic sentence, supporting sentences and concluding sentence in both languages because we were encouraged to introduce the main idea of each paragraph, supporting the main idea with adequate details, and connecting the ideas together in a unified paragraph in both languages.*

Excerpt 4

> *By having this workshop about writing the essay, artefact-mediated and role-mediated strategy helped me to consciously understand the positioning of the topic, supporting and concluding sentence in the paragraph in L2 writing unlike before where I was used to be very wordy.*

Excerpt 3 and 4 suggest that respondents before the intervention did not know their cultural backgrounds influence their organisation of writing; what they choose to use as evidence in supporting their main ideas; how they express their main ideas; and how they write in English (Guo, Crossley & McNamara, 2013; Yu & Lee, 2014, Doyle, 2015). Given the empirical data above, the respondents appear to have improved on paragraph writing after the intervention. Role-mediated strategy helps respondents to consciously recognize distinctions between L1 and L2

rhetorical structure of their essays, and identify the different components of the rhetorical structure and to promote an awareness of rhetorical conventions in both languages (e.g. topic organization, linear development, and writing conventions). Furthermore, respondents were advised to self-evaluate their strategy use and peer evaluation for cohesive and coherent essay writing and the level of generality in L1 and L2 writing through the use of community-mediated and Ubuntu strategy where "one language is incomplete without the other" (Makalela, 2015:190). This perspective ignites and attempts to restore the true worth of the essential principles behind African ways of thinking and encourages critical thinking, pride in embracing their linguistic repertoires in Sepedi to facilitate effective learning. Various studies show how writers' cultural backgrounds influence their organisation of writing; what they choose to use as evidence in supporting their main ideas; how they express their main ideas; and how they write in the target language (Motlhaka & Makalela, 2016; Yu & Lee, 2014; Ha, 2016, Crossley, Kyle & McNamara, 2016). These studies also show how different rhetorical preferences are reflected in textual organisation in different languages. The next theme addresses the respondents' improvement on overall essay writing and organization.

4.7.3. Improved overall essay writing and organization

The participants showed some improvements on their overall essay writing after the intervention. The results of this study concur with Cumminsian transfer hypothesis which have shown that L1 academic skills can be a determinant of success in L2 writing. Cumminsian transfer hypothesis was tested by Woodall (2002) who examined the extent of L1 use to plan and write in L2. He then found that when L1 knowledge is employed to plan for writing in L2, text quality increases; and students' levels of proficiency are inversely linked to the frequency, duration, and purpose of L1 use. In addition, Friedlander (1990) also tested the hypothesis and found that L1 use

in planning ESL writing has a positive impact on the L2 writing quality of adult students. The benefits were found when L1 was used to develop metacognitive awareness by writing a text in L1, analysing the style of writing, strengths and weaknesses in the L1 composition, and then writing the text in L2. He concluded that when students perceive similarities in composing in L1 and L2, they write with more confidence and sophistication. Thus, in this study through rule-mediated and Ubuntu mediated strategies, L2 writers use their entire language repertoire to break down barriers and to combat social exclusion to negotiate a new academic discourse and the role of the knowledge of textual conventions, expectations and formulaic expressions in academic discourse community. Building upon dialogic pedagogy and socialisation models, L2 writers constructively interacted with their peers construct themselves socially in multiple ways such as word choices that express values and beliefs about the topics they address as they traverse from L1 to L2 writing (Motlhaka & Makalela, 2016). These are their views regarding their improvement after the intervention:

Excerpt 5

> *For me the workshop helped me to improve my writing skills. The first essays were intimidating, hectic! I did not understand what and how to write. After the workshop, everything was explained to us how to write the essay, and in the process we identified the similarities and differences of the rhetorical conventions of both languages. At the beginning I did not have a plan to write an essay, but now I have an idea how it is done using Sepedi to generate ideas given my insufficient English proficiency."*

Excerpt 6

> *Ah! No no no…it was great in the sense that before that thing, the workshop showed me all the mistakes I usually commit when I write essays. So, through the training, I mean*

workshop I learned to see the mistakes I usually commit such as not structuring my paragraph with clear topic sentence with detailed evidence. Such workshops are something great. The workshop helped me to improve my writing.

The statements by respondents above confirm that there has been quite some improvement on their overall essay writing and organization after the intervention. Students also note differences in the writing patterns in English and in their native languages, i.e., rhetorically different ways of writing valued in different academic communities as they write the first draft in Sepedi and final draft in English. From this perspective, Ubuntu mediated strategies rehumanize culture by demonstrating lived experiences of L2 writers through awareness, empathy, humility and connection as a way of acknowledging that Western culture has much to learn from African culture as we expect them to learn from us. Excerpt 5 and 6 show that without explicit mediation of rhetorical conventions across languages, students from languages that are not used in academic discourse are likely to be disadvantaged. Accordingly, the experience with transgraphic tasks enhanced metalinguistic awareness and specifically facilitated awareness to develop voices in both L1 and L2 systems (Motlhaka & Makalela, 2016). The next and last theme focuses on respondents gaining confidence on their essay writing after the intervention.

4.7.4. Gained confidence on L2 essay writing

The participants were of the view that the intervention helped them to gain confidence on their essay writing as they felt that they learned a lot from the intervention. The use of sociocultural writing strategies raised respondents' awareness of the mediation resources in L2 writing by using multiple resources at their disposal in order to become better writers by drawing from their Sepedi and English repertoires. Drawing from African value system of Ubuntu, the researcher created multilingual spaces which recognize alternation of languages that foster the right of every student

to use any language (s) they are familiar with as a way of teaching them how write which improves their L2 writing confidence (Garcia & Hesson, 2015; Makalela, 2015a). Therefore, when students identify similarities and differences in composing in Sepedi and English, they write with more confidence and sophistication. These are some of their views:

Excerpt 7

> *In the first essay I enjoyed writing the essay in Sepedi, but when it came to English…eish, it was difficult. After the workshop on how to write an essay, I am more confident now to write in English. Overall, the workshop was good. It helped me to improve on the mistakes of the first essays.*

Excerpt 8

> *I was ok in the first essay writing in Sepedi, but I had challenges in the English essay. I struggled to fix the mistakes I committed. The workshop taught me important stuff about writing an essay such placement of thesis statement and paragraph writing which I think lead to good quality writing. Now I am confident to write in English. It has helped me to develop the love of writing essays.*

Excerpt 9

> *After learning that I can use Sepedi to brainstorm ideas and plan my essay, I feel confident than before when I was shy to discuss the essay topic with classmates in Sepedi because I felt that they will undermine me.*

The views by respondents above affirm that the intervention assisted them to gain confidence on their ability to write essays with confidence particularly, when they use Sepedi to brainstorm ideas and plan their essays. The results of this study ignite and restore the L2 writers' confidence on the true worth of the essential principles behind African ways of thinking and

encourage critical thinking, pride in embracing their linguistic repertoires in Sepedi in facilitating L2 writing. This result corroborates with the respondents' level of multilingualism as shown on Table 5 where prefer to share and discuss their ideas orally in both English and Sepedi with other students or teacher to improve their L2 writing. One such positive impact has been found in using L1 literacy and academic skills to develop L2 writing skills as way of legitimising L2 writers' multi-competent minds rather than artificially compartmentalising two languages during the interactional session of the workshop (Motlhaka & Makalela, 2016; Mukhopadhyay, 2015). A common belief is that L2 proficiency is a primary determinant of success in acquiring L2 academic skills such as writing skills. In this chapter (4), the empirical data affirms that effectiveness of intervention through mediation based on socio-cultural perspective may involve improved paragraph writing, thesis statement; and overall essay writing and organization as well as gaining of confidence on essay writing by the respondents to ascertain whether the respondents benefited from the intervention regarding their L2 academic essay writing.

