Academic and Research Literacy Practices of Final Year Teacher Trainees in Luanda, Angola

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By

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In loving memory of

Mwalinsi Yolanda Eduardo Sambeny

You decided to leave us when we most needed you. You should have thought about how much we loved you and would miss you. You will always be present in our lives. May your soul rest in peace.

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ABSTRACT

This book focuses on the academic and research literacy practices of final year teacher education students in one of the teacher training institutions, TTI nr 200, in Luanda, Angola. The major purpose was to examine the teaching/learning process, especially with regard to the assessment procedures throughout the coursework and the type of alignment between those assessment procedures and the final assessment, which is the production of the research report. The book is based on the postmodern qualitative paradigm. The researcher chose phenomenology as the main strategy for the research. The main assumption was that the best way of approaching the truth about a specific phenomenon is through exploring the experiences of the people involved in that phenomenon, in this case the academic and research literacy practices of teacher education students. To this end, the stories, experiences, and voices of the participants constituted the medium through which we explored and understood the reality embedded in the teaching and learning of the trainee teachers' academic and research skills. The research site was TTI nr 200 where teacher trainees are being trained. Interviews were the main research instruments, together with questionnaires, classroom observation, and textual analysis. The interviews provided rich and valid data that gave me solid material for building a significant analysis of participants' views, feelings, and actions and revealed participants' expectations (Charmaz 2006, 65). Purposive sampling was used to select both students and lecturers. Because of the participants' heterogeneity and experiences, groups were selected on the basis of some defining characteristics that made them holders of the data needed for the study. Lecturers' groups were divided into two groups, one comprising those who are teaching content subjects such as Academic Reading and Writing, and Research Methodology I and II, and those who are teaching general subjects. Students were divided into three groups composed of those who have successfully finished their studies, those who are writing their research proposals, and those who failed to conclude their studies but still have a chance to do so. The Deputy Director of the Academic Affairs Department (DDAAD) also took part in the study.

In the words of Biggs (1999), data revealed that the course components (the curriculum, the objectives, methods, the learning activities, and the assessment procedures) that constitute the teaching and learning system

are not yet aligned. The type of assessment that students have throughout the course is not preparing them for the production of the research report. In other words, there is no relationship between the ongoing assessment and the final assessment. It was found that, most of the time, students use rote learning to survive the difficulties faced during coursework, which helps them complete the four years of coursework but not to produce the research report. Another finding from this study was that research supervision practices need to be reviewed, as this is the area that constitutes the main hindrance to the students' success in completing their research reports. The study ends with conclusions and some recommendations.

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LIST OF ABBREVIATIONS AND ACRONYMS

ISCED	Instituto Superior de Ciências da Educação
TTI nr 200	Teacher Training Institute Number 200
EFP nr 306	Teacher Training College Number 306
HAAD	Head of Academic Affairs Department
DDAAD	Deputy Director of the Academic Affairs
BICS	Basic Interpersonal Communicative Skills
MLD	Modern Languages Department
CALP	Cognitive Academic Language Proficiency
TTS	Teacher Trainees
EFL	English as a Foreign Language
ESL	English as a Second Language
ILOs	Intended Learning Outcomes
TLAs	Teaching and Learning Activities
ATs	Assessment Tasks
L1	First Language
L2	Second Language
GSLE	General Subject Lecturer
CSL	Content Subject Lecturer
S	Type 1 Students
ST	Type 2 Students
STU	Type 3 Students
PCK	Pedagogic Content Knowledge

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The teaching and learning process of any group or level of students is always dynamic. It can change its characteristics depending on the context in which it takes place. Accordingly, the process of training teachers is also characterised by several changes dictated by the process itself and its inherent context and conditions. McLeod and Reynolds (2007, 1) contend that, "… we are teaching and learning in times of overwhelming change – changes in the way we know, changes in the way we teach and changes in what is expected of us as teachers and learners." This being so, it is important for the lecturers at the Teachers Training Institute nr 200, henceforth TTI nr 200, to equip students with the skills they will need to cope with the changing demands of the society in general and education in particular.

This research is grounded in the researcher's 36 years' teaching experience at different levels, especially at TTI nr 200 in Luanda where she has worked for more than 17 years. As a former student, lecturer, and supervisor, and the Head of the Department of Modern Languages, she has constantly reflected on the high dropout rates of students in this and other departments. However, she has been unable to find a plausible reason to the question regarding dropout rates she had in mind, elaborated in Table 1.1 below. She decided to undertake a study that could help find answers to this question, and also assist in finding some possible ways to improve the situation.

