



A contextual and transdisciplinary analysis of pedagogic, operational and administrative frameworks of a Writing Centre: The case of the Durban University of Technology (DUT) Writing Centre (WrC)

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Philosophy: Public Management in the Faculty of Management
Sciences

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Declaration

I, Nicolle Chido Manjeya, declare that

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Abstract

Different pedagogies, and writing styles have not only over the years transformed the face of academia, but have played a pivotal role in shaping diverse curricula and contributing to their development. In pursuit of attaining suitable models that have administrative and operational frameworks that address the ever-growing myriad multicultural world we live in today; different models and facilities have been developed to keep up with the development of academic literacies. The overall aim of this research was to investigate a model Writing Centre (WrC) and how its pedagogic, operational and administrative framework contributes to the growth of curricular in an institution of higher education. The study examined the power relations of the tutor and tutee relationship, as explained by the critical discourse analysis and how it adopts the customer contact theory to focus on the intangible assets of the student. The researcher used mixed methods analysis to be able to understand perceptions, views, expectations and experiences by students to explore the different ontologies and epistemologies associated with curriculum development. Finally, the research concluded that a positive contribution to growth for teaching is defined by the pedagogic, operational and administrative framework of a given WrC. It is however, imperative to note that the model can move away from what ought to be but still work, as the phenomenon of a WrC is informed by the institution in which it is birthed. Thus, the findings of this study are not disconfirmed by previous theories and research on similar efforts, but rather add to the already existent knowledge base on writing centres.

Dedication

I dedicate this work to my dearest Mother and Father Colleta and Elijah Manjeya and my siblings. You are my inspiration and pillar of support. Your faith and belief in me has brought me this far. I pray that this be an inspiration to my siblings that the sky is the starting point, and that with God all things are possible. May God continue to bless you all and let this be the beginning of great things.

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List of Acronyms

Centre for Higher Education Developments	CHED
Centre for Education, Learning and Training	CELT
Critical Discourse Analysis	CDA
Bachelor of Technology	BTECH
Department for Higher Education and Training	DHET
Doctor of Technology	DTECH
Durban University of Technology	DUT
First-Year Student Experience	FYSE
Higher Order Concern	HOC
Language Development Group	LDG
Lower Order Concern	LOC
Master of Technology	MTECH
Pietermaritzburg	PMB
Service Delivery Theory	SDT
Statistical Package for Social Science	SPSS
Teaching Development Fund	TDG
Writing Centre	WrC
University of Cape Town	UCT
University of Western Cape	UWC
University of Witwatersrand	WITS

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Chapter 1

Introduction and Overview

1.1 Introduction

Writing Centres (henceforth WrC's) have been introduced in a number of universities in South Africa, as a mechanism of addressing the various changes and developments that have occurred in the general pedagogy in institutions of higher education. Nichols (1998) in explaining what a WrC is has concluded that, WrC's are based on the paradigm that language and knowledge are created socially, through conversation or dialogue with people and texts. A WrC is an alternative and fulfilment to the belief that knowledge is handed down from master to disciple. This understanding has as a result set a foundation for the existence of the facility in South African universities. Archer (2010) has explained that the introduction of WrC's in South Africa has led to academic development becoming more integrated into the main stream over the last years with much debate around integration of language and content which has given existence to the current context of the WrC.

This research focused on analysing the pedagogic, operational and administrative framework of a WrC. It intended to understand how operations and administrative frameworks within a WrC impact the development and growth of the higher and tertiary institutions in South Africa. This research focused on analysing the structure of the operational and administrative framework of the Durban University of Technology (DUT) WrC. The main focus was premised on the idea that tradition in education is no longer standard, but is constantly evolving to suit the developments in economic, social and political circles (Taba and Spalding 1962). This thus required more reference and analysis to the operations and frameworks that built the growth of the curriculum to ensure it remains relevant. This idea has been explored by Taba and Spalding (1962) who clearly explain how the transcending of borders in globalisation has not only impacted the world economy, but has also affected the theories and structures in curriculum, operations and administrative development in all levels of education. The researchers posit that:

“We in America are being forced constantly to re-examine just what kinds of experiences our schools must provide for our children in order that they may be prepared to cope with technological, economic, social and political changes

which we cannot even dare to forecast. The time of slow change and long-enduring traditions is ended. The accumulation of knowledge concerning not only the nature of knowledge itself, but of society and the ways human beings think and learn, has progressed just far enough to make conflicting theories battle for supremacy in the development of curriculum (Taba and Spalding 1962: 16).”

As a result, as more developed countries such as the United States of America realise this massive concern in pedagogy in institutions, much concern has also been realised in structures of pedagogy and their development in Africa. In relation to the challenges faced in universities in South Africa, Bass (2011) has argued that since obtaining democracy, South African universities have faced two specific problems, which are improving equity of access and improving quality of throughput. Both challenges have been influenced by the ripple effects of enrolment by race which dominated the apartheid era in the country. This phenomenon has not only shaped the basic pedagogy in tertiary institutions, but has also paved way for existence of WrC's to have student one on one assistance with development in academic writing and discourse. It is as a result, imperative to note that this study analyses the contextual and transdisciplinary effect of a WrC on curriculum development. The analysis was based on the structure of the operational and administrative frameworks that has been built up to support the existent pedagogy at DUT and also how it will continue to build and contribute to betterment of academic writing in tertiary institutions in South Africa.

1.2 Background to the Study

The English language has increasingly been recognised as an important mode of communication in the academic world. However, over time, cognitive use of the language in academia has become seemingly difficult as most students do not have English as their first language. This has created barriers in thriving and development for both graduate and undergraduate students in South Africa. Al Fadda (2012); Bacha (2002); Olivas and Li (2006) have concluded that the main challenges students face are a consequence of the levels of their language competency, which is a result of English being a second language of communication in both academic and social platforms. This challenge has resulted in creation of the WrC's in South Africa. It is however, imperative to note that the services that the WrC offer are not only for those who have English as a second language, but also for those who have it as a first

language. The construct and art of writing is not something that an individual is born with, but rather born into. This specific construct and its need make up a vital branch in society that is as a result developed and acquired. Reading and writing is built around the fact that every writer needs a reader to form the web that ties communication in society. Hence, everyone needs at some point in their life to learn academic writing and literacy. This is because no one is born with an academic language (in all its modes: oral, and written) but is rather learned, acquired and developed through formal education. It is within this formal education that various facilities are constructed to build upon the growth and development of pedagogy as a whole. Therefore, assistance from this facility is for every student to “learn to write and write to learn” DUT (2015c) academically with a larger percentage of them being those who have English as a second language which this research also investigated.

The role of the WrC has thus, been described by Kinkead and Harris (1993) as a site of critical inquiry into individualised instructional styles and methods. The WrC therefore, stands as a landmark in academic development for critical inquiry. The WrC has had various models defining its operational framework leading to the misconception of the mandate of the WrC. The rationale of the study is to investigate how the administrative and operational policies of the WrC can be enhanced to increase and develop its capacity. This research explored the policies and operational framework surrounding activities such as road shows, writing competitions and writing workshops, of the DUT WrC model to understand how they sustain this facility.

1.3 History and Overview of the WrC in South Africa

Kinkead and Harris (1993), postulate that:

“Writing Centres are frequently defined in terms of an ideal or an abstraction vision of what should be rather than what is. Although some consensus exists as to what constitutes an effective WrC program, there is little agreement about specific political issues, administrative procedures and policies, pedagogical approaches, or even practical matters. Thus, a model WrC is difficult, if not impossible, to describe”

The first WrC’s to be established in South Africa was in the 1990s with University of Witwatersrand (Wits), Cape Town (UCT) and Western Cape (UWC) (Archer and Richards 2011). This chapter of South African universities began by reflecting what

the transformation of education would be like in universities in the post-apartheid era. The history of the WrC in South Africa has largely been influenced and shaped by the decisive moments of opening access to higher education to students whose admittance had been curtailed and intellectual abilities squandered by Bantu education and the old order of separate development (Archer and Richards 2011). This issue has perpetuated various debates on transformation and access to education hence, giving a context and history of WrC in South Africa, by understanding how the intricacy of their link shapes the WrC history. Transformation as a result, highlighted the change from a previously rigid system that did not afford the majority of students the right to an opportunity to learn in institutions of higher education. The various debates circulated around the changed landscape and how it opened many doors to whom the majority had been previously shut out.

The history of WrC is shaped through understanding the complicated identity of negotiations woven in the idea of non-traditional students seeking to perform the kinds of writing demands at university to acquire the cultural capital of academic literacies. Given the South African history therefore, many relations are to be traced to the transformation and access into higher education for WrC's. Ajayi (1996), discusses more explanations to the growth and context of South African WrC's. In pursuit of unravelling the history and how the WrC was eventually presented and introduced in UCT, Wits and UWC, it is of pivotal importance to understand the basis of the need of the facility itself. Archer and Richards (2011) identify that, the main reason for the occurrence of the WrC in South Africa thus can be summed up as a process of multimodal means to communication beyond what is traditionally identified as "writing". In other words, the WrC offers a different model in which one can develop and learn academic writing.

To further understand the advent of the WrC in South Africa, attention is given to the structure of access to education. The realization of this structure in South Africa is usually very complicated in relation to academic literacies development in a multilingual nation, where many universities have more than one language as the dual media of instruction (Archer and Richards 2011). This does not only present complexities in attainment of the intangible assets of the students as will be discussed in the theoretical review by Lovelock and Yip (1996), but also affects the type of transformation and development to access to higher education the WrC is open to. As

a result, WrC's in South Africa have emerged from a wide pool of contexts that have shaped and contributed to the development of academic literacies and curricular in separate provinces and institutions. A look at the main foundations of the collective influences on the history are therefore explained in detail below.

1.3.2 WrC Transformation and Access

The foundation of the WrC in South Africa was realized by the gap that apartheid created giving certain stigmatisation to the majority of students who did not come from privileged backgrounds. This stigmatisation resultantly crippled confidence and successively the ability to see oneself as a potential University student with much ability to develop literally (Kress 2003; Cope and Kalantzis 2014). This created a need to address the transformation and access in institutions for pedagogic growth.

Archer and Richards (2011) posit that during the late 1970's and early 1980's, white institutions began to open their doors to students of all races, hence this landmark move happened before the official end of apartheid in 1994. However, in as much as this was a positive move in the right direction many issues to do with development of pedagogy were to come in given the history and nature of Bantu education as has been explained above. The approaches used to classify and help these students succeed in university resulted in what Archer and Richards (2011) elaborately explain as lingering stigmatisation, which did much harm to the personal and academic development of the students. This gap thus raised awareness on a need for one-on-one consultation for the students to avoid harm to motivation and character academically.