4.8. Conclusion

The questionnaire was analysed separately using descriptive statistics and then means were compared to establish the most and least common realizations/behaviours on multilingualism outside and in the academic writing process and the aggregated mean and standard deviation were used to determine the degree of multilingualism on a scale of 1-5. The aggregated mean found in and out of school were compared through an independent t-test to determine the degree of difference realized between in and out of class multilingual practices. Main issues raised by respondents through open-ended questions were analysed which aim to assess L2 writers' socio-cultural awareness of rhetorical patterns in both Sepedi and English regarding their similarities and differences. Sixteen pre-intervention and post-intervention essays across languages across

experimental and control group within subjects were analysed and compared to ascertain how respondents sustain or change their writing behaviour in English and Sepedi. Focus group and semi-structured interviews were transcribed and themes emerging from them were presented. In the subsequent chapter, the focus will be on the summary of the main findings in the study, significance of the findings and the contribution of the study, recommendations from the study, the limitations of the study, further research and conclusion, and overall reflection on the research.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to assess the influence of L1 in L2 writing and to examine the rhetorical patterns of both Sepedi and English writing in order to develop the academic writing skills of first-year university students at the University of Venda, Thohoyandou campus. This chapter reports on the summary of the main findings in the study, significance of the findings and the contribution of the study to the body of knowledge in this field of study, recommendations from the study, the limitations of the study, further research and conclusion. This study has focused on sociocultural writing strategies that effectively improve first-year students' academic writing. It aimed at proposing sociocultural writing strategies to effectively improve academic writing skills of first-year university students at the aforesaid university campus. The study was driven by the following main research questions:

- What are the practices of L2 writers with Sepedi language and cultural background?
- How effective is cultural mediation in L2 writing among L2 writers with Sepedi language and cultural background?

5.2. Summary of the main findings in the study

The main findings on each research objective are followings:

5.2.1. Objective 1: Assess the influence of L1 in L2 writing in first-year students' descriptive essays.

The findings on assessing the influence of L1 in L2 writing in first-year students' descriptive essays as presented and discussed in chapter 4 was triggered by the research question

that seeks to determine influence of Sepedi language in English writing and how do Sepedi and English writing conventions influence each other. This research was explored at two levels, namely positive influence of L1 to L2 writing and L1 and L2 proficiency in L2 writing. The salient findings are summarized as follows:

5.2.1.1. Positive influence of L1 to L2 writing

The findings on the positive influence of L1 to L2 writing were triggered by the research question which seeks to determine the influence of Sepedi language in English writing as a way mediating L2 writers' transition from L1 to L2 writing and better their writing. This research question was explored through focus group interviews on participant-generated essays. The findings showed that Sepedi had a positive effect in students' writing of English essays as they adopted the same strategies they used to write Sepedi essay to English essay because they believe that the use of Sepedi as a resource and scaffolding device helps them to make plans and notes which lead to good quality of their essays as they comprehensively traverse from Sepedi writing to English writing. Literature on the benefit of using L1 in L2 writing share a common understanding and assumptions with findings of this study that L1 use is positively related to L2 text quality for goal setting, generating ideas and structuring of the essay (Canagarajah 2015b; 2016; Kobayashi & Rinnert 2013; Motlhaka & Makalela, 2016; Ortega & Carson 2010; Wang, 2003; Wolferberger, 2003; Woodall, 2002). This study has further shown and affirmed the rationale for creating space for L2 writers to use two different languages in their essays to lessen the impact of cultural barriers by raising students' awareness of cross-cultural contrastive rhetoric and facilitating their academic writing in the target language.

5.2.1.2. L1 and L2 Proficiency in L2 Writing

This study shows that less proficient L2 writers with little writing experience were found to spend most of their time formulating their ideas into L2 expressions and used their L1 much more often to compensate for linguistic problems while higher proficiency writers wrote more fluently with less compensatory problem-solving, but tended to use their L1 to control the writing process, particularly to conceptualize tasks, plan ideas, and evaluate texts. The findings in this study are testimony that L1 and L2 proficiency levels are critical to the academic essay writing success of first year students due to lack of sufficient vocabulary from either the L1 to L2 or L2 to L1 which appeared to be the bone of contention in this study as L2 writers switched languages to aid their comprehension of another language.

This study found that writers resort to searching for words and lexical phrases not only as a way of compensating for their lack of access to relevant linguistic L2 knowledge, but also as a strategy to manage the complex ideational and discourse-related problems encountered while formulating texts. For this reason, this result of this study values students' cultures and background to write in their first language by affording them a positive schooling experience to write well in a second language once they developed proficiency in it as they shuttle between languages and modalities in their learning (Canagarajah, 2011; Makalela, 2015; Velasco & García, 2014). This implies that the first language has the potential to be a productive affordance for students who are negotiating L2 writing tasks in the mainstream classroom and offers them a unique pathway toward authorship.

5.2.2. Objective 2: Examine the rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays.

5.2.2.1. Rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays

The findings on examining the rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays were provided by the answers on the research question (what are the practices of L2 writers with Sepedi language and cultural background?), which asked about the way in which Sepedi writing is similar or different in writing in English and what constitute a good paragraph writing in both Sepedi and English essay. The findings identified the sub-categories of the above theme as follows:

5.2.2.1.1. Placement of the thesis statement in English and Sepedi essays in the introduction and conclusion paragraph

The findings revealed that the majority of the respondents preferred to state their main ideas in all positions in the introduction when writing in Sepedi. From these findings, it could therefore be deduced that Sepedi mother tongue speakers tend to have a rhetorical coherence that is distant from the initial position, which is reader-responsible language, unlike English, which is a writer-responsible language that uses initial position placement of thesis (Motlhaka & Makalela, 2016). This observation suggests that there are different rhetorical orientations and stance that the writers take when writing in English as compared to writing in Sepedi. In this case, the use of a translingual writing approach revealed these salient features for multilingual writers, which could not be revealed when monolingual writing practices are the rule. However, it is important to acknowledge that different cultural conventions are involved in academic writing which may be perceived to be illogical to a reader anticipating a different culturally-constrained demonstration of logic. These findings also show that without explicit mediation of rhetorical conventions across languages, students from languages that are not used in academic discourses are likely be

disadvantaged when unexplained differences between language-specific conventions are not addressed to avoid any confusion and disaffirmation of identity positions of students with African language backgrounds (Motlhaka & Makalela, 2016).

