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An exploration of ESL- English as a Second Language students' experiences of academic writing in the discipline of Psychology

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APPENDICES

APPENDIX A: Interview Schedules A and B for ESL students' focus groups and academics' semi-structured individual interviews

INTERVIEW SCHEDULE A **ESL STUDENTS** Questions that explore the students experiences of academic writing	**INTERVIEW SCHEDULE B** **ACADEMICS** Questions that explore the academics expectations of students' academic writing
1) What is your understanding of academic writing at university?	1) How would you explain academic writing in higher education?
2) a) What has your experience of academic writing been like at university? b) What do you think is expected in academic writing?	2) a) What are your expectations of students' academic writing? b) How do you go about making those expectations clear to the students? c) In your experience, how have students responded to your academic writing expectations?
3) a) How do you go about doing your academic writing? b) What difficulties do you face? c) How do you deal with these difficulties? d) What do you find easy to do?	3) a) What have you found to be the most common student errors in academic writing? Literature on academic writing suggests that ESL students display a range of ESL errors in their writing. b) In your experience what are some of the most common ESL errors?
4) What kind of knowledge do you need for good academic writing?	4) What kind of knowledge do you think students need to be good academic writers?
5) What kind of skills do you need for good academic writing?	5) What kind of skills do you think students need to be good academic writers?
6) What do you consider to be good academic writing?	6) What do you consider to be good academic writing?
7) What do you consider to be weak academic writing?	7) What do you consider to be weak academic writing?
ADDITIONAL QUESTIONS: follow-up and comments	**ADDITIONAL QUESTIONS: follow-up and comments**
a) In your experience, what has been useful support for your academic writing? b) What else do you think the university can do to help you write academically?	a) How would you say the Academic Development Program in Psychology has helped ESL students to improve their academic writing? b) What ideas do you have for improving students' academic writing at university?

APPENDIX B:

Ethical Clearance Certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
Division of the Deputy Registrar (Academic and Research)

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R 14/49 Kajee

CLEARANCE CERTIFICATE PROTOCOL NUMBER H040502

PROJECT TITLE An exploration of ESL - English as a second language - students' experiences of academic writing in the discipline of Psychology.

INVESTIGATORS Ms A Kajee

SCHOOL/DEPARTMENT Human & Community Development/Psychology

DATE CONSIDERED 20040526

DECISION OF COMMITTEE* Approved unconditionally

This ethical clearance is valid for 2 years and may be renewed upon application

DATE 04.06.11 CHAIRPERSON _____
(Professor MC Penn)

* Guidelines for written "informed consent" attached where applicable

cc Supervisor: Professor R Osman

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **one copy** returned to the Secretary, Room 100015, 10th floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorised to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure, as approved, I/we undertake to submit a revised protocol to the Committee.

I/we agree to submit a yearly progress report.

This ethical clearance will expire on

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

APPENDIX C:
UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT
PSYCHOLOGY

SUBJECT INFORMATION SHEET FOR ENGLISH SECOND LANGUAGE (ESL) STUDENTS

ESL students' experiences of acdemic writing in Psychology

I am Anisa Kajee, a researcher in the department of Psychology. The reason for this letter is to ask you as an ESL student to participate in my research project.

In the present state of education, university in particular, writing is an important part of learning. However, when entering university students are generally new to their fields and to the material they are asked to write about. As such, university students are reported to find it difficult to write within different disciplines. I wish to look at your experiences of academic writing in Psychology so that the writing skills you think are necessary to write effectively can be identified. I will also investigate what the academics expect of your academic writing. In this way, the research hopes to illustrate what the necessary tools are to improve ESL students' academic writing.

If you agree to participate in this research, you are asked to come to a first meeting of no longer than 30 minutes:
Date: _____ Time: _____ Venue: _____
where you will be placed into focus groups in which you will discuss your experiences of academic writing in Psychology. You will be given the time and venue of your focus group in the first meeting. The focus group session will last for approximately one to one- and- a half hours.