As a result, South African universities adopted WrC's in institutions, opening a new era to tackle pedagogic growth and development within Institutions. The existing and pioneer WrC's in UCT, Wits and UWC all began as modest programs for pedagogic development within a department or part of general education. These programs have consequently been developed by both students and academics to help develop academically. The context and development has as a result been grown and shaped by social practices that see literacy development as drawn from social practices as is explored by (Heath 1983; Street and Street 1995). The development of the South African WrC framework therefore, grew as a social practice hence influencing growth in other provinces.

1.3.2 The DUT WrC

The official launch of the DUT WrC on September 11 2013 DUT WrC (2013) marked the beginning of a model for writing development at DUT. It is however imperative to note that, although this was the official opening of the DUT WrC, there had already been an operational WrC at the City Campus of DUT since 2008. As has already been discussed, the WrC was developed on the foundation of a social practice. As such it is crucial to note that the DUT WrC was first introduced on a campus that emphasises and grows on social practices. The DUT City Campus is mainly an arts and performance campus where most development and pedagogy is drawn from social practices (DUT 2015b).

An ideal description of a WrC can only be identified institutionally as they have often varied in their composition and type from institution to institution both internationally and also in South Africa. This can be attributed to the fact that WrC's are usually developed as facilities that stand alone to help develop academic literacies or are an extended program within the English Department. The WrC has often been mistaken for as emergency writing clinics which obscures the very foundation of their existence (Hutchings 2002). The context of the WrC is difficult to delimit as in each institution they are either housed in departments or as a standalone institutional facility (Kinkead and Harris 1993). The given context of a WrC will define the structure of curriculum construction, administrative and operational framework of a specific WrC.

Creation of a WrC at DUT generated a facility for students' access to one-on-one assistance with assignments, theses and dissertations. This model used a new form of assistance for the University to improve the results of academic writing. The model for the DUT WrC began with links to helpful resources, such as links to improving one's writing skills, the plagiarism policy and the DUT reference guide. To further assist it gives assistance on effective essay writing, how to do an introduction, tips on improving writing and more, all with the main emphasis being on explaining what the WrC is about. The links further provide part of the administrative policy and operational framework to spread the word and inform what the WrC does. With so much work put forward, the question then arose that, was the WrC instituting adequate policies in defining the purpose of the concept and model of the WrC to the students to promote academic growth in writing? This is the main focus of the study.

1.4 Academic Growth and Curriculum Construction within the WrC

The growth and curriculum development of academia in South Africa has been largely influenced by the socioeconomic and political atmosphere since independence in 1994 (Ajayi 1996). The growth and development of academic curricular has as a result, been introduced in institutions of higher education as substantial effort in building the educational discourse and its improvement through the creation of WrC's. This section will discuss development of academic writing in South Africa. Archer (2010), has articulated that issues around language and its development in South Africa are significant when one views them in relation to the ongoing legacy of apartheid which is still existent in non-equitable educational systems within the nation. The systems of African education that have been set up to help develop academic writing as a whole in both educational and professional platforms have resulted in the adoption of a continued system producing unprepared professionals in both academic and professional careers (Moore 1996). This, therefore, explains why the development and set pedagogy of the South African curriculum in academic writing needs investigation, on how WrC pedagogy is built to ameliorate this challenge. The gap created by this system of pedagogy specifically its effects to English in institutions of Higher education resulted in a need to create space to cater for development that would bridge the growth of Metric English development to academic English development. Moore (1996) and Archer (2010) discuss how research and exploration into the structure of the adopted curriculum revealed the need for academic support in assisting the general pedagogy through a WrC in South African institutions in the 1980's.

Change and development in both approaches to academic development and transformation and access in the South African writing pedagogy system has resulted in the creation of what we call today the WrC. The process has seen various models develop and also several frameworks come into shape, thus showing how it is imperative to examine the operational and administrative framework that builds up the structure in which the general curriculum at the DUT WrC is designed.

1.5 Problem Statement

The South African higher education system has been identified to pose serious concern in the pedagogical development of academic writing in institutions of higher education. Moore (1996) has explained this as "a persisting heritage of educational unpreparedness which includes linguistic, numerate and conceptual analytical

competencies.” This, therefore, explains within the focus of this research that the development and set pedagogy of the South African English development context is creating a system of unprepared scholars for the next level as is explained by (Bass 2011). The WrC was therefore, created to bridge the gap in English language pedagogy for undergraduates (Hutchings 2006; Archer 2010).

In that respect therefore, the DUT student body attends to a group that is generally drawn from the lower economic group in society; several students are from the deep rural areas. It has been found that a majority of the students who end up in Technikons (now Universities of Technology) are the 74% who could not make it into traditional universities (Scott, Yeld and Hendry 2007). More than 75% of the students who make up the majority, experience challenges as learners; hence their performance remains compromised (Grussendorff, Liebenberg and Houston 2004; Hay and Marais 2004; Jansen 2006). This experience can be attributed to the fact that most of the students enrolled at DUT are first-time participants in higher education in their families. This is a result of their families either being in a position to not previously afford University education or having one child actually qualify to enroll as they are formerly from disadvantaged communities or ethnic groups. With such disadvantaged backgrounds, most students have serious writing challenges and through this study, the current researcher hopes to contribute to knowledge about how the writing challenges amongst higher education students can contribute to the curriculum development at DUT.

This research therefore, investigated how a WrC can build up a model that is not identified as an emergency clinic for all manner of writing in universities as was concluded by (Hutchings 2002). Research will investigate the contribution of the operational and policy framework of the WrC through transdisciplinarity in both language and administration. Max-Neef (2005) has purported that the aim of transdisciplinarity is not to see a certain matter in one aspect, but broaden it to be seen in an integrated manner. This avenue presents joint problem solving and also joint verification of certain subject matters that can only have their solid contribution elaborated through transdisciplinarity. This study aimed to increase the unrealised potential of customer based service delivery through analysis of the operational framework, and curriculum development through the DUT WrC (Chase 1977).

1.6 Research Aims and Objectives

The main objective of the study was to investigate the contribution of a model WrC to curriculum development and growth through transdisciplinarity in both academic language practice and operational frameworks.

The specific objectives were to:

- analyse the WrC policy formulation building up the Centre;
- decipher the type of service delivery system institutionalised in the WrC and how it responds to a student setting;
- examine through the critical discourse analysis in relation to student and staff, perceptions of the centre relative to language development; and
- understand how best academic writing and support can be used to create a basic model for the development of academic writing.

1.7 Definition of Key Terms

Multiple research on the concept of the WrC have often addressed the issue of its functionality, but have not explored how this function is weaved together to actually become a full functioning WrC. This research investigated the growth of transdisciplinarity and function of the operational framework in fulfilling its mandate as an institutional WrC. This section will, therefore, explore the main characteristics of the key concepts of this study which are transdisciplinarity and pedagogy.

1.7.1 Transdisciplinarity

Over the years, various disciplines have merged in order to enhance teamwork in various fields. Teamwork has also risen to deal with the increasing multi-cultural environments that many universities and institutions of higher education have embraced largely in the twenty first century which is a move that scholars such as (Whitfield and Reid 2004); Choi and Pak (2006) have argued to be valuable and beneficial.

The word transdisciplinary has been explained by Thomlinson (1983) to denote actions that involve several disciplines; this word has also been used to further explain multidisciplinary and interdisciplinary. However, in as much as it has been explored, many questions have been asked as to its reliability and successfulness in merging and using more than one discipline to understand a certain phenomenon. As

transdisciplinarity is fairly a new phenomenon, its definition has at large been discipline specific. This section will thus define it in relation to its application to the operational, administrative and pedagogical development of the WrC.

To begin with, it is imperative to understand what a discipline is and how it can be related to the administrative and curriculum development of a WrC. Hornby, Cowie and Lewis (1974); (Stein 1975) describe discipline as a branch of knowledge, instruction and learning. It has as a result, been used to explore many phenomena cutting across most knowledge based studies and practices. When taking a look at the above definition, it is imperative to note that these dictionaries do not cover transdisciplinarity making it a fairly new term and phenomenon. The term therefore is only thus defined in online dictionaries in which transdisciplinarity is explained in the context or a synonym of interdisciplinary meaning involving, drawing from, relating, or characterised by two or more disciplines. This expresses that transdisciplinarity is more of a postmodern phenomenon in which mergers of disciplines in education, science and management can seem to bring about development in a positive way, which caters for the current multiculturalism within institutions of higher education. As a result of the inconsistencies found in trying to understand this term, most scholars have defined it according to a practice within their field of study. Saunders (2011) explains that transdisciplinarity focuses on bringing together different perspectives that provide a platform to develop ideas which is what is done by the WrC. This explains a transdisciplinary approach as is explained by Choi and Pak (2006) as bringing about new perspectives in a given practice (Network 2008).

In a bid to understand the meaning of transdisciplinarity, a few scholars have given a perfect fit to its definition and how it applies to the WrC. Grossman (1979) explains transdisciplinary as group research whereby different experts from different fields work as a team. This definition is of paramount importance as it embraces the main idea of a writing centre and how it utilises different experts to bring about development in academic growth. The charter of transdisciplinary de Freitas, Morin and Nicolescu explain that transdisciplinarity does not strive for mastery of disciplines, but rather seeks to show the best outcome in the merging of disciplines. This, therefore, explains how the WrC uses various disciplines to enhance the growth and development of academic writing in South African universities highlighting the importance of the term transdisciplinarity in this research.

Finally, Jick (1979), has purported that the aim of transdisciplinarity is not to see a certain matter in one aspect, but to broaden it to be seen in an integrated manner. This study seeks to increase the unrealised potential of administration and language through the DUT WrC (Denzin 1978). Therefore, it is imperative to note that the WrC operates with a vast number of tutors from different departments but use the same basis to ensure success. This is the basis of transdisciplinarity in joint problem solving where a humanities professional assists an engineering student to bring about academic linguistic and paralinguistic development and advancement. Furthermore, the WrC also works towards transdisciplinarity through interaction with various departments to encourage pedagogic growth such as Town and Regional Planning, Engineering and Somatology, only but to name a few. These departments incorporate into their curriculum academic writing development.

1.7.2 Pedagogy

Pedagogy has been identified as the discipline that deals with the theory and practice of education. The Collins Online Dictionary (2016) defines pedagogy as principles, practice or profession of teaching. It mainly concerns how best to teach and improve the curriculum of academic development. Pedagogy has often been identified as development of curricula which also denotes the same phenomenon but is emphasising on improving what is already there.