5.2.2.1.2. Paragraph structure of both Sepedi and English essays

The empirical findings in this study suggest that topic sentence and logical supporting sentences in paragraph writing are important elements to be considered when writing a coherent academic essay in both Sepedi and English. The results also reveal that majority of respondents were not given enough exercises to practice paragraph writing from high school either than the theory which does not help them in the actual writing since they struggle to conceptualize that in the essays writing. Cultural awareness across languages during intervention helped students to compare rhetorical styles across cultures and that the interactive learning environment was effective in improving L2 writers' academic writing in structuring their paragraphs with topic sentences with logical sequence of supporting sentences. This study acknowledges and appreciates linguistic, cultural, attitudinal, and academic experiences L2 writers with Sepedi language background bring in adjusting to a different academic environment.

5.2.2.1.3. Logical connectors both Sepedi and English essays

The results of this study showed that there was a mismatch between Sepedi and English discourse conventions. The majority of the respondents were not aware of the language-specific differences until they were exposed to writing in both Sepedi and English. This observation explains in part why Sepedi students have challenges making connections between ideas since they were not aware of the significance of the words such as *however, in conclusion* and *on the contrary* before enrolling at a university. The findings further revealed that L2 writers are not experienced in English writing nor are they aware of the differences between Sepedi and English writing.

Therefore, this study acknowledges and appreciates rhetorical differences between English and Sepedi whereby English requires explicit and high levels of sequencing, while Sepedi is a candidate for reader-responsible languages where a circular flow of information is preferred by its speakers (Motlhaka & Makalela, 2016). Despite the apparent differences, there are considerable similarities of usage with *and*, *but* and *because* among the frequently used devices of both Sepedi and English essays with strikingly different frequencies. Given the differences and similarities in the use of logical connectors, transgraphic procedures through sociocultural intervention were used as a mediating technique to help L2 writers move strategically between different rhetorical conventions in their academic writing stages where textual differences are considered as strategic choices rather than unconscious errors of understanding the resources multilinguals bring to their texts (Motlhaka & Makalela, 2016). This helped L2 writers to consciously and critically appropriate existing meanings or the genesis of new personal meanings (Egglezou, 2016). This means that there is a need for the acculturation of students and empowerment of instructors with the explicit awareness of the cross-linguistic and cultural differences in writing. This argument is informed by the assumption that Sepedi does not have tight connections between various parts of the paragraph—something that requires a high cognitive level of reason to draw inferences and make connections external to the text as compared to English, which requires explicit and high levels of sequencing.

5.2.3. Objective 3: Assess the effectiveness of intervention through mediation based on socio-cultural perspective.

5.2.3.1. Rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays

The findings on assessing the effectiveness of intervention through mediation based on sociocultural perspectives in examining the rhetorical patterns of both Sepedi language and English in L2 first-year students' descriptive essays were provided by the answers on the research question (to what extent do students use sociocultural writing strategies to conceptualize shared and collaborative acts on inquiry as they traverse from L1 to L2 writing?), which asked about how did the workshop help them improve their writing particularly, the writing of an introductory paragraph with a clear thesis statement and academic structure of paragraph writing, and how did the workshop affect their confidence in L2 essay writing. The findings identified the sub-categories of the above theme as follows:

5.2.3.1.1. Comparison of respondents' writing behaviour of pre-intervention with post-intervention across languages within the experimental group

5.2.3.1.1.1. Placement of thesis statement in the introductory paragraph of both Sepedi and English essays

The results showed that Sepedi conversational logic does not place the main idea in the initial position, which is the literacy tradition from Sepedi writing unlike in English writing; which is the fund of knowledge that students with a Sepedi language background bring with them into academic writing to harmonize their identity construction and the completion of the meaning expressed in the texts (Motlhaka & Makalela, 2016; Myhill, Jones & Wilson, 2016; Aryadoust & Liu, 2015). This writing behaviour across languages shows that explicit mediation of rhetorical conventions across languages during the intervention was necessary to avoid disadvantaging students whose languages are not used in academic discourses. The study also found that through

sociocultural intervention, the awareness of these discourse conventions made L2 writers to realise cross-linguistic ways of sense-making through translanguaging where there is an epistemological shift to valorise African cultural competence (Motlhaka & Makalela, 2016).

This finding was confirmed by the semi-structured interviews on participant-generated essays through the use of *Ubuntu* mediated strategy, which advocates knowledge as experimentally and socially based wherein students reflected and shared their experiences of writing in both languages (Brook-Utne, 2016). In this instance, L2 writers were able to formulate specific and concrete thesis statement in both L1 and L2 in order to understand that a thesis statement determines the clear and simple linear orientation of writing in English and make them aware of the similarities and differences in both L1 and L2 writing. These findings attest that L2 writers have benefited from the intervention which eventually raised their awareness of cross-cultural contrastive rhetoric and facilitated their academic writing in the target language since they were given a cultural voice capable of speaking in one's own terms as they construct text by considering their past writing experiences. This study affirmed that the intervention assisted L2 writers to gain confidence on their ability to write essays particularly, when they use Sepedi to brainstorm ideas and plan their essays.

5.2.3.1.1.2. Paragraph structure of both Sepedi and English essays

The results revealed that the use of Sepedi and English in academic writing created positive experiences in which multilinguals intermingle linguistic features to naturalize epistemic access and identity affirmation to develop ideas and produce text content and organisation. In this instance, L2 writers were able to write topic sentences with logical sequence of supporting sentences across languages. It could therefore be deduced that L2 writers maintain control over their personal and cultural identity by drawing upon a variety of linguistic, textual and cultural

resources from Sepedi. This finding dispels a typical deficit perspective which sees L2 writers as developmentally weak and their texts as riddled with errors particularly when using their L1 to navigate L2 writing. The use of dialogic pedagogy in this study during the sociocultural writing strategies workshop enhanced L2 writers' confidence in academic writing and yielded positive results that would not have been possible in traditional academic teaching approaches. This finding implies that translanguaging enables L2 writers to leverage on their multi-competence as academic writers (Motlhaka & Makalela, 2016). This finding was affirmed by the semi-structured interviews in which majority of respondents appear to have improved on paragraph writing after the intervention due to role-mediated, rule-mediated and community-strategies reinforced through scaffolding to facilitate their transition as they compare and discuss how to write effective unified supporting paragraphs in both Sepedi and English in shaping their knowledge and skills in L2 writing in order to develop themselves into competent writers and community members of the academic discourse. The results of this study ignited and restored the L2 writers' confidence on the true worth of the essential principles behind African ways of thinking to encourage critical thinking, pride in embracing their linguistic repertoires in Sepedi in facilitating L2 writing.