It is her conviction that it is important to consider the quality of the lecturers available before one considers the quality of students. The discussion in this study focuses on the academic and research literacy practices of a group of teacher trainees, henceforth TTS, and lecturers in TTI nr 200. In trying to discover the reasons for the students' failure to produce their research reports, the study also looks at the assessment procedures and the curriculum in use to see whether there is an alignment

between coursework assessment and the writing of the research reports (Biggs 1999).

The following themes constitute the parameters of the discussion:

- ❖ Background
- ❖ Research questions
- ❖ Aims and scope of the study
- ❖ Rationale
- ❖ Significance of the study
- ❖ Contribution to the research knowledge
- ❖ Definition of key terms
- ❖ Outline of study, and
- ❖ Summary.

1.2 Background

The major aim of the study is to examine the academic and research literacy practices of TTS at TTI nr 200. Within an academic community of practice, literacy practices do not mean reading and writing habits only; these practices have a broader meaning based on social and cultural contexts (Street 1993; Ballard and Clanchy 1988).To this end, some academics suggest that literacy is best examined through looking at its social practices (Street 2007; Purcell-Gates 2007; Baynham and Prinsloo 2009). These writers view literacy as "multiple" and social, and believe that it can be best understood in the domains in which it is practiced. Focusing on the multiplicity of literacy practices means, recognising the plurality of reading and writing practices, and within different socio-cultural contexts, values and practices for different purposes (Ivanic et al. 2009; Martin-Jones and Jones 2000).

Therefore, it is believed that in selecting a particular group of students and examining their situated practices through a socio cultural construct, the current study should be able to identify and reconstruct the academic research literacy practices of these TTS and their lecturers. The outcomes of the research should help to uncover the main hindrances preventing TTS from concluding their research reports successfully and timeously.

1.2.1 The overarching problem: the high failure rate of TTS

The lack of adequate preparation at previous levels of education, and the students' difficulties in dealing with Academic Reading and Writing, are among the many reasons for students' high failure rates and delayed conclusions to projects. These problems are not unique to the Angolan TTS mentioned in this book.

Table 1.1 below provides the statistical data of TTS' achievements in either completion, or partial completion, of their research reports in all the subjects of specialisation. Every year, 45 new students are enrolled for each course. These figures were provided by the Head of Academic Affairs Department at the TTI nr 200, which deals with all the statistics related to students' progress from the time they are enrolled to the end of the course. The figures in the table refer to the period from 2006 to 2011.

As indicated in the table, out of the 2,250 students enrolled for five years, only 32.1% (723) succeeded in completing their research studies. Line four of the table summarises the English language TTS' achievements for the same period. Out of 225 TTS enrolled over a period of five years, only 20% successfully finished their studies.

It must be emphasised that in all the subjects, the number of students completing the research report does not include students who were expected to write their research reports in that same year. According to the Head of the Academic Affairs Department, no data is available to determine the year in which students finished their coursework. Therefore, the groups are heterogeneous and include TTS from different final academic years.

The present study is the researcher's first attempt to discover the reasons for the students' high dropout rates and the failure of many of them to produce their research reports within the allocated time.

Chapter One

Table 1.1. Figures from the Deputy Director of Academic Affairs Department (2006–11)

Nr	MAJORS	2006/7		2007/8		2008/9		2009/10		2010/11		Total	
		Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
1	Philosophy	13	28.8	7	15.5	11	24.4	24	53.3	15	33.3	**70**	31.1
2	French	13	28.8	6	13.3	9	20.0	16	35.5	31	68.8	**75**	33.3
3	History	8	17.7	9	20.0	10	22.2	3	6.6	15	33.3	**45**	20.0
4	**English**	**10**	**22.2**	**6**	**13.3**	**6**	**13.3**	**5**	**11.1**	**18**	**40.0**	**45**	20.0
6	Mathematics	2	4.4	3	6.6	9	20.0	27	60.0	30	66.6	**71**	31.5
7	Pedagogy	6	13.3	8	17.7	7	15.5	16	35.5	73	162.2	**110**	48.8
8	Portuguese	31	68.8	9	20.0	8	17.7	11	24.4	7	15.5	**66**	29.3
9	Psychology	27	60.0	19	42.2	29	64.4	41	91.1	40	88.8	**156**	69.3
10	Sociology	8	17.7	8	17.7	12	26.6	16	35.5	15	33.3	**59**	26.2
11	**Total**	**118**	**26.2**	**75**	**16.6**	**101**	**22.4**	**159**	**35.3**	**270**	**60.0**	**723**	32.1

1.3 Research Questions

In terms of the problem under investigation, we decided on the following research questions. The first of these is the main one:

In what ways do academic and research literacy practices contribute to the successful completion of a research report?