Pedagogy has thus been explained in terms of the general and also it being critical. This study as a result, utilised critical pedagogy as it strongly relates to understanding the main framework in development of academic writing. Wink (2005) has noted that critical pedagogy is the prism that reflects complexities between teachings and learning; it sheds light on the hidden subtitles which the naked eye cannot see in the practice of teaching and learning. Wink (2005), goes on to explain that when using critical pedagogy one has to “learn to relearn to unlearn”. The researcher’s idea explains that critical pedagogy deals with centralising the learner in order to learn from them so as to develop and reshape the whole framework to benefit the learner in the long run. Pedagogy is the way that defines theory and practice of the various methods and ways of teaching and learning.

1.8 Organisation of the Study

In relation to structure and organisation, the first chapter gives an overview of the whole study. The chapter explores what a WrC is and how it came about, also addressing the various circumstances in which this facility was introduced to South African Universities. The chapter as a result gives a background to academic literacies and the foundations for the creation of a WrC. It also gives a problem statement to the study and explores and lists the main aims and objectives of the study in order to understand how the variables of the study shape and bring to life this research. The chapter further goes on to explain the key concepts and how they contribute to the study. Chapter one concludes by giving the general overview of the study.

The second chapter is part of the literature review and theoretical framework. It reviews the literature that has been explored on the context, background and development of academic writing in South Africa, leading to the establishment of a WrC, exploring the nature of discourse and the operational and administrative frameworks that govern WrC's in South Africa. It analysed how research has addressed issues to do with operations and management and also the role of the student; hence looking at the development of academic pedagogy through the WrC. Chapter two, finally examined how operational and administrative frameworks are connected to transdisciplinarity and the Critical Discourse analysis (CDA) relating its connection to the development of curricula towards improvement of academic writing.

As a continuation of chapter two, chapter three looks at the theories that build up the operational and administrative framework of a WrC, and is therefore, the theoretical framework. This chapter explores and tests the service delivery theory by Ponsignon, Smart and Maull (2007) by looking and analysing how the idea of customer centrality is explained by this scholar to address the operational and administrative framework of the WrC towards developing a better curricular for academic writing. This chapter looks at the pioneers of service delivery and critically analyses theories such as that of Chase (1977); (Chase 1981; Chase and Tansik 1983; Lovelock 1983; Shostack 1987; Kellogg and Nie 1995) to see how their ideas of service delivery fit in the structure of academic and curriculum development to produce more intangible assets and belongings. This chapter also explores the critical discourse analysis and explore how it addresses the structure of the WrC operations and also how it connects to transdisciplinarity.

Furthermore, chapter four addressed and covered the design of the study. The chapter explored the methodology that was used by the researcher and why this type of method was used. It examined the advantages and benefits of using case studies and how information can be tapped from a design that is shaped this way. It further explored the research methodology and data collection methods which were understood by presenting the target population and area of the study. This justified the sampling methods used and also supported the measuring instrument, data analysis and aspects such as ethics and anonymity and confidentiality. The chapter further elaborated how it was important to carry out a pilot test to ensure validity and reliability. Chapter four concluded with the ethical clearance for this research.

Chapter five and six comprised data presentation and analysis of the empirical findings of the study. These two chapters presented and analysed the findings of the data through graphs, tables and figures. While chapter five presented the findings of the data in about sixteen segments, chapter six analysed how responses from staff, and students contribute to pedagogic growth and development of the DUT curricular. Chapter six as a result concludes with both a descriptive and narrative analysis of the study to fulfil the design of the study that stated the research as mixed methods.

Furthermore, these chapters were mainly the analysis of the research that was gathered using the design and instruments discussed in chapter four. Chapter five explored the results of the research through understanding the nature and scope of the WrC by analysing students, staff and operational responses from data gathered in the field. This chapter also used charts, bar graphs and the statistical package for social sciences (SPSS) version 14.0 of SPSS to evaluate the impact of the operational and administrative framework of the policy administered by the WrC to the DUT community. Chapter six finally presented at the challenges that the structure of the DUT WrC face in relation to its operational and administrative framework. It also examined the challenges that have hindered or stagnated the growth of academic pedagogy at DUT.

The final chapter of the study was the conclusion and recommendations of the research. This chapter explained how the findings of the research were related to the objectives of the study by explaining each objective and how data collected and analysed was connected to the aims of the research. It further, covered significance

of the study and gave a summary of the main findings by grouping it into sections representing demographics, student's awareness to WrC policy, student expectations and an overview of their experiences. Finally, the chapter gave recommendations in relation to these categories and concluded the research.

1.9 Conclusion

This chapter has presented the general overview of the study, and covered the background, context, aims and objectives, main definitions as well as key concepts of the study. It has emphasised on understanding the main focus of the study that is around operational, administrative and pedagogic analysis of the DUT WrC. The chapter explored the theory that is to be tested and identified the main problem that has resulted in this study taking place. Finally, it explored how South African institutions adopted the facility of a WrC within their institutions and sheds light on their views and perspectives of this facility and how it will contribute to the development of academic writing.

Chapter 2

2.1 Introduction

The previous chapter and section covered the general overview of the study. It focused on introducing and understanding the scope and main idea of the study. This chapter will present the context of the study, the background and establishment of the WrC in South Africa, and examine the various factors that influence WrC models and how students and institutions relate to these administrative frameworks and models.

This chapter will examine the model of the WrC and how it contributes to pedagogic development and also discuss the background and establishment of the WrC in South Africa. It will explore and interrogate the structure of the administrative and operational frameworks of WrC's in South Africa through a review of literature. It will finally look at the main aspects of the context and how it contributes to the advancement of pedagogic, operational and administrative frameworks in South Africa.

2.2 The Context and Model of the WrC

In examination of administrative and operational frameworks of WrC, it is imperative to understand that the model and type of a WrC is not a specific one like an organizational organogram but however, differ according to the institution (Hutchings 2002). Kinkead and Harris (1993), elaborately note that a WrC is difficult if not impossible to describe because there is no one specific model explaining the centre. Thus, although it is an existing and important entity in the curriculum of an institution of higher education, its specification and definition to model are only defined by place.

WrC's in most institutions have a similar function but differ in the structure of how the service delivery is rendered which is usually institution specific. Consequently, each centre has a set of tutors and management that are all connected by their ability to assist in academic literacies but all emerge from different and vastly unrelated disciplines. This notion thus, brings into focus the development of the WrC as a centre not only for academic growth and development, but also a community of an emergent transdisciplinary entity.

As a notion to further explain the evolution of the WrC concept developing into an emergent transdisciplinarity entity focus is given to the structure of the operational and administrative frameworks. Hutchings (2002) explores the tutor's role as taking different forms in relation to the particular session at hand. This, therefore, transforms

the WrC to not merely an ordinary based entity with a normal organogram, but one that varies from context to context. The aspect of various tutors from varied disciplines weaves into life the involvement of various disciplines to broaden academic writing in an integrated manner. The concept of the WrC, therefore, can be viewed from varied aspects so as to depict a certain avenue to its functionality and contribution to an institution and development of the academic curricular.

Having outlined this, it is imperative to note that the various administrative frameworks that most institutions in South Africa have adopted such as the University of Cape Town (UCT) have too often been identified by students as emergency writing clinics. Scholars such as (Kinhead and Harris 1993; Mullin and Wallace 1994); Hutchings (2002); (Denny 2010), have expressed how in many institutional WrC's in South African Universities, most students have perceived the WrC as a place to immediately resuscitate a dying thesis, paper or assignment as they rush to the WrC to collect a stamp or to proofread or edit the work. Which however, are all duties that the WrC does not offer but, rather offers assistance in writing to learn and learning to write (DUT 2015c). This depiction, therefore, digresses from the original structure and base for the creation of a WrC and establishes the WrC as a "chameleon" entity with whom its model and structure is only understood by the WrC staff.

Archer and Richards (2011) vastly explain how the origins of the WrC in South Africa was weaved into part of the institutional academic history, through exploration of the birth of various WrC's in main institutions in South Africa. The idea of a WrC, as a result, has been seen to be varied in model, institution and place thus; its background is mainly based on differing model types and policies (Kinhead and Harris 1993). A general definition of a WrC would thus denote it as a space for academic negotiation in political, social, and cultural ubiquities in writing (Denny 2010). North (1984) describes a WrC as a centre to offer transdisciplinary skills in the art of writing for academic and professional growth in tertiary institutions. He further goes on to explain it as a resource centre for teachers and writers and a tutorial facility for those with problems in composition. Over the years, the WrC has however been mistaken for an emergency writing clinic which has been identified vastly by (Bacha 2002); Hutchings (2006) and also by North (1984) who explains that students and institutional staff view the WrC is to illiteracy what Lourdes and a hospice would be to illness hence, clarify the WrC as an emergency room. Thus, as vast arguments can be established as to

what a WrC really is, much attention needs to be given to the model and policy founding an institutional WrC. This is so as to bridge the gap of it not being a cure to academic illness in writing but rather a place to develop literacy for an increasing multicultural academic era.

As a result, in order to understand the web that builds transdisciplinarity, administrative and operational frameworks of a WrC, it is imperative to examine the structures that define the roles of the tutor and what they are to do. This research in seeking this objective, will omit discussion of the tutor-student role but rather explore the concept of the WrC in relation to the administration and its frameworks created for functionality to encourage and develop linguistic and paralinguistic understanding of the entity to academic writing. Therefore, according to Harris (1995: 2), it is important to note that:

“Writing centres does not and should not repeat the classroom experience and are not there to compensate for poor teaching, over-crowded classrooms, or lack of time for overburdened instructors to confer adequately with their students. Instead, writing centres provide another, very crucial aspect of what writers need - tutorial interaction. When meeting with tutors, writers gain all kinds of knowledge about their writing and about themselves that are not possible in other institutionalized settings.”

In reference to the above, therefore, a WrC is structured by its mandate and purpose for a specific institution. Thus, many times the WrC is defined and operated through guidance of its administrative and operational policy. This policy is what then develops the concept of the WrC and how it will impact the institution and growth of academic writing.

2.3 Background to Development of Academic Writing in South African Academia

To understand the creation of a WrC, it is important to unravel the foundation in which creation of a WrC in South Africa was laid. Hence, this section will discuss development of the English language in South Africa.

Archer (2010), has articulated that issues around language and its development in South Africa are very interesting, when one views it in relation to the ongoing legacy of apartheid that is still existent in non-equitable educational systems. The systems of

African education that have been established to help develop academic writing in both academic and professional platforms has resulted in the adoption of a continued non-equitable system with minor loopholes in the development of pedagogy in both educational and professional careers. Moore (1996: 7) has explained this as “a persisting heritage of educational unpreparedness which includes linguistic, numerate and conceptual analytical competencies.”

The term unpreparedness in this context is explained by the researcher to mean the inability of students to be adequately equipped for university education assessment which is mainly done through written valuation. The researcher approaches the idea in that most students produced by the South African education system from high school to tertiary schooling are mainly not prepared to tackle issues in writing academically. The students do pass well during matric and qualify for tertiary education but, are however not adequately equipped for academic writing.