5.2.3.1.1.3. Conclusion paragraph writing

This study found that post-intervention writing behaviour of L2 writers across languages illustrate clearly how they traverse from L1 to L2 writing by participating and understanding texts in multi-layered affiliations and contact zones to demonstrate their ability to summarize ideas discussed in the body in conclusion paragraphs. Building upon dialogic pedagogy and socialisation models, L2 writers constructively interacted with their peers to construct themselves socially in multiple ways such as word choices that express values and beliefs about the topics they address as they traverse from L1 to L2 writing. This conversation reflected the relative newness of the

acceptance of sociocultural perspective in language use that varies according to contexts and recognizes L2 writers' multicompetence to address their academic writing challenges by advocating a shift away from the idea that academic writing is best learned and taught monolingually. From this perspective, Ubuntu mediated strategies rehumanized culture by demonstrating lived experiences of L2 writers through awareness, empathy, humility and connection as a way of acknowledging that Western culture has much to learn from African culture as we expect them to learn from us. This study also found that when L2 writers identified similarities and differences in composing in Sepedi and English, they wrote with more confidence and sophistication.

5.3. Significance of the findings and the contribution of the study

It was worthwhile to undertake this study because it has shed light and provided insight on sociocultural writing strategies which legitimize L2 writers' multi-competent minds in order understand the resources multilinguals bring to their texts. Therefore, this study has contributed in addressing the research problem by considering textual differences as strategic choices rather unconscious errors in order to deepen teachers understanding that L2 writers strategically mediate their writing with multitude of resources to find meaning of writing and gradually develop themselves into better writers. This implies that the experience with transgraphic tasks enhanced metalinguistic awareness and provide opportunities for L2 writers to reflect on their rhetorical conventions in L1 and L2 writing in terms of paragraph organisation and gaining confidence in organising both their L1 and L2 essays, and understanding the role of L1 in L2 writing. The results affirm that translanguaging enables access to deeper understanding and affirmation of identity positions of L2 writers' multi-competent minds in texts rather than artificially compartmentalising two languages. Furthermore, the findings encourage teachers to model effective dialogue when

giving and receiving feedback on writing in order to show how L2 writers can ask questions, talk about their intentions and identify parts that they feel are strong or weak in conversation with peers as they intermingle languages. It may also enable English (FAL) lecturers, university administrators, policy makers and curriculum designers to make informed decisions, through greater understanding of how to improve students' academic writing through the use of a socio-culturally based intervention programme toward what constitutes successful literacy practice in higher education and help students to negotiate power, authority and identity within the landscape of universities. In addition, this study may also contribute to the knowledge needed to prepare students to meet the high expectations of academic writing in higher education, and could lead to efficient preparation of lecturers at the undergraduate level to have a greater understanding of the instructional factors and academic interventions that contribute to the development of strong writing skills for L2 writers.

5.4. Recommendations from the study

The results of this study revealed that translanguaging enables L2 writers to leverage on their multi-competence as academic writers by strategically mediate their writing and raise their consciousness about their discursive resources in writing processes across languages. Therefore, this study recommends that teachers should create a learning environment which allows L2 writers to use two different languages in their essays to lessen the impact of cultural barriers by raising students' awareness of cross-cultural contrastive rhetoric and facilitating their academic writing in the target language. In this situation, L2 writers would adopt the same strategies they used to write Sepedi essay to English essay because they believe that the use of Sepedi as a resource and scaffolding device helps them to develop ideas and make plans which lead to good quality of their essays as they comprehensively traverse from Sepedi writing to English writing. For this reason,

this study values students' cultures and background to write in their first language by affording them a positive schooling experience to write well in a second language once they developed proficiency in it as they shuttle between languages and modalities in their learning.

A second recommendation calls for the use of a translingual writing approach for explicit mediation of rhetorical conventions across languages to ensure that students from languages that are not used in academic discourses are not disadvantaged when unexplained differences between language-specific conventions are not addressed. This means that there is a need for acculturation of students and empowerment of instructors with explicit awareness of cross-linguistic and cultural differences in writing in order to avoid confusion and disaffirmation of identity positions of students with African language backgrounds.

Finally, this recommends that teachers should use sociocultural writing strategies to advocate knowledge as experimentally and socially based wherein students reflected and shared their experiences of writing in both languages. This will ignite L2 writers' awareness of the academic discourse conventions of cross-linguistic ways of sense-making through translanguaging where there is an epistemological shift to valorise African cultural competence. These findings attest that L2 writers have benefited from the intervention which eventually raised their awareness of cross-cultural contrastive rhetoric and facilitated their academic writing in the target language since they were given a cultural voice capable of speaking in one's own terms as they construct text by considering their past writing experiences. This study also affirmed that the intervention assisted L2 writers to gain confidence on their ability to write essays across languages particularly, when they use Sepedi to brainstorm ideas and plan their L2 essays.

5.5. The limitations of the study and implications of future research

One of the limitations of this study is the fact that the results of this study need to be interpreted within its inherent limitation of small sample of the experimental and control group of four respondents each. In this case, the researcher analysed and interpreted pre-intervention and post-intervention essays of the respondents within the experimental and control group in order to ascertain the effectiveness of the sociocultural writing strategies workshop. The decision was also informed by the researcher's observation during the focus group participant-generated essays wherein all respondents participating in the post-intervention indicated that they were not given enough exercises to practice paragraph writing from high school either than the theory which does not help them in the actual writing since they struggle to conceptualize that in the essays despite knowing that coherent paragraph should have a topic sentence, logical supporting sentences and concluding sentence. However, the findings attest that L2 writers have benefited from the intervention which eventually raised their awareness of cross-cultural contrastive rhetoric and facilitated their academic writing in the target language since they were given a cultural voice capable of speaking in one's own terms as they construct text by considering their past writing experiences. These results affirmed that the intervention assisted L2 writers to gain confidence on their ability to write essays across languages particularly, when they use Sepedi to brainstorm ideas and plan their L2 essays. However, there is a need for further empirical studies on English and African languages to examine the texts focusing on rhetorical and cultural differences based on African languages as reader-responsible languages while Germanic languages like English as writer-responsible languages. These future empirical studies may be comparative studies at more than two higher institutions of learning in order to compare the writing behaviour across languages

of students from different institutions and to ascertain the writing experiences of these students within the translanguaging framework.

5.6. Conclusion

This study aimed at investigating rhetorical practices of L2 writers with Sepedi language background and assess the effectiveness of the sociocultural intervention in making an awareness of the differences and similarities in Sepedi and English rhetorical organizations to assist L2 writers to become more proficient in their English writing. The results of this study revealed that translanguaging enables L2 writers to leverage on their multi-competence as academic writers by strategically mediate their writing and raise their consciousness about their discursive resources in writing processes across languages to better their academic writing (Motlhaka & Makalela, 2016; Egglezou, 2016). This means that L2 writers use the same strategies they used to write Sepedi essay to English essay as a resource and scaffolding device which help them to develop ideas and make plans as they comprehensively traverse from Sepedi writing to English writing. This study finds that the use of a translingual writing approach for explicit mediation of rhetorical conventions across languages and unexplained differences between language-specific conventions helps L2 writers whose languages are not used in an academic discourse not to be disadvantaged. In other words, translingual writing approach acculturates students and empowers teachers with explicit awareness of cross-linguistic and cultural differences in writing in order to avoid confusion and disaffirmation of identity positions of students with African language backgrounds. Therefore, teachers encouraged to use sociocultural writing strategies to advocate knowledge as experimentally and socially based wherein students reflected and shared their experiences of writing in both languages. This study also affirmed that the intervention assisted L2 writers to gain

confidence on their ability to write essays across languages particularly, when they use Sepedi to brainstorm ideas and plan their L2 essays.