- ❖ In what manners do TTI nr 200 TTS acquire academic and research literacies?
- ❖ In what ways do TTI nr 200 TTS deploy academic and research literacy practices in the production of research reports?
- ❖ To what extent does curriculum alignment affect the production of the research reports? (Biggs 1999).
- ❖ In what ways do supervision practices enable and/or constrain the successful completion of research reports?

In the context of this study, academic literacy can be construed as TTS' ability to read and write within the academic context with a degree of independence, understanding and a high level of engagement with the learning (Biggs and Tang 2007). Academic literacy in this study refers to what Ballard and Clanchy (1988, 7) refer to as, "functions of and demands upon language in a particular social cultural context."An appraisal of the students' academic literacy practices requires an investigation into the manner students acquire and deploy the explicit and implicit conventions and methods of inquiry in their specific disciplines for the production of research reports (Leibowitz 1995, 34). An overlap becomes unavoidable with research literacy understood as the students' ability to locate, understand, evaluate and appropriately utilise resources needed for the production of their research reports. Research literacy also involves the ability to design and successfully carry out a research project (Achilles and Dreyden 2002, 13).
Table 1.2 below shows the inter-connectivity between the research questions, the aims and the data used to support the study under investigation:

Table 1.2.The relationship between the research questions, aims and methods of data collection

Research questions	Aims	Method
In what ways do academic and research literacy practices contribute to the successful completion of a research report?	**To understand the connection between academic and research literacy practices and the completion of research reports**	**Interviews, document analysis of students' research proposals, and classroom observations**
(1) In what manner do TTI nr 200 students acquire academic and research literacy?	(1) To identify acquisition loci and processes as well as modes and approaches of transmission	(1) Classroom observations, interviews and survey
(2) In what ways do TTI nr 200 students deploy academic and research literacy practices in the production of research reports?	(2) To understand students' academic and research literacy practices and identify challenges	(2) Interviews, questionnaires and document analysis of students' research reports
(3) To what extent does curriculum alignment impact on the production of research reports?	(3) Using Biggs's (1999) idea of constructive alignment I will check alignment within the system and investigate its impact on research report production	(3) An examination of course content and course material will be conducted to verify the connection between coursework and research report production, together with some classroom observation and semi-structured interviews to the head of the English sector and some teachers
(4) In what ways do supervision practices enable and/or constrain the successful completion of research reports?	(4) To identify the strengths and weaknesses of supervisory practices and their impact on the production of research reports using Dysthe (2002) and Grant (2010)	(4) Interviews and questionnaires

1.4 Aims and Scope of the Study

The purpose of this study is to investigate the academic and research literacy practices of final year TTS at TTI nr 200, and the challenges they faced in writing their research reports. In addressing this purpose, the intention in this study is two-fold: to explore issues related to the academic writing and research literacy practices within a foreign English language teaching context and to understand the dropout of large numbers of final year students. The study also seeks to understand the reasons why some students (although very few) succeeded in producing their research reports within or before the time limit, whilst others did not. Special attention is devoted to the writing process, the perceptions of writing, and the academic and research literacy practices of students. Additionally, an examination of the whole course is conducted to investigate the connection, if any, between coursework assessment and research report production. The principal idea is to identify whether all the elements in the system are aligned by looking at them from a critical point of view, as a way of making a comparison with what was actually happening at TTI nr 200 at the time of investigating the problem, how it was happening, and what can be done to improve the situation. Biggs's (1999) principle of constructive alignment is used as a basis to understand the situation. Therefore, the main aim of the study is:

- ❖ To understand students' academic and research literacy practices and identify possible challenges.