Unpreparedness in this context does not refer to the inability to code or decode academic and tertiary pedagogy. It explains that although one can be literate there is still more to be learnt especially in the field of academia. In order to understand this assumption, a look at what writing in tertiary institutions entails, is imperative. Archer (2010) explains that writing is one of the main means of assessment in tertiary institutions. In some cases, support in writing helps students achieve their academic performance and that may mean the student stays in the tertiary system, and proceeds to graduation. This therefore introduces the gap in which the inability to write academically means they are ill-equipped and therefore unprepared. The variance in unpreparedness is further explored by the ideas around writing and curricula development in institutions of higher education.

Written assignments, and principally academic essays, are the main way in which students are assessed in higher education. Students from secondary school are not often prepared to deal with the demands of writing at university. Not only are they trying to absorb and comprehend the disciplinary content, but they are also required to learn the academic literacies of each discipline in which they are studying (Quinn 2007). This as a result covers for the term unprepared as they have only been previously equipped to deal with a large number of disciplines whose content and demands are the same which however, is different in university education, where there

is more discipline with different content and demands according to the given and built curricular.

At first glance, coming out of high school with flying colours and then qualifying to study in a university is a sure fact that one can write. However, many students are oblivious to the fact that academic literacies and writing takes a full transformative turn once you are enrolled into an institution of higher education. In trying to grasp this concept Hymes (1973) in his writing explicitly explained that when it comes to writing, not everyone who has English as a first or second language falls out of the need of the services of the WrC or out of the 'unpreparedness realm'. Hymes (1973) in his work on understanding the foundations of inequality in speaking elaborates that 'because one can speak fluently or understand English well it does not mean that they equally write well.' This revelation at first glance is surprising given that writing is just writing. It requires a self-evaluation towards trying to figure out what most scholars such as Quinn (2007) mean when they say students from secondary school are rarely equipped to cope with the demands of writing at university. Hence, again reiterate the idea by Moore (1996) in concluding that students are unprepared for university education.

As a result, the idea of preparation falls within the domains of writing. Writing therefore, plays an important role in education and how it is perceived and adopted therefore, in each stage that it is used is of paramount importance. Coffin et al. (2005) elaborately explain that students' writing is the centre of teaching and learning in higher education which fulfils a range of purposes in the academic journey; the list of purposes includes:

- Assessment, a major purpose for student writing (Education 1997; Coffin et al. 2005: 2). Britain explains that this is so that students show their understanding of the subjects being taught in institutions. This is usually an opportunity for the lecturers to not only look at understanding of the core subject but also look at punctuation acknowledgement of sources and also construction of argument to achieve the goal of the written piece.
- Learning which will help students to understand and later on critique and evaluate facts and theories to contribute to the growth of knowledge.

- Entering particular discipline communities (Coffin et al. 2005: 2). This is then what builds up the academic backbone of many disciplines who then should be proficient in writing in order to critique and argue a discipline adequately.

The above not only stands as more reason to prepare students for both academic and professional careers but is the main currency for the acquisition of education. The South African existent no-equitable system of education that is explained by (Moore 1996) reflects embodiment of some but not all of the above hence, his conclusion and perception of unpreparedness. This perception is what then contributes to the broader picture of curriculum and pedagogic growth as without this input WrC's have no place in education.

To pause for a moment in trying to understand the art of writing then relate it to the operations of a WrC it is imperative to look at what is writing is seen as. Emig (1977) explains that writing represents a unique mode of learning, not merely valuable, not merely special but unique. It is unique in that this is the major tool of trade in tertiary education. Without the ability to express oneself in writing, learning in an institution of higher education is close to non-existent. The uniqueness in writing is that at each stage it develops a structure in which to trade with. At this juncture, it would be adequate to identify writing as the main currency in the world of education. The structures in which it now takes at each stage is then now a currency that is needed for a specific colony. Writing is therefore an art and a mode of learning which, at each stage requires a transformation in structure to be able to trade adequately with it and the inability to transform will result in unpreparedness which however, is not an incurable disease.

From the eyes of a tutor writing before and after WrC experience is such that, before the WrC writing is just writing and there is no need to understand what an introduction is or how its structure will shape the body and subsequently shape not only the conclusion but the main goal of the paper/article/thesis. Writing prior the WrC experience for a tutor is oblivious to the main aspects of academic literacies such as plagiarism, introduction organization of body and conclusion. In this stage there is no need to understand the importance of coherence, but rather a high need to "write to pass". After now experiencing the art of writing to learn and learning to write DUT (2015c), the transformation suddenly takes life form and it becomes more clear why

the main aspects of assessment, learning and being part of a writing community not only to add to intangible assets students acquire from institutions of higher education, but form the build-up and development of curriculum development in universities. This therefore contributes to the perception of unpreparedness which is mainly countered for by the existence of a WrC.

This, therefore, explains within the focus of this research that the development and set pedagogy of the South African English development context is creating a system of impromptu scholars for the next level. The gap created by this system of teaching, specifically its effects to English in institutions of higher education resulted in a need to create space to cater for development that would bridge the development of “Metric English” development to academic English development. Hence, as Moore (1996) and Archer (2010) discussed, this anomaly resulted in the creation of Academic support in South African institutions in the 1980’s. The first attempts in institutions of higher education in South Africa, post-apartheid to improve academic writing seemed to be viewed and conceived as a way of stigmatization between students bringing into comparison the advantaged and dis-advantaged (Archer 2010).

The efforts that were put in the plan for pedagogic development to bring about change and development in academia, in both the approach to academic development and the South African writing teaching system resulted in the creation of what we call today the WrC. The process has seen various models develop and also several frameworks come into shape. This development will as a result, give light as to how the process towards a WrC began in South Africa.

The support that was given to the WrC in these premature stages developed the perceptions and views of various administrative and operational frameworks that the WrC has been perceived to be an “emergency room”. This research however, looks at this perception and examines how it has impacted the development of academic writing. It analyses how the WrC approaches the teaching system and what it brings forth in helping improve academic writing in an institution of higher education such as DUT.

2.3.1 Establishment of WrC’s in South Africa

The first established WrC’s in South Africa was in the early 1990’s at the University of Witwatersrand (Wits), Cape Town (UCT) and Western Cape (UWC) (Archer and

Richards 2011). In most of the above institutions, the WrC was created as a result of the writing capabilities of students. The policy in which they were created is mainly based on three broad issues of concern that were inspired by the need to accommodate a growing multi-cultural student body in institutions. Leibowitz et al. (1997) is of the view that the WrC was a result of not only students access to the institution, but also the academic discourse. The WrC creation thus sought to develop a model that was ground by a fully functioning procedure that was suitable for students, lectures and the institution.

The opening of a WrC, as a result was created as an extension of bettering the general academic discourse. Before we move any further, it is imperative to understand how “discourse” and its definition are linked to the important creation of the WrC and its establishment in South Africa.

I. “Discourse”

Growth and development of any language is intricately linked to the semantic web that builds academic literacies and the main academic discourse within that nation. Bhatia (2002) argues that it has become almost axiomatic to regard examination and analysis as a kind of prerequisite to design and plan any language and learning activity. Thus, it is important to decipher the link of discourse to existing models of a functioning WrC which is a web built to develop academic literacies.

Wood (2015) has defined discourse in three main ways which are:

- I. language beyond the level of a sentence,
- II. behaviours linked to social practices,
- III. Language as a system or process of thought.

As a result, insight into that definition therefore, covers the main reasons why it was imperative for South African Universities to create institutional WrC’s so as to develop language beyond the level of academic sentences, this is to move away from just trying to develop sentences to create coherence as most are taught in high school. But rather to go beyond the spectrum of academic coherence to attaining intangible assets that will be of great value beyond the academic journey into the professional sphere.

It is further encouraged by behaviours that have been influenced by social practices. This idea denotes the inequality that the South African system of apartheid created. It separated and segregated most students and resultantly created unconfident behaviours in which because, of the rigid race system most African, Coloured and Indian students dismissed prioritizing academic growth and development for their own benefit. Hence, this produced more parochial behaviours towards academic growth and development. Therefore, creating barriers for growth of the curricular and encouraging the process of thought in developing academic literacies. As a result of the above, thought and development was linked to self-motivation which was not fully supported for the students hence explain how discourse in South Africa needed a WrC to improve both attitudes and structure of the curricular.

This emphasis is shown in the identification of the need for a WrC, which has been noted by Angelil-Carter (1995) who explains that the “language of academia is a very specialized discourse which presents a problem for all students whether they are first or second language speakers.” This shows the fact that development of discourse is not based on historical and certain pedagogical set up systems but, rather adaptation and development to modes of learning the language of academia. This process encompasses not only the ability to write coherently, but also the ability to understand and put into practice basics of academia such as referencing, citing, and paraphrasing without, in the end committing plagiarism and unauthenticity.

Regardless of that matter being of pivotal importance, discourse itself remains a major issue in development of academic literacies. Therefore, understanding the type of discourse that creates a foundation of the creation of a WrC is based on the historical context of the area.

This will require a brief history lesson in South African English. South Africa gained independence in 1994 as a result of the ending of apartheid (Fiske and Ladd 2004). This not only opened many social, political and economic doors and opportunities for the majority South Africans, but also many doors to the majority for opportunities in tertiary education as there was reform of the state’s educational system giving right to education to all (Fiske and Ladd 2004). These opportunities meant advancement in education and learning development. This meant a rapidly growing multicultural academic body which was in dire need for a writing and learning development centre

resulting in the creation various WrC's in South African Universities. This development was premised on the idea that the corporal academic development in institutions was primarily based on the curriculum instituted during the apartheid era. This system had previously segregated and excluded the majority of the population (Leibowitz et al. 1997). This situation presented a need for a space for students to be coached one-on-one. The coaching was based on issues to do with the nature of discourse that South Africa had as explained above by Wood (2015) to adequately address the key issues to writing academically and progressing with this as a lifetime skill. As the ability to write academically is considered in service delivery as an intangible asset therefore most valuable to an individual (Lovelock 1983). This major identification thus gave bases to aspects leading to questions to do with a type of administration and framework that would not only assist the growth and development of academic writing but contribute to the value of intangible assets taken home by students in universities.

ii. The Establishment of the WrC's operational and Administrative framework

The proposed administrative and operational framework to build a WrC in South African universities was influenced by the points below Hutchings (2002):

- Offer one-on-one consultations to the student to help assist them beyond the level of just an ordinary sentence, bridging gap into academic writing.
- To connect with the departments, lecturers and students to develop writing skills that are connected with social practices such as the multilingual and multicultural nature of the university developing the specific writing needs of the students needed.
- Record details of consultation for information and also research on students' response and development.