From the findings, this study agrees with *A Geopolitics of Academic Writing* by Canagarajah which pointed out that, in this age of globalization, we need to be able to accommodate and respect people who are moving between different cultural and rhetorical traditions. This means that we need to be sensitive to rhetorical traditions and practices in different linguistic and ethnic communities, particularly, African students who bring with them culturally rhetoric conventions which could be combined with other rhetorical norms to form innovative and effective texts with an understanding of how writing styles change and develop. Therefore, the findings of this study agree with the call made by John Swales suggesting that it is time "to reflect soberly on Anglophone gate-keeping practices" who is supported by scholars such as Ammon who called for a new culture of communication which respects the non-native speakers. Finally, this calls for a shared understanding of rhetoric practices across languages wherein African discourse practices are generally accepted despite being inductive, indirect and circular. In other words, writing teachers need to understand that different cultures produce different styles of argument in the divergent historical and philosophical past of African and Western people, rather than flawed thinking in order to make universities more accepting of the richness of cultural diversity. This involves academic cultural norms and their unknowing subversion by those from a different background.

5.7. Overall reflection on the research

My journey of writing and conducting this study has been exciting, challenging, and most of all very informative and fulfilling. I was very excited to be offered the opportunity to expand my research experience in the graduate program through this research by Professor Makalela, who

whole-heartedly supported my decision to perform this research. I must admit that it was not an easy task to conduct this study. Rather than utilizing theoretical or descriptive studies, my goal was to access as many qualitative and empirical studies as possible to analyse the prevailing primary research in this field. Although, finding the primary studies that address my research questions in an African context was a major challenge, I was able to find numerous studies that addressed various aspects of my research questions mostly from Asian context.

This study offers me advantageous and rich knowledge for my future practice as aspiring researcher in teaching academic writing through a sociocultural perspective inclined to translanguaging model in South Africa in addressing L2 writers' academic writing challenges which are addressed monolingually. Furthermore, this research helps me to be sensitive to rhetorical traditions and practices in different linguistic and ethnic communities, particularly, African students who bring with them culturally rhetoric conventions which could be combined with other rhetorical norms to form innovative and effective texts with an understanding of how writing styles change and develop; for this process I will also be learning a great deal from my students. Rather than simply being the transmitter of knowledge, I would become the developer of knowledge.

Finally, the knowledge that I have gained from this study will also enable me to champion the teaching of academic writing through translanguaging model in South Africa and Africa as a whole through research since it is at its infancy stage despite immense contribution in this field made by Professor Makalela. Therefore, conducting this study was a wonderful, innovative and inspiring experience.

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APPENDICES

Appendix 1: Ethics Clearance No 2014ECE018D granted by Wits School of Education

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

28 November 2014

Student Number: 782045
ProtocolNumber:2014ECED

Dear Hlaviso Motlhaka

Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

Crossing boundaries in L2 writing development: A study of first-year academic writing students at the institution of higher education

The committee recently met and I am pleased to inform you that **clearance was granted**. However, there were a few small issues which the committee would appreciate you attending to before embarking on your research.
The following comments were made:

- Please note: it's the Faculty of Humanities not Humanity (must be plural not singular).
- The language in the letters needs to be fixed.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.
The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.
All the best with your research

project. Yours sincerely,

MMaseka

Wits School of Education

011 717-3416

Cc Supervisor: Prof L Makalela

Appendix 2: Letter to the University of Venda

The Director

The Directorate of Research and Innovation,
University of Venda, University of Road,
Thohoyandou, 0950

Dear Sir,

My name is Hlaviso Albert Motlhaka. I am a PhD candidate in the Faculty of Humanities at the University of the Witwatersrand.

I am doing research on Crossing Boundaries in L2 Writing Development: A Study of first-year Academic Writing Students at the Institution of Higher Education.

My research involves 84 first-year students between the age of 18 to 30 registered for ECS 1541 module (English Communication Skills) who will be asked to fill in the questionnaires and sixteen students will be asked to be part of the focus group to write a descriptive essay and to be interviewed during the mediation-based socio-cultural intervention from the University of Venda.

The study was prompted by my initial impression on how first year L2 students performed at your institution with regard to academic writing which has the potential of affecting their overall performance. The study aims to contribute to the possibility of both developmental and transfer factors of organizational patterns in the written academic discourse of L2 writers.

I am inviting your university to participate in this research which aims to develop L2 writers' academic writing.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,



Hlaviso Albert Motlhaka

Appendix 3: Permission Letter granted by the University of Venda

Research and Innovation
Office of the Director

12 May 2016
Mr. HA Motlhaka
University of the Witwatersrand
Faculty of Humanities
Private Bag 3 Wits
2050

Dear Mr. Motlhaka

Permission to conduct Research at the University of Venda

The Directorate of Research and Innovation has hereby granted you permission to conduct research at the University of Venda

Project titled: "Crossing Boundaries in L2 Writing Development: A Study of first-year academic Writing Students"

The conditions are that all the data pertaining to University of Venda will be treated in accordance with Ethical principles and that will be shared with the University. In addition consent should be sought by you as a researcher from participants. Attached is our policy on ethic.

Thank you

Prof. G.E Ekosse

Director Research and Innovation

Cc: Prof JE Crafford (DVC Academic)

PRIVATE BAG X5050, THOHOYANDOU, 0950. LIMPOPO PROVINCE. SOUTH AFRICA
TELEPHONE 015 962 8313 / 8504. FAA 015 962 9060
Email:research@unlven.ac.za

Appendix 4: Letter for recruitment student participants

16 May 2016

Dear Student

My name is Hlaviso Albert Motlhaka and I am a PhD candidate in the Faculty of Humanities at the University of the Witwatersrand.

I am doing research on Crossing Boundaries in L2 Writing Development: A Study of first-year Academic Writing Students at the Institution of Higher Education.

My investigation involves the workshop for academic writing for thirty minutes, submitting an essay for discussion during the mediation-based socio-cultural intervention stage, filling of a questionnaire for ten minutes and an interview session for thirty minutes where you will be recorded with your permission during your convenient time at a convenient room on campus requested in advance. English will be used as a primary language for conducting this research due to the diversity of language participants bring forth/with them.

I was wondering whether you would not mind to participate in this research which aims to develop first-year students' academic writing where you will be requested to fill in the questionnaire, attend a workshop on academic writing and participate in a focus group interview session.