The sub-aims are:

- ❖ To identify which parts within the teaching learning system may not yet be aligned (Biggs 1999).
- ❖ To raise all subject lecturers' awareness of the need to expose students to more specific academic and research literacy practices and experiences.
- ❖ To identify the strengths and weaknesses of supervisory practices and their impact on the production of research reports (Dysthe 2002; Grant 2010).

This study is limited to final-year TTS in the English section of the Modern Languages Department henceforth MLD, as well as their lecturers. The study focuses primarily on the academic and research literacy practices of TTS and their lecturers within the Angolan teaching

and learning context where English is a foreign language. The high failure rates of students are of major concern. The researcher confined this study to this specific group because it was felt that this would give her a better opportunity to investigate the problem in more detail.

1.5 Rationale

The study has a strategic importance within the Angolan educational context since it constitutes the first one carried out with a twofold objective. On the one hand, it looks at the academic and research literacy practices of TTS at TTI nr 200 and the extent of the alignment between the components in the system (Biggs 1999). On the other, it looks at the assessment procedures in place to see whether there is an alignment between the assessment procedures throughout the coursework and the final assessment, which is the production of research reports.

At TTI nr 200, prior to the early 1990s, students were selected from the best TTS at the training college "Escola de Formação de Professores" number 306, henceforth EFP nr 306. The teaching and learning process seemed to work well in terms of coursework, because most of the students had a basic knowledge of teaching skills. After the admission of students from other secondary institutions rather than EFP, as previously mentioned, the institution moved into a situation whereby classes are not only larger (going from 25 to 45 students), but also quite diversified in terms of students' motivation and educational backgrounds. The institution is now enrolling students from different secondary schools regardless of the type of course they took at the previous level. As a result, it could be claimed that there are some difficulties in maintaining good teaching standards, which are translated into students' high dropout rates in completing their studies.

However, if one regards good quality teaching as, "…encouraging students to use the higher order learning processes that academic students use spontaneously," standards need not decline (Biggs 1999, 5). As Biggs (1999) posits, depending on their attitudes towards the teaching/learning process(es), teachers (and lecturers) can create conditions which are conducive to students' attainment of the desired academic literacy skills. According to Biggs (1999), in order to get students performing tasks that require higher order skills, teachers and lecturers need to go through a process of reflection so as to discover which parts of their work need to be improved or developed. Biggs emphasises that: "Reflection in professional practice, [contrary to reflection in a mirror], gives back not what is, but what might be, an improvement on the original" (1999, 6).

Moreover, he posits that teachers and lecturers elsewhere need to be reflective practitioners to create an, "improved teaching environment suited to their own context" (1999, 2). In addition to that, Morell (2008, 222) states that: "Nothing is inevitable as long as there is a willingness to contemplate what is happening." He emphasises that:

> Contemplation is important because it forces us to think carefully about our conditions and then to think deeply about alternatives to those conditions. Once we imagine alternatives, we begin to understand the possibilities for transformation, for making the world anew, even if in our cases we are talking about the world of the classroom.

If one looks at the academic and research literacy practices as complex and contextually situated, there are issues that need to be addressed separately because of the complexities of each and every context like the one under study. Therefore, the researcher sees herself as playing an important role within the institution by trying to ascertain the existing situation and discern possible ways to promote academic growth and teacher development among English as a Foreign Language students (EFL), TTS, and lecturers in the Modern Languages Department, and perhaps in other departments and institutions, too.

1.5.1 Significance of the Study

There is a lot of research in second and foreign language teaching and learning. Nevertheless, most of the research in the field has been by lecturers and educators who do not share the same educational backgrounds, experiences and cultures of the students. These educators, most of the time, have taught English or French either as second or foreign languages, for quite long periods. Therefore, they have some experience in the field but lack some background knowledge compared to the local lecturers. Thus, a study like this one is of significant importance if one takes into account the researcher's accumulated experience as a student, a teacher, a lecturer, a teacher trainer, a supervisor and a novice researcher. As a student, it took her more than two years to complete her research report due to changing supervisors. As a teacher she has a lot of accumulated experience regarding some of the problems in teaching and learning at all levels of education. As a lecturer and teacher trainer she has always been conscious about the problems that students might face in their studies and tried to help them when possible. As a supervisor and reflective practitioner, she has discussed this problem with other lecturers

and supervisors within the institution, but has not found a good solution. As a novice researcher, she is researching an area where she is still facing problems of various types.