As has been articulated by Archer (2010) and Hutchings (2002), the initial WrC was created to bridge the gap in English language tutoring in institutions for undergraduates. However, with the increasingly growing multicultural environment, the WrC over the years was extended to postgraduate students as also their writing skills in academia needed development with specifics to the deeper writing styles needed for academic writing such as referencing and plagiarism as discussed by Hutchings (2002) and (Archer 2010). This need as a result, spread the requirement of

WrC's in South Africa contributing to the broader institutional make up of academics and their development towards quality education.

A good example would be that of the University of Cape Town who have through their WrC adopted a space for academic growth for both undergraduate and post-graduates separately. The structure and operations for both are similar but however vary in that postgraduates' students are given space to drop in their work prior the consult (UCT 2016). The operations of the centre are built around the idea that everyone is in need of assistance in learning to write although they are seasoned writers or complete novices the consultations are designed to be learning experiences for both the undergraduate and postgraduate students.

Under the UCT WrC, there is a specific programme designed to cater for the different students and the goal of the UCT WrC is built around it being 'a project within the Language Development Group (LDG) which focuses on research-driven developmental work, particularly through curriculum involvement'. The WrC and the LDG contribute to the Centre for Higher Education Development's (CHED) goals of, research-led development, widening access to academic and pedagogic development; promoting excellence through equity by offering every student an opportunity to learn to write; ensuring the provision of key abilities in graduates; and developing the curriculum in partnership with faculties' (UCT 2016).

Furthermore, there is a similar structure at the University of the Western Cape (UWC). This similarity is structured in such a way that for the undergraduate students they have a WrC and the postgraduate students they have a Postgraduate enrolment and Throughput programme (PET) (UWC 2013). The institution further extends its WrC with a range of workshops that are open to students with collaboration with lecturers (UWC 2013). The UWC WrC as a result offers mentorship and online student support.

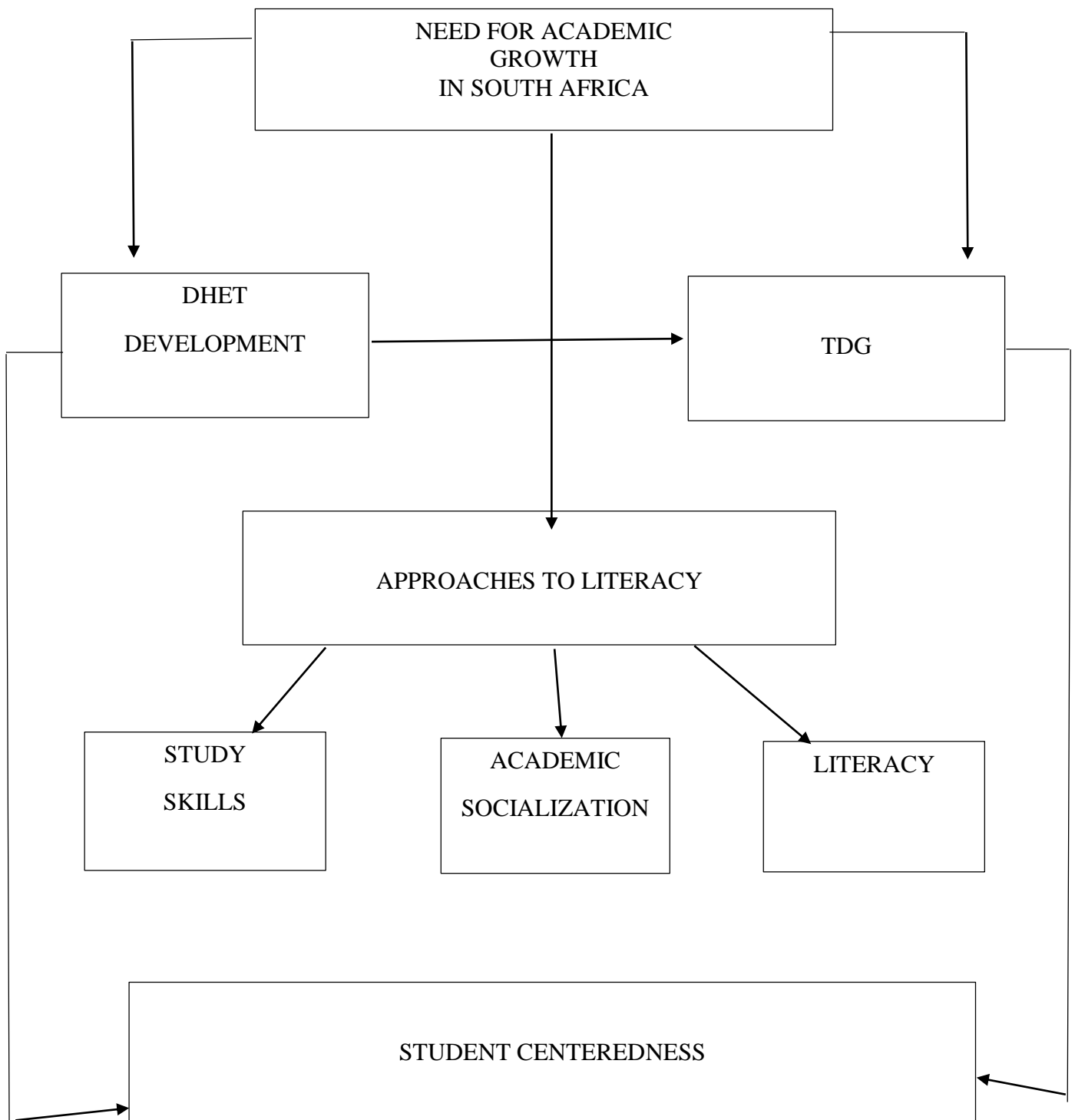
The UCT system has therefore developed a separate type of a WrC that specifically attends to the needs of postgraduate students in academic pedagogy and literacy in relation to the growth and development of academic literacies. This extension not only works as part of the intangible assets that students take home from institutions of higher education but also contribute to the goals and mandate of CHED as a means of improving pedagogy in institutions of higher education in South Africa. This,

therefore, explains the growth and integration of language development in academia through the WrC.

The Durban University of Technology (DUT) WrC, which was officially launched on the 11th of September 2013 was a result of this huge development and in support of developing academic writing in universities. Like in other institutions as Archer (2010: 3) explains, “the degree of integration of language and content is ongoing and varies between departments, faculties and institutions”. A phenomenon which has resulted in a myriad establishment of various types of WrC’s all over South Africa whose pedagogy is mainly shaped by the type of integration and approach to the language content and integration within that specific region and institution.

The DUT WrC as a creation towards the development of educational literacy within the institution, remains a pivotal centre for the expansion of academic writing, development and literacy at a Technikon turned into University. This major aspect therefore, brings into light the idea that the level of discourse, literacy and academic language proficiency already existent in the pool of students enrolled into the institution perfectly fit into what Archer (2010) described as” specialized discourse” in academia which is a problem for all students despite their language background. The WrC at DUT is thus a creation that is meant to cater for this gap and also create much space for pedagogic development. It remains an externally funded facility within the institution sustained by the Department of Higher Education and Training’s (DHET’s) Teaching Development Fund (TDG). Its model is designed to enhance the teaching and development within institutions which also corresponds and link with certain departments and faculties in helping bridge the gap with academic writing and literacy. It also works as a major transdisciplinary entity as it cuts across all disciplines to converge in academic literacies and development using all types of pedagogy from different faculties to help develop and improve the gap in academic writing and literacy. Explanation of the above is illustrated below:

Figure 2.1: Explanation of the need for academic growth and its influences



The above explains how the need for academic growth in South Africa is explained as linked to the DUT framework. The approach to literacy is encouraged by motivation for the workers which is influenced by the structure of development towards pedagogic development. This motivation is linked to Maslow's hierarchy of needs Maslow (1987); (Huitt 2004) which explains that the more the worker is motivated financially the more they will put more effort to working towards a collective organisational goal. This in this case, is motivated by the financial backing of DHET and TDG whose main focus is to provide for a curriculum for pedagogic growth which is centred and focused on student growth. The WrC at DUT is funded by DHET and supported by the TDG directly within the institution. This therefore, explain the attempts for the DUT WrC to improve pedagogy within the institution.

In an attempt to understand the operational and administrative framework of the DUT WrC it is imperative to understand how the model is influenced and developed. A close look at the academic literacies approach by Lea and Street (1998) will give an idea into how South African WrC's are structured and modelled. Their main argument is that writing in higher institutions has been specified into three main aspects inextricably linked to historical backgrounds which are:

- Study skills
- Academic socialization
- Academic literacies (Lea and Street 1998)

The above characteristics are explored in agreement by various scholars such as Archer (2010), and (Lea and Street 1998). It is imperative to understand that although this approach may seem to be applicable, it is also set and viewed as a typical model of a WrC approach which can later be examined with the existent operational framework. The researcher will explore how far these three main characteristics impact on the administrative and operational model of a WrC to understand how the context was developed to improve academic writing.

Lea and Street's model is described in diagram below:

Table 2.1. Exemplification of Lea and Street (1998) model in the Writing Centre context

Approaches to literacy	Study Skills	Academic Socialization	Academic literacies approach/ multi-literacies
Description of the approach / assumptions	Student writing is seen as comprised of atomized and transferable technical skills. The emphasis falls on surface correctness of language, grammar and spelling. Normative standards of instruction and assessment exist in this approach.	This approach involves inducting students into the institution, either through a process or a genre approach to teaching writing (discussed later in this chapter).	Literacies are seen as social practices. This approach sees institutions as sites of discourses and power, and writing as embedded in different disciplines and discourse communities. The emphasis falls on a multiplicity of approaches to writing instruction and assessment. Change and contestation are encouraged and differences are noted and addressed to instead of being ignored. Uncertainty is

			embraced, rather than reductionism.
Writing Centre's role	In this approach, it is the WrC's role to advance a mastery of skills, such as vocabulary, sentence complexity and variety. WrC's act as remediation Centre's to rectify 'deficiencies' in language.	In the process approach, students learn how to develop their analytical and critical thinking skills through dialogic exchanges with the writing consultant. One-to-one consultations reinforce the uniqueness of the student as a learner whose intelligence and writing processes cannot effectively be addressed by the unitary practices of the study skills' model. In the genre approach, the Writing Centre's role is to teach the genres of power in order to allow students to gain access to them.	WrC's respect and encourage multiple literacies.