Remember, this is not a test. It is not for marks and it is voluntary, which means that you do not have to do it. Also, if you decide halfway through that you prefer to stop, this is completely your choice and will not affect you negatively in any way.

I will not be using your name, but I will make one up so no one can identify you. The confidentiality of all the information you provide cannot be ensured, but every effort shall be taken to keep it confidential in all my writing about the study. Also, all collected information will be stored safely and destroyed between 3-5 years after I have completed my project.

I look forward to working with you!

Please feel free to contact me if you have any questions.

Thank you



Hlaviso Albert Motlhaka

051-962-8185/078-196-4459

Appendix 5: Consent form for students

Please fill in the reply slip below if you agree to participate in my study titled: Crossing Boundaries in L2 Writing Development: A Study of first-year Academic Writing Students at the Institution of Higher Education.

My name is: _____

Permission for questionnaire

I agree to fill in the question and answer sheet or write a test for this study. YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and I do not have to answer all the questions asked. YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to review my essay **Circle one**

I agree that the essay can be used for this study only. YES/NO

Informed Consent

I understand that:

- My information will be kept confidential and safe and that my name and the name of my university will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

Appendix 6: Survey questionnaire for students

PRE-TEST QUESTIONNAIRE

The aim of this questionnaire is to elicit information regarding use of languages. There is no right or wrong answer. I value your honest responses. Your name will not be disclosed and all answers given will be treated with anonymity and will be used solely for the purpose of this study.

SECTION A: BIOGRAPHICAL INFORMATION	
Male	
Female	
Please tick an appropriate column for your age	
18-29 years	
30-39 years	
40-49 years	
50 years and above	

Please tick any language you speak/know	
Xitsonga	
Afrikaans	
Sesotho	
Setswana	
IsiZulu	
IsiXhosa	
IsiNdebele	
SiSwati	
Tshivenda	
Sepedi	

For each statement in Section B please tick one of the boxes which best correspond with your best opinion on a scale of 1 to 5 as indicated below:

1-Strongly disagree

2-Disagree

3-Neutral

4-Agree

5-Strongly agree

	ITEMS	1	2	3	4	5
SECTION B						

SUB-SECTION A: CONTEXT USE OF LANGUAGES						
1	I speak in a language other than English and Sepedi at home					
2	I speak in a language other than English and Sepedi with friends					
3	I speak in a language other than English and Sepedi in a church					
4	I speak in a language other than English and Sepedi at a shopping mall					
5	I speak in a language other than English and Sepedi in a park					
6	I speak in a language other than English and Sepedi at school					
7	I speak in a language other than English and Sepedi at party or wedding event					
SUB-SECTION B: IN CLASS						
8	I organize my ideas on paper in Sepedi when given an English writing task					
9	I draft notes in Sepedi and write in English					
10	I use a bilingual dictionary of Sepedi and English when completing an English writing task					
11	I share ideas orally in both English and Sepedi with other students or teacher to improve my L2 writing					
12	I discuss ideas orally in both English and Sepedi with other students or teacher to improve my L2 writing					
13	I use a language other than Sepedi or English when I text my friends					
14	I used a language other than Sepedi with my friends on social media for example, Facebook, Twitter, Was, Instagram,					

SECTION C

15. In which way is writing in Sepedi similar to writing in English?
Briefly explain…….....…….....
……
……..

16. In which way is writing in Sepedi different to writing in English?
Briefly explain ....
……..
……..

17. Do you find it helpful to discuss your English writing topic in Sepedi with other students? Briefly explain..... .....
……..

18. Would you find it useful to be given a guide in paragraph writing using Sepedi? Briefly explain…….
……..
……..

Appendix 7: Focus group interview schedule

Main/Central Question	Guiding Questions	Interview Questions

▪ What are the practices of L2 writers with Sepedi language and cultural background?	▪ What is the good structure of an academic essay?	▪ What are important features to consider when writing an introduction of your essay in both Sepedi and English and why? Briefly explain. ▪ What constitute a good paragraph writing in both Sepedi and English essay as part of the body and why? Briefly explain. ▪ In which way is writing in Sepedi similar or different to writing in English? Briefly explain.

Appendix 8: Sociocultural writing strategies workshop

Day One: Artifact-mediated strategies: Plan before you write

Respondents were taught to strategically employ the English language and Sepedi language to assist with their writing. They were encouraged to use their Sepedi proficiency to facilitate their English writing where they brainstorm ideas and draft notes in Sepedi. Respondents were given a topic on "Some people prefer to work in groups on projects, while other people prefer to work alone. What are the advantages of each, and which do you prefer? Use details and examples to support your response" for descriptive essay. Firstly, they were taught how to *scrutinize the topic* and *dissect it carefully* so that they can work out exactly what it is they are being asked to do. In this case, respondents in small groups of two members each were encouraged to brainstorm in either Sepedi or English and write discussion notes in any of these languages for latter discussion through the medium of English. The use of L1 enabled respondents to better understand the topic and facilitated and mediated the discussion on the topic of the essay. Furthermore, the use of L1 helps respondents to identify the linguistic structures that would facilitate the transfer of their ideas into the L2 and for effective discussion on the topic through their use of both languages. Artifact-mediated strategies through the use of L1 in scrutinizing and brainstorming the topic helped participants to discuss ideas deeply, and abled them to think about not only language use during writing rather than thinking about what they should write about.

Writing exercise: Plan before you write

Essay Topic

Some people prefer to work in groups on projects, while other people prefer to work alone. What are the advantages of each, and which do you prefer? Use details and examples to support your response.

Instruction

Determine the overall organisation of your response which include an introduction, supporting paragraphs about the advantages of working in groups and the advantages of working alone on projects (with examples showing the advantages), and a conclusion.

Below is a possible response on the topic with two advantages of working in groups and two advantages of working individually, and examples are provided.

INTRODUCTION: advantages of working individually and in groups

SUPPORTING PARAGRAPH 1: <u>advantages of working in groups</u>

(advantages): opportunity to learn from others

less work for individual members

(example): group project in history (four people, some know things others do not, one quarter of the work for each one)

SUPPORTING PARAGRAPH 2: <u>advantages of working individually</u>

(advantages): previous success in working this way

enjoyment of doing work when and how I want

(example): individual project in history (working alone, doing work my way, getting a good grade)

CONCLUSION: better for me to work individually

The importance of artifact-mediated strategies in L2 writing has been discussed by various researchers. In the present study, through L1 mediated learning goals were set to examine the rhetorical patterns in both Sepedi and English in order to determine the potential difficulties L2 writers experience during the composing process. The problem-solving activity was used to focus on two major components: the rhetorical practices (audience, topic, assignment), and the writer's own goals (involving the reader's persona, the construction of meaning, and the production of the formal text). The purpose was on students' strategic knowledge and the ability to transform information to meet rhetorically constrained purposes. For example, in the descriptive essay writing the goal was to formulate specific and concrete thesis statement in both L1 and L2. This would help students to understand that a thesis statement determines the clear and simple linear orientation of writing in English and make them aware of the similarities and differences in both L1 and L2 writing. Using L1 enabled students to better understand the texts and the writer's intention. It also facilitated transition students are required to make when entering the academic discourse community (a peculiar, socially constructed convention in itself), where students need to learn how to operate successfully in an academic conversation.