Participation in this research is voluntary. I request your consent to record the focus groups word for word by means of an audio-tape and long hand notes. These will be destroyed at the end of the research. You may request that tape recording be halted at any point in the focus group session. You may also withdraw from the research at any time without any consequences. **No** reference will be made to any student or academic in particular and **no** essay marks for Psychology One is required.

If you are happy to participate please sign below and return the signed consent form to me. Should you want more details please phone me on (011) 717- 3185.

Many Thanks.

_____ _____
Student Volunteer **Researcher (Anisa Kajee)**

Date: _____

APPENDIX D:
UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT
PSYCHOLOGY

LETTER OF CONSENT FOR TAPE RECORDING AND LONG HAND NOTES FOR ENGLISH SECOND LANGUAGE (ESL) STUDENTS

English Second Language students' experiences of academic writing in Psychology

I _____

agree to participate in this research project. I have been made aware of the aims of the research and I give my consent for the researcher to tape record and take long-hand notes of the focus group sessions.

_____ _____

Student Volunteer **Researcher (Anisa Kajee)**

Date: _____

APPENDIX E:
UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT
PSYCHOLOGY

SUBJECT INFORMATION SHEET FOR ACADEMICS

English Second Language students' experiences of academic writing in Psychology

I am Anisa Kajee, a researcher in the department of Psychology. The reason for this letter is to ask you as an academic in Psychology to participate in my research project.

In the present state of education, university in particular, writing is an important part of learning. However, when entering university students are generally new to their fields and to the material they are asked to write about. As such, university students are reported to find it difficult to write within different disciplines.

I wish to look at ESL students' experiences of academic writing in Psychology in order to identify the writing skills they think are necessary to write effectively and to compare and contrast these findings to your expectations of students' academic writing. In so doing, the research will address the gap between faculty expectations and students' experiences and interpretations of what are expected in academic writing. The research also has relevance for your student assessment as an academic.

Participation in this research is voluntary. I request your consent to record this semi-structured individual interview verbatim by means of an audio-tape and long hand notes. These will be destroyed at the end of the research. The interview session will be approximately one hour long. You may request that tape recording be halted at any point in the interview. You may also withdraw from the research at any time without any consequences. **No** reference will be made to any academic or student in particular and **no** student's essay marks for Psychology One is required.

If you are happy to participate please sign below and return the signed consent form to me. Should you want more details please phone me on (011) 717- 3185.

Many Thanks.

_____ _____

Academic Volunteer **Researcher (Anisa Kajee)**

Date: _____

APPENDIX F:
UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT
PSYCHOLOGY

LETTER OF CONSENT FOR TAPE RECORDING AND LONG HAND NOTES FOR ACADEMICS

English Second Language students' experiences of academic writing in Psychology

I _____

agree to participate in this research project. I have been made aware of the aims of the research and give my consent for the researcher to tape record and take long-hand notes of the semi-structured individual interview sessions .

_____ _____

Academic Volunteer **Researcher (Anisa Kajee)**

Date: _____

TABLE 1: BICS and CALP activities in the context-embedded and context-reduced framework (Adapted from http: //www.edu.gov.mb.ca.)

BICS and CALP

NON-ACADEMIC/ COGNITIVELY UNDEMANDING ACTIVITIES		**ACADEMIC/COGNITIVELY DEMANDING ACTIVTIES**
CONTEXT-EMBEDDED	1. Developing survival vocabulary 2. Following demonstrated instructions 3. Engaging in face-to-face interactions 4. Answering lower level questions	1. Developing academic vocabulary 2. Understanding academic presentations accompanied by visuals, demonstrations of a process etc. 3. Participating in academic discussions 4. Making brief oral presentations 5. Using higher level comprehension skills in listening to oral texts 6. Understanding written texts through discussion, illustrations and visuals 7. Answering higher level questions
CONTEXT-REDUCED	1. Developing initial reading skills, decoding and literal comprehension 2. Reading and writing for personal purposes e.g. notes, diagrams, lists etc. 3. Reading and writing for operational purposes e.g. directions, application forms etc. 4. Writing answers to lower level esssay questions	1. Understanding academic presentations without visuals or demonstrations 2. Using higher level reading comprehension skills e.g inferential and critical reading 3. Reading for information in content subjects 4. Writing academic essays in different content subjects 5. Writing answers to higher level essay questions