Consultants' role	The consultants' role is to teach skills and rules, and to correct student errors.	The consultants' role is to inculcate students into a new 'culture'. In the genre approach, this tends to be more of a one-way communication. However, a process approach emphasizes dialogue.	The consultant's role is to facilitate reflexivity and awareness of academic practices; to emphasize and upfront students' resources and how they negotiate conflicting literacy practices.
Student's role	The student's role tends to be passive and involves the internalization of sets of rules.	The approach here is one of apprenticeship learning; the apprentice writer learns from a more experienced and knowledgeable writer. In the process approach, students gain confidence in discovering their own 'voice'. In the genre approach, the student gains confidence in a range of genres.	The student needs to explore various 'voices' in his/her own writing, as well as in the valued texts of the discipline.

Critique of approach	<p>This approach tends to be reductionist, decontextualized and overly focused on the end product rather than the process of writing. It also emphasizes student deficit and encourages dependence rather than critical thinking.</p>	<p>The process approach can assume sameness amongst students, and ignore change or power in institutional practices. Student writing is often seen as a transparent medium of representation. In the genre approach, the emphasis on direct transmission of text types can lend itself to uncritical reproduction. It tends to reify power as a possession of a particular text-type rather than seeing it as relational. Both genre and process approaches emphasize social mobility within set structures, rather than encourage</p>	<p>This approach is probably more appropriate for advanced students. It could be seen more as the end of a process rather than the beginning.</p>

		change of those structures.	
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In examining the above model, the DUT WrC is thus premised on these main issues and its creations is also cantered on the same main ideas. These ideas have therefore, created a platform for the development of an operational and administrative framework that is suited for the progress, growth and development of academic writing for higher education. The above example also covers the issue of how the WrC's proposed main idea and model is built around transdisciplinarity as the role of the 'consultant' is to guide and direct the student in academic skills and literacies which can only be drawn from a pool of transdisciplinary expertise.

2.4 The DUT WrC Model

As has already been discussed on the various types and models of WrCs in South Africa and how they came to be. It is imperative to explore the policy formulation that builds up the DUT WrC's operational and administrative framework. The DUT WrC was originally started in the Faculty of Arts and Design in early 2008 (Anon. 2008a). The WrC was situated at City Campus and was operational on Tuesday, Thursday and Friday. The centre was operated and overseen by a part-time coordinator and consultant (Anon. 2008a). The policy and operational framework of this WrC was such that it:

- Would provide a friendly and relaxed learning environment where students would work on pre-arranged writing tasks (Anon. 2008a). It was not to function as a drop in centre or as previously discussed writing emergency room.
- Would investigate providing a variety of resources to the students such as one-on-one tutoring and small group work (Anon. 2008a).

This information as a result, explains the main aspects of the pillars that built the policy formulation that has established the DUT WrC. A look into the structures as explained above describes clearly that the model was built around it not developing into an emergency writing clinic, but rather a space to learn to write and write to learn. This WrC also like the UCT WrC was built as an extension of CHED thus the models of

DUT and UCT did differ in structure of idea and funding but however, they both worked towards integration of writing development into assignments which is part of pedagogic growth in academia.

The operational guidelines of the DUT WrC were such that, there was to be intricate collaboration with lecturers and the WrC staff, encouragement of use of the WrC would award the student with a certain percentage on their final mark. This however can be sited to have worked retrogressively with the various models of WrC's in South Africa. This retrogression was as a result of students using the WrC to gain extra marks and not actually use it as an opportunity to learn hence the assertion of many WrC's in South Africa to be emergency writing clinics (Bacha 2002; Hutchings 2002; Hutchings 2006).

As a result, the need for development of academic writing and support was the basis of the creation of the WrC's move towards the growth of curricular for the University. As realization of more of this need grew, there was need to grow the current WrC to a place that would cater for more of the students that were enrolled at DUT as it was only available at City Campus. There was thus, a proposal to expand the project of the WrC to the other campuses which included Steve Biko, ML Sultan, Pietermaritzburg campuses and Riston campus respectively (Pratt 2008). The educational approach of this proposed extension was based on a 'macro' approach in which the diversity of approaches to teaching and learning in the university disciplines would be accommodated by the WrC (Pratt 2008). This macro approach views communication in written modes as a social process hence the practice of the WrC is a social community practice in which learning is a gradual process. In this proposal consultations were not designed at fixing problems but rather at establishing effective academic writing practices (Pratt 2008) so that fewer problems were experienced in the acquisition of intangible assets offered by the university. The proposed extension which is the current WrC was designed to employ a 'hands on' approach which would be modelled around developing writing competence at the requisite university level (Pratt 2008).

The proposal to formulate and build the WrC explained the nature of discourse in relation to pedagogic development. It stated that:

“teaching of written communication is often hindered because the field is highly politicised and fraught schisms and disputes. The approach envisaged here embraces diversity as a resource rather than a threat to tenure, publication or power. The givens therefore are:

- Communication in written mode is a social process best learnt and developed as part of the human socialization process which notices diversity of disciplines and professions
- Communication in written work is crucial to intellectual development and closely linked to learning (Pratt 2008: 2)”.

The major role of the WrC is thus, to facilitate the growth and development of academic literacies given the different institutional levels. It also has a creative writing component which is used to target budding writers who are usually high performers. The DUT WrC hosts an annual creative writing competition Mheta (2016) for this where they encourage writing of various genres from poetry to essay writing. This initiative is a strategy to counter the stigma that is often associated with using WrC's, that only students with difficulties use the WrC. The main aim of the WrC is to:

- Develop student writing
- Create confidence to write more in budding writers
- Promote reading and writing outside disciplines (Mheta 2016).

This then takes into consideration the type of the institution given how South African education has evolved and developed recently. The main conditions of the WrC are therefore, any approach by the WrC must be thoroughly planned and researched and that academic programmes teams are actively engaged with the adequate writing support that contributes directly and indirectly to academic growth (Pratt 2008). The structure of the proposal of the current WrC as a result, builds up what is the policy formulation in which operational and administrative frameworks of the WrC are developed and designed to fit the DUT WrC model facility. As this section also seeks to look at other institutional models, the table below explores different WrC institutional facilities in South Africa.

Table 2.2: Policy, Administrative and Operational frameworks of South African WrC's

Institution	Durban University of Technology (DUT)	University of Cape Town (UCT)	University of Witwatersrand (WITS)
Mandate	To develop an effective mechanism to address an identified need for writing support at DUT.	A student-oriented space which aims to provide mediation in the writing process (UCT 2016).	A valuable service to help improve student writing skills (WITS 2016).
Policy	Integration with the institutional disciplines to develop academic literacies as part of the national CHED strategy.	Provision of an avenue for the development of academic writing for students.	Provision of a space to listen, help and develop student ideas.
Model (i.e. where it is housed, its funding and how it works)	<p>-Housed in the libraries</p> <p>- is externally funded</p> <p>-a standalone facility as an extension of DHET funded programmes.</p> <p>-One-on-one consultations and does not provide editing services.</p>	<p>-Located within the Language Development group and CHED</p> <p>-One-on-one consultations and does not provide</p>	<p>- Housed in the library</p> <p>- One-on-one consultations and does not provide editing services.</p>

		editing services (UCT 2016).	
Target students and approach (i.e. activities to inform what WrC is in the institution)	-Staff and students all DUT registered students -Occasional roadshows, writing workshops, online information and videos and annual writing completion.	-Staff and students all DUT registered students.	- Centre is for anyone who wants to work on their writing: those who already write well and those who would like to write better (WITS 2016) -It is also for any student and staff member as well.

Table 2.2 above shows the different models and types of WrC in three institutions in South Africa. The main similarities are that they all provide similar services but however an intricate detail of importance is that although they do have similar functions and their individual policies frameworks and administration are governed by the model type of a WrC that is suitable for the specific institution and the student body that is being attended to. As a result, although the main idea is development and growth of academic pedagogy there is however a difference in the institutional make up on who this development is targeted to. This then leads to a need to understand the type of institution that the WrC is housed which is of pivotal importance to the built-up of the model, administration and operational framework of the WrC.

2.5 Transdisciplinarity in the WrC

Various research on the foundations and concepts of the WrC have often addressed the issue of its functionality but have not explored how this function is weaved together to actually become a full functioning WrC. In further understanding the context, history and development of the WrC in South Africa, it is imperative to look at the major aspect of this research which is transdisciplinarity of the WrC's administrative and operational framework.

Jick (1979) has purported that the aim of transdisciplinarity is not to see a certain matter in one aspect but, broaden it to be seen in an integrated manner. This avenue

presents joint problem solving and also joint verification of certain subject matters that can only have their solid contribution elaborated through transdisciplinarity. Enquiry into the unrealized potential of administration and language through the DUT WrC as is discussed by Kinhead and Harris (1993) is vital to understand how vast literature has missed the pivot of policy and administration founding institutional WrC. Therefore, it is imperative to note that a WrC operates with a vast number of tutors from different departments but use the same basis to ensure success. This is the basis of transdisciplinarity in joint problem solving where a humanities professional assists an engineering student to bring about academic and linguistic and paralinguistic academic development and advancement. As many scholars have often only focused on the WrC as an emergency clinic, it is important to note how frameworks such as WrC online, road shows, workshops and WrC competitions create understanding of WrC use to students and divorce it from an “emergency room” status. These evidently build and contribute to the broader curriculum and pedagogic growth of the DUT WrC model and prototype. Thus, previous studies like Hutchings (2006), Hutchings (2002), and Bacha (2002) although very detailed in scope and functionality only emphasize on the process that includes the structure and views of the WrC but does not look at the operational framework and how it also defines probability of academic pedagogy and transdisciplinarity in the frameworks and administration of a WrC which will be explored in detail in following chapters.

2.6 Conclusion

In conclusion, this chapter looked at the context of the WrC and also presented the background of the WrC in South Africa. It explored the idea of discourse and how the South African discourse has encouraged the need for a WrC in South African institutions of higher education. The chapter also explained in detail how this context has shaped the development of operational and administrative frameworks of WrC's in South Africa specifically the DUT WrC. It finally looks at different perspectives on issues that influence context, model, policy and operation of a WrC. The next chapter will adopt ideas on structure of the context of the WrC and explore the theories that encourage the existence of the WrC and its type of service delivery all connected to the scope and idea of this study.

Chapter 3

Theoretical Framework

3.1 Introduction

This chapter will explore the theories that explain the service delivery aspect of the WrC. It will examine the Service Delivery Theory (SDT) by (Ponsignon, Smart and Maull 2007). The chapter will test how service delivery applies to the operational and administrative framework for pedagogic growth in academia.

Theories that frame, build up and explain the context of the WrC have been vastly explored from the early 1800's to date. They explore why there was a need to create a WrC and how it came about as is elaborately put by Boquet and Lerner (2008), to those who explore what it has become and where the theory is really elaborated such as (Hutchings 2002; Boquet and Lerner 2008; Archer and Richards 2011). Previous research on the WrC has explored the model and theory of the WrC in a bid to understand how best this idea can be sustained and also continue to contribute to the development and growth of the “academic discourse” as is discussed in Chapter 2.