Day Two: Rule-mediated Strategies- Writing Introduction

Rule-mediated strategies were introduced to respondents for sociocultural writing purpose in introduction writing in explaining to respondents how are they going to discuss the topic and how are they going to organize the discussion through the use of both languages. In other words, respondents' self-constructed rules mediated minimal use of L1 to maximize the amount of L2 learning to negotiate a new academic discourse and the role of the knowledge of textual conventions, expectations, and formulaic expressions in academic discourse community. The

following chart outlines the key information participants should remember about writing an introduction through the use of rule-mediated strategies:

WRITING THE INTRODUCTION	
INTEREST	You should begin your introduction with information that will interest the reader in your topic.
TOPIC	You should state the topic directly in the middle of the introduction.
ORGANIZATION	You should end the introduction with a statement that shows the organization of the discussion of the topic.

The following example shows one possible introduction to an essay on this topic:

INTRODUCTION

The educational system where I have been a student for the last 16 years is a system that places a high value on individual achievement and little value on group achievement. Having been a rather successful student in this educational for the better part of my life, I am well aware of the advantages of working individually on projects. However, I can only imagine the advantages of working on projects in groups.

In the first part of the introduction, the writer provides background information that he or she has been a successful student in an educational system that is based on a lot of individual work, to interest the reader in the topic. By the end of the introduction, the reader also understands that the writer intends to discuss the advantages of individual work, based on personal experience, and then to discuss the advantages of working in groups from her or his imagination. At this stage, modelling of new strategies was done to supplement strategies students already use when attempting similar tasks. Students also commented on their essays focusing on cohesive devices and some basic writing skills (e.g. topic sentences and the three-paragraph structure of an essay) that they had learned.

Day Three: Community-mediated Strategies- Writing Unified Supporting Paragraphs

The researcher through community-mediated strategies guides respondents in applying the strategies during different stages of writing unified supporting paragraphs on topic "Some people prefer to work in groups on projects, while other people prefer to work alone. What are the advantages of each, and which do you prefer? Use details and examples to support your response" and explores the possibility of using a combination of strategies and orchestrating them to fulfil the task successfully. Then, respondents' use of strategies is reinforced through scaffolding to facilitate their transition as they compare and discuss how to write effective unified supporting paragraphs in both Sepedi languages and English in shaping their knowledge and skills in L2 writing in order to develop themselves into competent writers and community members of the academic discourse. In other words, respondents encouraged to think about introducing the main idea of each paragraph, supporting the main idea with adequate details, and connecting the ideas together in a unified paragraph (using cohesive techniques such as repeated key words, rephrased key ideas, pronouns and determiners for reference, and transition expression). Participants were advised to self-evaluate their strategy use and peer evaluation was encouraged for cohesive and coherent essay writing and the level of generality in L1 and L2 writing. At this stage, extensive feedback is provided by both the researcher and students on common writing challenges and gains (strengths) on the writing experiences in both languages. The following chart outlines the key information to remember about writing unified supporting paragraphs:

WRITING UNIFIED SUPPORTING PARAGRAPHS	
ORGANIZATION	Each supporting paragraph should include a sentence with the main idea of the paragraph and several sentences with supporting ideas.

COHESION	To make a supporting paragraph cohesive, you should use a variety of techniques, such as repeated and rephrased key ideas, pronouns and determiners, and transition expressions.

The following example shows supporting paragraph that is based on the notes of the advantages of working in groups through community-mediated strategies:

SUPPORTING PARAGRPH 1: advantages of working in groups (advantages): opportunity to learn from others : less work for individual members (example): group project in history (four people, some know things others do not, one quarter of the work for each one)
*The first point I would like to make is that there are strong advantages to working in groups. One **benefit** of this method of getting things done is that the members of the **group** can learn from each other. Something else that is good is that the work can be divided among the members of the group. If, **for example**, four people have to work in a group to get a 20-page paper done for history class, the paper can get done quickly. The reason for **this** is that different members of the group know different things and each group member has to write only 5 pages.*

The first supporting paragraph is about advantages of working in groups, and the rest of the sentences are details about this topic. The techniques that have been used to make the paragraph cohesive. The word *benefit* is a rephrasing of the key idea *advantages*, the word *group* is an example of a repeated key word, the phrase *for example* is a transition expression, and the word *this* is a pronoun that refers back to the idea *the paper can get done quickly*.

The following example shows supporting paragraph that is based on the notes of the advantages of working individually through community-mediated strategies:

SUPPORTING PARAGRPH 2: <u>advantages of working individually</u> (advantages): previous success in working this way : enjoyment of doing work when and how I want (example): individual project in history (me working alone, doing work my way, getting good grade)
Though there are strong advantages to working in groups, there are some even more compelling advantages for me to work by ***myself****. I have had a lot of success working* ***alone****, and* ***this*** *is because I enjoy working by myself, working when I want, and getting things done the way that I want.* ***Thus****, if I had to write that 20-page history paper, I would rather do it myself, even though I would have to write all 20 pages, because I could do it the way that I want.*

The second supporting paragraph in the essay is about advantages of working individually, and the rest of the sentences are details about this topic. The word *myself* is an example of a repeated key word, the word *alone* is a rephrasing of the key idea *by myself*, the word *this* is a pronoun that refers back to the idea *I have had a lot of success*, and the word *Thus* is a transition expression.

Day Four: Role-mediated Strategies-Writing the Conclusion

Through role-mediated strategies, the researcher guides respondents on how to switch roles between writer and reader when writing the conclusion of the essay. For instance, other group members given the task of writing the conclusion of the essay keeping in mind the overall idea and main idea of the topic by referring back to the information that they used to interest the reader in

the introduction. The role of the readers in the writing of the conclusion is to check if writers have summarized the main points of the discussion and to ensure that ideas in the conclusion are clearly related to the ideas in the introduction. Furthermore, the readers check if the outcome or results of the discussion are indicated in the conclusion. Playing different roles as a strategy in conclusion facilitates the peer feedback activities in which respondents as writers of the essay elicit comments from the readers, explanation and clarification. Thus, this strategy helps respondents to consciously recognize distinctions between L1 and L2 rhetorical structure of their essays, and identify the different components of the rhetorical structure and to promote an awareness of rhetorical conventions in both languages (e.g. topic organization, linear development, and writing conventions).

The following chart outlines the key information that participants should remember about writing a conclusion.

WRITING THE CONCLUSION	
OVERALL IDEA	You should make sure that your *overall idea* is very clear.
MAIN POINTS	You should summarize the *main points* that you used to arrive at this overall idea
INTEREST	You should refer back to the information that you used to *interest* the reader in the introduction.