FIGURE A: *The Threshold Theory* (Adapted from Baker, 1993, p. 136)

FIGURE A: *The Threshold Theory* (Adapted from Baker, 1993, p. 136)

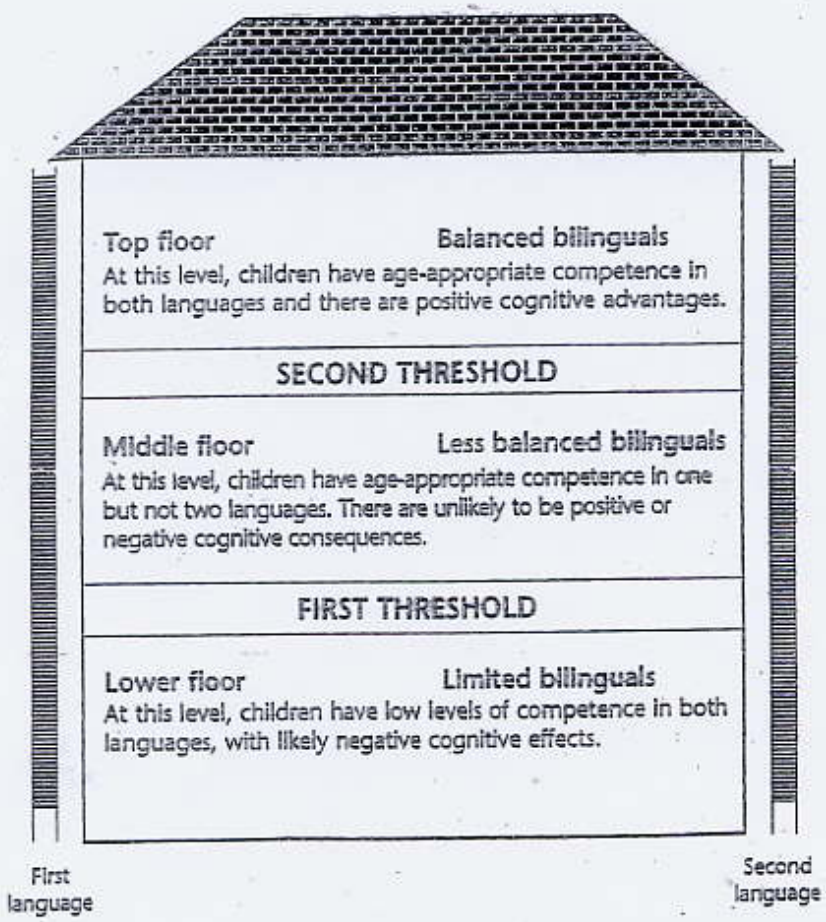

FIGURE B: *The Dual Iceberg Representation of Bilingual Proficiency*
(Adapted from Cummins, 1984, p. 143)

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(Adapted from Cummins, 1984, p. 143)

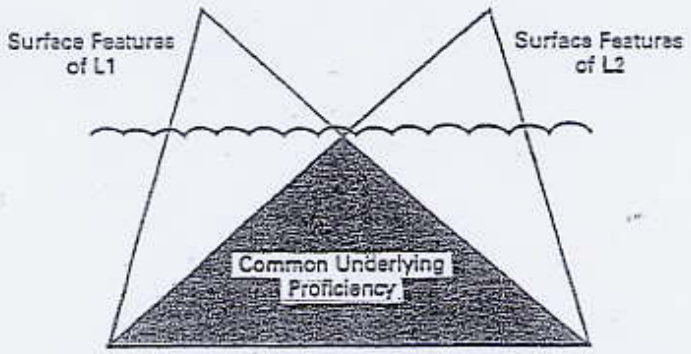

FIGURE C: *Surface and Deeeper Levels of Language Proficiency* (Adapted from Cummins, 1984, p. 138)