This research on the other hand, although it is a main discussion on the nature of the WrC, will however discuss the theories that build up the operational and administrative framework of the DUT WrC. This chapter will present theories that position the already vastly discussed model WrC in an organizational setting to understand how the set up administrative structure of the DUT WrC is built on development and growth of the institutions’ ‘academic discourse’. It will as a result look at theories that build up explanations from the context to examine how the system of the WrC in higher education functions differently to contribute to a positive result in administrative and operational frameworks while at the same time sustaining it through transdisciplinarity.

3.2 Customer Service Delivery Theory

It is imperative to note that many services noted in literature require various modifications and alterations to perfectly fit a specific organization, entity or company. Because the model of a WrC is defined by institution, a perfect fit for service delivery is modified in many ways, to cater for the various administrative and operational frameworks.

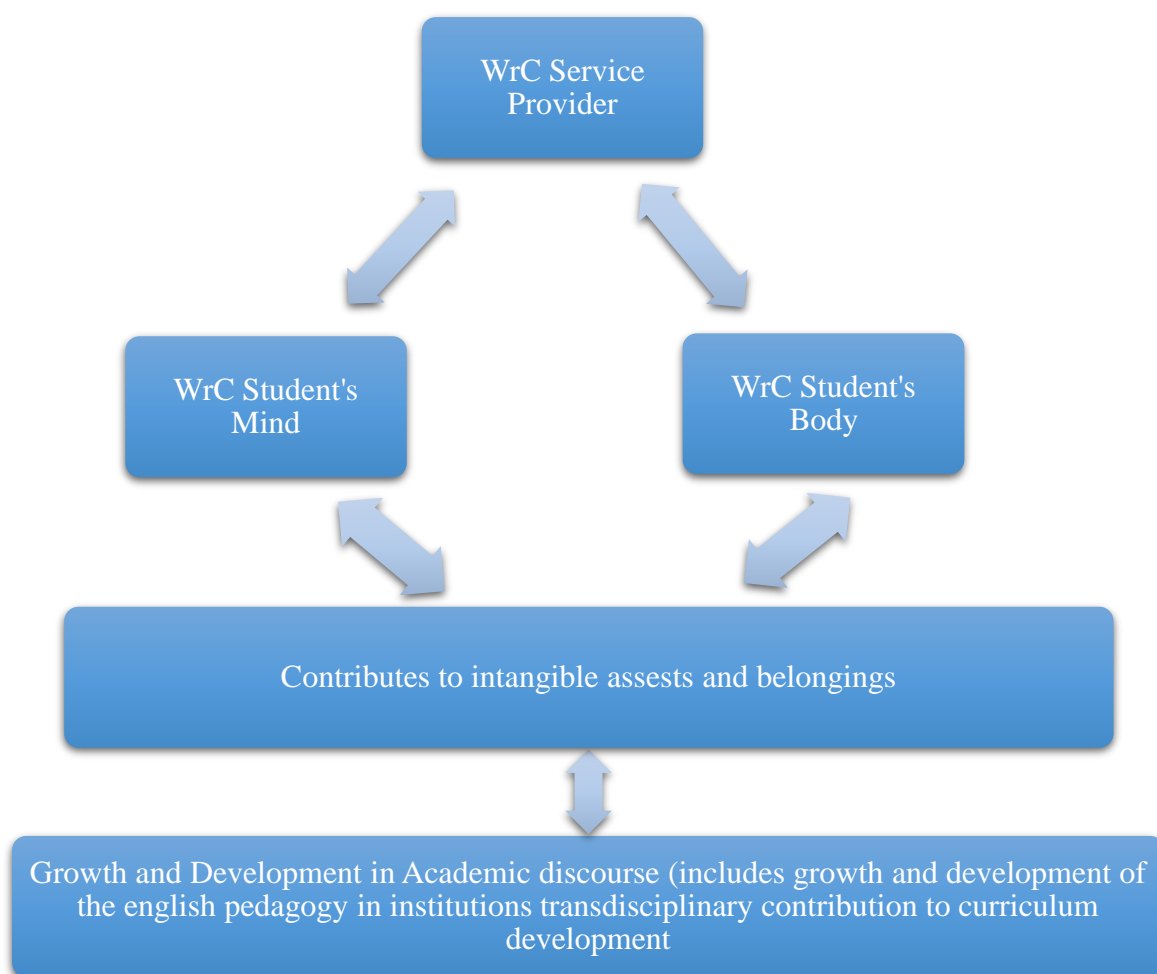
Ponsignon, Smart and Maull (2007) argue that service management is a complex subject with notable diversity which has over the years been modelled to fit different management settings (Vandermerwe and Rada 1989; Cook, Goh and Chung 1999; Wise and Baumgartner 1999). Ponsignon, Smart and Maull (2007) go on to express that the literature at hand has strictly emphasized on customer centrality which has at large been very concerning. Ponsignon, Smart and Maull (2007) reveal in their studies that most research has only focused on organizations in telecommunications and retail coming up with this conclusion. However, this research argues with Ponsignon, Smart and Maull (2007) idea that although it is imperative to note that indeed management and service delivery like the field of information technology is constantly changing, it has gravely evolved as the original ideal of the general systems theory has too. It is thus, pivotal to note that in application to academia, emphasis remains on contact with the customer to ensure that delivery in service is attained within the operational framework such as that of a WrC. In the context of higher education, the customer is the student and the scholar in any institution. The term customer includes both the students and staff who are also studying towards undergraduate and postgraduate qualifications, who are normally part time, the full time students and finally the alumni. As a result, the customer of the institution of higher education is the one who is receiving education and intangible assets to further the growth and development of the curriculum. As a result, when applying SDT, we need to look at certain assumptions about the customer and the given framework for the delivery of services that are specific to their needs. Lovelock (1983) argues that the main categories of service in management are based on contact with the customer in which the categories fall under

- Directed at student's bodies
- Directed at student's minds
- Directed at student's belongings
- Directed at students intangible assets (Lovelock 1983).

The above description as shows that in consideration for administrative planning for a WrC there is a need and emphasis on the nature of services directed to the customers' body and mind, in which the customer (as previously explained the staff, students and alumni who are all those receiving intangible assets.) Hence, affecting and building the greater growth of the academic discourse. This then later contributes to

development and understanding of how transdisciplinarity influences strong intangible assets in the academic development of institutions and students. An adoption of Lovelock (1983) idea around service delivery and customer centrality in a modern WrC can be viewed and broken down in the diagram illustrated below:

Figure 3.1: Possible WrC administrative framework on customer service delivery



This therefore, explains that although recent literature can state that concentration on the customer is concerning, it is imperative to note that because management and service delivery is pregnant with various operations and management processes. There is as a result a need to note that the diversity needed to look into the types of service delivery required in various institutions is based on the output of the services rendered. This hypothesis is significantly explained by Chase (1977); (Chase 1981) who posits that services delivered are best equated when the customer is in contact with the service provider.

In further explanation of the SDT Ponsignon, Smart and Maull (2007) explain that focus is on customer centrality in many management frameworks. In some instances, service delivery, however, cannot be equated to customer presence which is mainly directed to companies that focus on providing intensive information services. To concur with this, we will however refer to Figure 1 above where the services rendered by the WrC are mainly important for the service receiver, as they do contribute to development of academic discourse. Hence, their ideas and hypothesis is tested in its applicability in administrative and operational frameworks in academia.

A deeper look at the argument given by Ponsignon, Smart and Maull (2007) suggests that their theory is mainly biased on the industry and commerce sector. This observation makes way for argument in the whole idea of service delivery in academia as it partially falls into industry and commerce but largely focuses on minds and bodies as important. This gives much focus to Chase (1977); (Chase 1981) hypothesis of extensive interaction with the customer for positive delivery of services rendered. The idea when merged with the contributions by (Shostack 1984); Schmenner (1986); (Shostack 1987; Wemmerlöv 1990; Silvestro et al. 1992) whose ideas all reflect the importance of customer centrality and show intensive connection to the student. This idea as a result explains the administration of the WrC as all their work is focused on the contact with the customer. Examples of the separate ideas and their connection to the need for emphasis on contact with the customer as emphasized by Chase (1977); (Chase 1981) are given below.

Shostack (1987) explains how service process are differentiated on the basis of two attributes which are complexity and divergence. Shostack (1987) goes on to note that these particular ideals are helpful for service design and administration. This shows

that Shostack (1987) ideas are pivotal in contributing toward academic growth discourse as it will put into consideration different complexities and divergences. This puts to test Ponsignon, Smart and Maull (2007) idea that customer centrality in services is of pivotal importance. It is however, concerning as consideration of complexities and divergence is cited as not suitable for the typical management service framework of today. The typical management framework although, changed and structured around development and advancement of systems however, fits perfectly in academia as it allows for space to bring in transdisciplinarity which is pivotal in development and growth of pedagogy.

In relation to Wemmerlöv (1990) idea and process framework, theorists on service delivery argue that the degree of customer service affects taxonomy thus impacting on service delivery. This critique however seems to adequately address the framework suitable for academic framework as it considers a two dimensional matrix based on rigid processes which really apply to WrC framework as the services directed are mainly at a consistent focus hence the two dimensional approach is more than suitable to maintain and attain growth and consistency.

The information above shows how the service delivery theory, although perfect in explaining other entities outside academics, there still remains relevant ideas in arguing that the reverse is possible as is posited by Ponsignon, Smart and Maull (2007) idea that the customer contact theory is outdated. This is because the theory and idea although it clearly explains how the service delivery platform has evolved and changed it however, does not explain the diversity in the management sector. It as a result, fails to captivate the complexity of the different operations and frameworks that at certain points require extensive customer contact to achieve the specific organizational goal.

The diversities that are therefore, required to perfectly address to the convolutions and varieties in service delivery are captured in much of the works on customer contact such as (Chase 1981); Lovelock (1983); (Shostack 1987; Wemmerlöv 1990). The ideas of these scholars although they are questionable in applicability in most current management framework setup such as retail and telecommunications, they are still very much applicable in WrC's. As it aptly emphasises on the customer and offering intangible assets that go beyond one counter, to build up the academic discourse and

general English pedagogy in institutions. As a result, the critiques given to the customer contact theory by Ponsignon, Smart and Maull (2007) in transcending time and space perfectly fit into the operational framework that can build up a WrC whose contact with the customer (student, staff, alumni) is pivotal. This proposition is clearly outlined in Table 3.1 below.