CONCLUSION

I have worked individually throughout my education, and I have been successful working in this way because this style of work is a good match with my personality. I can imagine that, for some people, the cooperative benefits that come from working in groups might be a good thing. However, I prefer to continue with a style of work that has made me successful up to now. I hope that the success that I have had up to now by working in this way will continue to make me successful in the future.

The following example shows a possible conclusion to an essay on this topic.

Essay Topic

Some people prefer to work in groups on projects, while other people prefer to work alone. What are the advantages of each, and which do you prefer? Use details and examples to support your response.

Here the writer refers back to the personal information that was mentioned in the introduction, saying *I have worked individually throughout my education, and I have been successful working this way*…. The writer also briefly summarizes the advantages of each style of work by mentioning that working individually *is a good match with my personality* and that working in groups has *cooperative benefits*. Finally, the writer clearly states a preference for working individually because of the success that this style of work has brought *up to now*.

Then, in each session, depending on the usefulness and the importance of the strategies to each stage of the writing process, a combination of these strategies were introduced by the researcher and practiced in class for the experimental group. Respondents' writing practices in class were all in groups, and while they were working in groups, the researcher wandered around the class and, besides helping students with their language problems when they arose, he monitored respondents, ascertaining that they used the strategies when needed. The use of sociocultural

writing strategies raised respondents' awareness of the mediation resources in L2 writing by using multiple resources at their disposal in order to become better writers by drawing from their L1 and L2 repertoire.

Day Five: Ubuntu Mediated Strategy

This strategy offers respondents opportunities to reflect and share their experiences of infusing previous four sociocultural writing strategies in writing in small groups before beginning with individual writing after three weeks of carry-over effect. Ubuntu mediated strategy advocates knowledge as experimentally and socially based which means sharing, togetherness and a feeling of familyhood (Brook-Utne, 2016). It gives students opportunities to relate their own lives, activities and concerns to English and Sepedi language writing where they work together and learn from each other to conceptualize ideas, appropriate critiquing, confidence building, increase motivation, error correction and increase enjoyment of writing. It highlights key elements of Ubuntu, understood as *motho ke motho ka batho* (in Sotho languages). In English, it means "a human being is a human being because of other human beings". In essence, participation in this manner becomes essential for student development with regard to L2 writing due to what fellow students have to offer in terms of experiences, knowledge and ideas to their own growth. Through Ubuntu mediated strategy, learning takes place in both Sepedi and English wherein students use their entire language repertoire to break down barriers and to combat social exclusion. It moves students beyond simple dualistic thinking, deepen their understanding of an issue, and help them to recognize the range of perspectives inherent in complex topics to develop a piece of good paragraph on a given topic. Drawing from African value system of Ubuntu, the researcher created multilingual spaces which recognize alternation of languages that foster the right of every student to use any language (s) there are familiar with as a way of teaching them how write (Garcia &

Hesson, 2015; Makalela, 2015a). In this case, students generate individual ideas on the topic and later compare and contrast their understanding to improve their own writing by critically evaluating the writing of their peers through compassion, reciprocity, dignity, harmony and humanity contributed to the achievement of common goal. This strategy validates interdependence and communicative resources where "one language is incomplete without the other" (Makalela, 2015b, 190) in which respondents from the experimental group share their experiences of how sociocultural writing strategies would help them improve their academic writing before beginning with individual writing as they traverse from Sepedi to English writing. The reflective narrative through Ubuntu mediated strategy focuses on the following among others:

- Analysis of essay question in any language
- Brainstorming and outlining ideas in both languages
- Asking for help with unfamiliar vocabulary in both languages
- Planning and writing the first draft in Sepedi and final draft in English

These procedures resonate with the Ubuntu philosophy in which care for others and cooperation are valued in stressing the concepts of equality and responsibility to restructure and appropriate learning and teaching in developing students' writing skills in both Sepedi and English. Students' critical reflection through Ubuntu mediated strategy ignites and attempts to restore the true worth of the essential principles behind African ways of thinking and encourages critical thinking, pride in embracing their linguistic repertoires in Sepedi in facilitating effective learning. This approach calls for an African philosophy of education which is meaningful to address academic writing challenges experienced by first-year students as it assesses the influence of L1 in L2 writing in first-year students' descriptive essays. Ubuntu mediated strategy legitimizes and values African languages in academic writing to facilitate students' cognition which leads to

success academic writing in different languages as well as leverages cultural competence of multilingual students to use different languages and practices through translanguaging as well as translingual strategies. It tries to reconstruct African culture to fit and facilitate modern learning in an African setting. From this perspective, it also strives to rehumanize culture by demonstrating lived experiences of L2 writers through awareness, empathy, humility and connection as a way of acknowledging that Western culture has much to learn from African culture as we expect them to learn from us.

After practicing writing descriptive essay in small groups, respondents were also required to write descriptive essays individually both in Sepedi and English which served as the post-test of the study with a length limit of 1½ to two pages. All these essays were examined in terms of content, organization, task fulfilment and form to be compared later on within and between groups.

Appendix 9: Individual interview schedule

Main/Central Question	Guiding Questions	Interview Question
▪ How do Sepedi and English writing conventions influence each other?	▪ How does Sepedi language influence L2 writers' way of writing in English?	▪ How does Sepedi actually help you to understand the topic as way of facilitating your L2 writing? ▪ Do you find it helpful to discuss your English writing topic in Sepedi with other students? Briefly explain. ▪ Would you find it useful to be given a guide in paragraph writing using Sepedi? Briefly explain. ▪ To what extend does Sepedi influence your L2 writing skills? ▪ How does Sepedi and English complement each to enhance the overall quality of your essay?
▪ How effective is intervention through mediation?	▪ To what extend do students use sociocultural writing strategies conceptualize shared and collaborative acts of inquiry as they traverse from LI and to L2 writing?	▪ How did the workshop help you improve your L2 writing particularly the writing of an introductory paragraph with a clear thesis statement? ▪ Can you briefly explain as to how did the workshop help you to improve your paragraph writing? ▪ Can you briefly explain as to how the workshop contributed to your overall essay writing and organization? ▪ How does your overall L2 essay writing improvement through sociocultural writing strategies workshop affect your confidence in L2 essay writing? Briefly explain.

Appendix 10: Editing Letter
16 May, 2018

To whom it may concern,

This is to confirm that I did proofread and edit HLAVISO ALBERT MOTLHAKA's PhD Thesis whose title is: ***CROSS BOUNDERIES IN L2 WRITING DEVELOPMENT: A STUDY OF FIRST-YEAR ACADEMIC WRITING STUDENTS.***

His Thesis read fairly well. Text errors attended to included but were not limited to concordance, sentence construction, repetitions, as well as discourse markers.

Should you require any clarification, my contact details follow below:

Cell: 0784803023 or 0607589535

Email: 68ngwenya@gmail.com

Or: ngwenyachris@webmail.co.za

Sincerely,

Ngwenya Christopher (PhD).