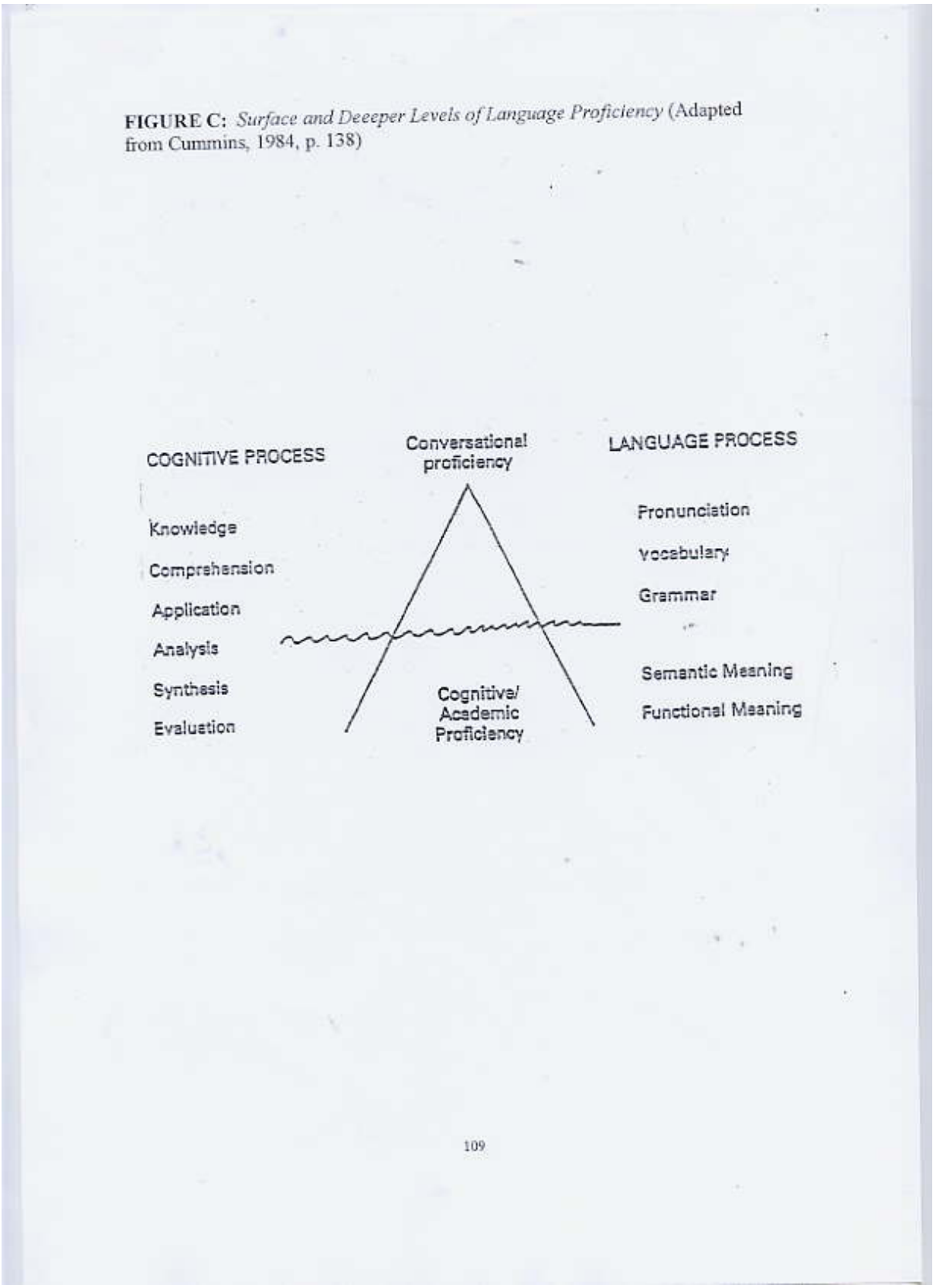

FIGURE D: *Range of Contextual Support and Degree of Cognitive Involvement in Communictive Activities* (Adapted from Cummins, 1984, p. 139)

FIGURE D: *Range of Contextual Support and Degree of Cognitive Involvement in Communictive Activities* (Adapted from Cummins, 1984, p. 139)