This particular aspect makes this research to some extent original within the Angolan context, because although the problem might not be new, it is being analysed from a different perspective. The researcher does understand that the problem is common to other institutions in the country and perhaps internationally, and therefore students in different areas of professionalisation would need different kinds of support in the academic and research literacy practices. However, there will always be areas in academic and research literacy practices that are quite similar to all students regardless of what the courses are and what languages they are using. Hence, this study can be replicated in other institutions and other contexts of a similar type to provide information about the views and practices of other lecturers working with students in and outside the classroom.

1.5.2 Contributions to the Research Knowledge

The main focus of this study is the academic and research literacy practices of TTS. However, one cannot look at the research supervision practices (the effect) without first looking at the teaching/learning practices (the cause). Students who are incapable of writing their research reports have been through a four-year period of learning, which means that at the final stage of their courses they should be able to apply in practice what they have learnt in this period of coursework. In other words, research report writing should be viewed as part of the four-year learning process and not an extra and difficult task. It is this task (the production of the research report) that gives a way to students to get the final product, which is the Honours degree. However, in reality the majority of the students are simply not equipped to write them.

Therefore, instead of looking at only research supervision practices, a searching look at what is happening in classrooms is essential to understand completely what needs to be changed in the teaching and learning process so that future students are not faced with a myriad of problems in writing their research reports. Thus, a move was made to analyse the academic and research literacy practices being used at TTI nr 200, departing from the point of view that each and every institution functions within a particular context. Every organisation has its own norms, regulations, culture, sets of conventions, and modes of expression (Biggs 1999).

The results of this research can be compared to other similar studies in the field, in contexts which, although different in the type of course, require students to go through a process of research report writing in order to get the degree, and will help improve the quality of teaching and supervisory practices not only at TTI nr 200 in Luanda, but also at other higher institutions countrywide. It is intended that the results from this research will to some extent be genuine and, therefore, be published with two main objectives: (1) to serve as a resource for further research of the same type; (2) to promote change at all institutions of the same type.

The findings of this research will also help raise decision makers' awareness of the need to take some actions and change the teaching and learning practices required in the four years of coursework, leading to an improvement in the quality and production of students' research reports. In so doing, they will be saving time, money, students' and lecturers' mental efforts, and avoid students' frustration and de-motivation.

Therefore, although the sample for the research might be relatively small, the findings in this study will raise other researchers' awareness of the need to look at research literacy practices with "magic lenses," always taking into account that the way we teach and assess our students, and our attitudes to the teaching/learning process, will have a strong influence on the way we supervise our students and on research standards.

We believe that this study can be replicated at institutions of the same type and we presume that more research will take place with regard to the supervisory practices at the honours level. In fact, most of the research done in this field has placed emphasis on supervising Masters or PhD students (Belcher 1994; Hockey 1996; Deuchar 2008), when in our humble opinion it should be more concerned with the group of students who, in order to conclude their studies, apart from the ongoing assessment tasks throughout the course, need to complete a lengthy piece of writing to receive a degree and enter a new academic community of research practice and production. This is what makes the latter group of students different from others.

1.6 Definition of Key Concepts

The definition of concepts starts from the key concepts in the study such as: literacy, academic literacy, research literacy, and constructive alignment. Other key concepts are defined as they appear in the text.

❖ **Literacy**

When people talk about literacy they are implicitly talking about reading and writing as central aspects of literacy; therefore, literacy is viewed as a learnt ability from formal education, which resides in people's heads and which facilitates logical thinking and active participation in the roles of modern society (Hyland 2002, 53). Baynham (1995, 1) offers a broader conception of literacy: "Investigating literacy as practice involves investigating literacy as concrete human activity, not just what people do with literacy, but also what they make of what they do, the values they place on it and the ideologies that surround it." Street (1995) emphasises the complexity of literacy and argues from a social point of view that there is no single or dominant literacy—what exists is a wide variety of practices relevant to and appropriate for particular times, places, participants and purposes, and those practices constitute an integral part of the individual identity and the social relationships among specific community members (Street 2007; Purcell-Gates 2007; Baynham and Prinsloo 2009). Barton and Hamilton (1998, 7) provide a useful summary of what literacy as social practice means:

❖ **Literacy as social practice**
- Literacy is a set of social practices that can be inferred from written texts.
- There are different literacies associated with different domains of life.
- Literacy practices are patterned by social institutions and power relationships, and some literacies are more dominant, visible and influential than others.
- Literacy practices are purposeful and embedded in wider social goals and practices.
- Literacy practices change through informal learning and sense-making.
- Literacy is specific to particular historical times.(Barton and Hamilton 1998, 7).

The social role of literacy shows how complex the meaning of writing can be, as people can take different roles and identities in different literacy events. It also shows that writing can be situated in unequal social relationships of generation or gender within the home or community (Street 2007; Baynham and Prinsloo 2009).

❖ **Academic literacy**

It is generally believed that language is not simply a neutral carrier of our understandings but is fundamentally implicated in the construction of meaning. Reading and writing are basic educational resources for constructing our relationships with others and for understanding our experience of the world, and as such they are centrally involved in the ways we negotiate meaning, and construct and change our understanding of our communities and ourselves. Leki (2007) defines academic literacies as constituting, "membership in communities of academic readers and writers," and goes on to relate academic literacies to the activity of the interpretation and production of academic- and discipline-based text, often within important social contexts such as group work projects or written reports, which rely profoundly on students' experience with the text. However, TTS at TTI nr 200 seem to be facing problems in adapting themselves to the new dominant literacy, with its own norms, nomenclature, sets of conventions and modes of expression, which are dictated by the new academic community (Bartholomae 1986b).

> Every time a student sits down to write for us, s/he has to invent the university for the occasion—invent the university, that is, or a branch of it, like History or Anthropology or Economics or English. S/he has to learn to speak our language, to speak as we do, to try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing that defines the discourse of our community. (Bartholomae 1986, 4)

Because academic ability is frequently evaluated in terms of students' competence in a given written register, TTS sometimes find it very difficult to produce their own writing practices and then see them marginalised and regarded as useless and meaningless by their lecturers. As a result, fear creates a lack of motivation to produce texts approximate to the ones required within the academic community (Bartholomae 1986a).

❖ **Research literacy**

Research is generally defined as a detailed study of something in order to discover new facts, especially in a university or scientific institution (Macmillan English Dictionary for Advanced Learners 2002, 1204). Research literacy involves the ability to design and successfully carry out a research project (Achilles and Dreyden 2002, 6). Research Literacy is generally considered as part of academic literacy because its core function is the ability to engage critically with academic texts and produce a specific type of academic text, i.e. a research report, a dissertation or a

thesis. In this study, research literacy is understood as the ability to design and carry out research as well as the ability to successfully produce academically acceptable texts.

1.7 Outline of the Study

This study addresses an existing problem, which is the failure of TTS at a TTI nr 200 in Angola to complete the required end-of-course research report within the allocated time. Beginning from the actual situation, the thesis focuses on three aspects of completion in time, which are: (i) academic and research literacy practices; (ii) approaches to teaching and learning; and (iii) curriculum alignment (Biggs 1999). Thus, in addition to seeking a solution to the current problem that is not unique to the institution, which is the research site, the study aims to develop new theoretical informed understandings of academic and research literacy practices in relation to teaching and learning at this level of specialisation, and also open the way to further research possibilities. The study consists of seven chapters.

Chapter One begins with the provision of some background to the study and presents the research questions, the rationale and scope of the study, as well as the significance of the study and possible contributions to the research knowledge. It concludes with definitions of some key terms and an outline of the study, followed by a summary of the chapter.

Chapter Two serves as an advance organiser of the thesis. It provides some background information about the Angolan educational system in general, and a description of the institution (TTI nr 200), with special emphasis on the students' origins and backgrounds, the lecturers, course components, resources availability as well as the assessment procedures being used. The chapter aims at giving the reader the general context of the teacher training course by showing its aims and constraints.

The literature review is presented and discussed in Chapter Three. Three different approaches to teaching writing are presented and discussed, namely the traditional, the progressive and the genre theory, and Richard's (1996, 2) six teaching orientations for teaching writing to second language learners(L2) and English as a foreign language (EFL) students are presented and discussed. These orientations are contrasted and compared in relation to the teaching context at TTI nr 200.

Chapter Four presents and discusses the conceptual framework underlying this study, which is framed within the postmodern qualitative paradigm. The main theory underlying this study is Biggs's (1999) idea of constructive alignment and the 3P Model, together with Cummins's