Table 3.1: Theories and Frameworks

Authors	Theory and Framework	Comments and arguments
(Chase 1977); Chase (1981)	<p>Amount of customer contact in the service process</p> <p>Classification continuum: pure services, hybrid, quasi manufacturing based on the distinction front-office / back-office</p>	<p>Customer contact defined as the physical contact with the customer. Thus, the scheme overlooks other forms of contact (on the phone for instance) with identical managerial implications (1). But is however relevant if applied in an academic WrC setting as contact with student directly is of pivotal importance to build intangible assets as explained by (Lovelock 1983).</p>
Lovelock (1983)	<p>Four categories of services based on the nature of the service act:</p> <ul style="list-style-type: none"> - Directed at people's bodies 	<p>Ponsignon, Smart and Maull (2007) argue that direct customer contact is not of imperative importance given how the management platform has evolved over the years. It is however important to</p>

	<ul style="list-style-type: none"> - Directed at people's minds - Directed at people's belongings - Directed at people's intangible assets 	note that the basis on which this theory is based has strict emphasis on certain frameworks and oversees that although times have changed there are still frameworks whose management success is defined and dependent on customer contact such as modern day WvC.
Schmenner (1986)	<p>Two-dimensional service process matrix based on:</p> <ul style="list-style-type: none"> - Degree of labour intensity - Degree of customer contact and customization 	<p>Labour intensity is very important as there is a need to process and produce information (2)</p> <p>Second dimension is thus, simpler to interpret as information can only be adequately shared and accessed in an environment of high customer contact</p>
Shostack (1987)	<p>Service processes differentiated on the basis of two attributes:</p> <ul style="list-style-type: none"> - Complexity - Divergence 	Helpful for service design and processing
Wemmerlöv (1990)	Two-dimensional matrix based on:	Taxonomy focuses on service processes and can facilitate design and management of

	<ul style="list-style-type: none"> - Rigid versus fluid processes - Degree of customer contact 	operations and administration services for delivery
Silvestro et al. (1992)	<p>Service process model based on:</p> <ul style="list-style-type: none"> - Volume of customers processed on vertical axis - Six process dimensions on horizontal axis: contact time, customization, discretion, people/equipment focus, back-office/front-office orientation, and process/product orientation 	Volume does guide decisions for other dimensions' Small sample for empirical data which undermines the generalization.
Kellogg and Nie (1995)	<p>Two-dimensional positioning matrix based on:</p> <ul style="list-style-type: none"> - Service process structure based on customer influence - Service package structure based on customization of the management to ensure much focus is on customers' benefits from the service 	Simple to show and explain how customization and customer influence contribute to service delivery.

Lovelock and Yip (1996)	<p>Classification based on core transformation process:</p> <ul style="list-style-type: none"> - People-processing services - Information-processing services - Possession-processing services 	All classification is based on processes that include the customer and processing of the services rendered to them and also in light of their possession of the final intangible asset.
Collier and Meyer (2000)	<p>Service positioning matrix based on</p> <ul style="list-style-type: none"> - Service delivery system characteristics based on number of customer pathways and management control - Service encounter activity sequence based on degree of customer freedom and encounter repeatability 	Number of customer pathways explained by the multiculturalism of the University. Encounter activity based on the tutor student relationship ensuring freedom to express the weaknesses so as to build academic discourse and growth.

The above table thus illustrates how the argument and test of Ponsignon, Smart and Maull (2007) reveal that much for service delivery to be successful in a WrC there is need for constant contact with the student. This type of administrative and operational framework allows for the occurrence of roadshows, writing competition, and also writing workshops. This therefore explains that although the service delivery theory as explained by Ponsignon, Smart and Maull (2007) is relevant to service delivery but however is not applicable to an academic setting as much of the discussion dwells on service delivery outside academia.

3.3 Critical Discourse analysis (CDA)

The past decades of political and economic volatility have been a time in which questions of learning, identity and power have become densely intertwined (Castells 1999). A close look at the past decades will show that disciplines have not only been shaped by various connections to different disciplines (multidisciplinary) but have also been largely influenced by transdisciplinarity. In order to understand the phenomenon of how transdisciplinarity has influenced not only the social practice that builds up the WrC but also the educational platform and curriculum development, this section will present the Critical Discourse Analysis (CDA).

One of the most prominent founders of CDA has described it as aiming

“To systematically explore often opaque relationships of causality and determination between (a) discursive practice, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power struggles over power” (Fairclough 1995).

Critical Discourse Analysis has been identified by Blommaert and Bulcaen (2000) as a recent school of discourse study that concerns itself with issues of power and inequality in language. Fairclough (2013) in elaborating what it not explains that, it is not analysis of discourse, hence it does not specifically look at discourse alone. CDA is of dialectical relations between discourse and other objects, elements or moments, as well as analysis of the internal relations of discourse. Fairclough (2013) thus, elaborately concludes that CDA is a transdisciplinary form.

This study first emerged in with a group of scholars in the early 1990's and has been identified as a school or paradigm characterised by a number of principles such as all approaches are problem oriented and thus necessarily interdisciplinary and eclectic (Wodak and Meyer 2009). The same author goes on to explain that CDA is characterised by the common interests in de-mystifying ideologies and power through the systematic and retroductable investigation of semiotic data, which is written, visual or spoken (Wodak and Meyer 2009). This as a result, explains how CDA relates to the process of writing and literacy by examining the various power relations that are explicated in the retroductable investigations built around semiotic data which also emphasises on self-reflection a process that the WrC highly emphasises on

development and built up of the student by focusing on statements such as “what you can expect at the WrC”.

This relates strongly to the structure and model of the WrC that tries to understand how power and inequality can be ground down to help develop curricular between the student-tutor interaction and relationship. Fairclough, Mulderrig and Wodak (2011) elaborately explain that CDA is not a discrete academic discipline, but rather a problem oriented research discipline incorporating a variety of methods different in theory, research and agenda. Fairclough, Mulderrig and Wodak (2011) further agree with Blommaert and Bulcaen (2000) that the main focus of CDA is structured around social practice and development for language as a practice. As a result of the nature of CDA it is unique in its:

- a) View of the relationship between language and society
- b) Critical approach to methodology

This as a result, shows how this theory describes the structure of the WrC that, firstly it caters for the relationship between language and society. As a result, this theory gives clarity to the discussion on how language is influenced by society through community of practice as is elaborated by (Geller et al. 2007; Archer 2010; Denny 2010). The various views intertwined in understanding the connection of language to society is what then shapes the discursive analysis in which Kress (1990) defines CDA as multifaceted domain of enquiry whose main facets are centred around social practices linked to various disciplines.

The mandate of the DUT WrC notes that it is meant to “write to learn and learn to write”(DUT 2015c). This policy illustrates how CDA is explained by the process of the WrC services and delivery. It focuses on the central relationship between language and society by seeking to develop the language of the customer (i.e. student) to the society in order to integrate them to fit in perfectly by developing them through writing to learn and learning to write. The structure that is developed looks at the process of learning and attainment of intangible goals by emphasising on the centre making the receiver of their services the most valuable asset in the chain of reaction to learning to write and writing to learn.

CDA as a result focuses on language discourse, how language reflects power dynamics and also is explained by Fairclough (2013) to have three basic properties

which are: it is relational, hence it deals with how language reflects on power dynamics by trying to create a balance and benefit in both parties. The focus of CDA in this property focuses more on individuals and social relations by trying to cater for the layered character. Fairclough (2013) goes on to explain that discourse is not simply an entity definable on its own but rather is understood in sets of relations which are constructed around the social practice of relationships in which the concept of power is ubiquitous.

The CDA's view of the relationship between language and society is thus illustrated by the WrC's critical approach to the method of teaching by enhancing the tutor-student relationship. It not only focuses on both the parties in the service process but gives an extreme emphasis on the student by stating that in the process of service delivery as is explained by Lovelock (1983) the tutors is there to offer support on all issues that help understand the students relationship to the society of the institution and how it can be enhanced. Blommaert and Bulcaen (2000) explain CDA as recent school of discourse study that concerns itself with issues of power and inequality in language the approach of the WrC as a result, emphasises on empowering the student as a writer by learning to write and writing to learn.

The mandate of the WrC as a result moves in by concerning itself with the need to balance this power and inequality equation by making the centre of their services all about the student. The mandate states that when a student visits the WrC the first order of operation is “ What **you** can expect from the WrC” (DUT 2015c). This statement alone caters for the idea of emphasising on the customer by noting that the whole consultation that is to follow is governed by the students' relationship to the society at hand. The consultation then develops on building the relationship to enhance the students' intangible assets by ensuring that the WrC supports, and helps the student integrates themselves into the community through writing to learn and learning to write. The DUT WrC's pamphlet goes on to note that:

- Tutors will listen and help you to put together your ideas and thoughts
- In all instances you will make the decisions and direct your writing (DUT 2015c).

These two main points emphasise that the power relations that are built up in the society of an institution of higher education are eradicated here to give the student power over their own work. This in retrospect is what is advocated to by the CDA

theory that it tries to create a balance in power relations in communities of practice so as to strike a balanced society relationship in all both parties involved. The WrC therefore, removes the idea that those who are in need of the WrC are those with trouble in writing but those who seek **support** to be assisted and developed to write better.

CDA is also based on assumptions of the WrC giving understanding to how development is advanced through social interaction (Labov 1970; Rogers 2008). It also expresses the WrC's approach to the type of methodology to build on pedagogic development within academia. The main method is that which is intricately related to the assumptions of the Customer Contact Theory by Chase (1981) also supported by the views of Collier and Meyer (2000) who largely explain relations in analysis and service delivery in critically analysing the development and structure of discourse. The explanation of service delivery from this point is as a result, drawn from the experience of multiculturalism and diversity of the community in which services are rendered. Giving the basis of support in which contact is imperative to understand the social background so as to supply the perfect delivery required for refined intangible assets and belongings (Lovelock 1983). These assets are the main aim of academic development and discourse around pedagogy.

The development of these assets are intertwined to the operations and framework of the WrC. The development structure interrogates questions like, how does it look at the discourse itself to build on a model to help shape its development that provides strong intangible assets from an institution. It is imperative at this juncture to understand how CDA views discourse in relation to the operations and framework development that build the WrC.

Fairclough, Mulderrig and Wodak (2011) explain that CDA views discourse as a form of a social practice; this denotes a two-way connection concerning a specific discursive event at all diverse elements of either an institution, social structure or circumstance which frames it. This as a result explains how discourse is a social practice and is influenced and structured by the development and pillars that shape society. The development of discourse governs the intricacy of how the model WrC is developed as a social community of practice as is explored by (Archer and Richards 2011). CDA is a diverse web of social practice in which its themes are shaped around

power relations. The relations try to elaborate and also bear in mind, not to make the development of curricular and academic literacies be structured around the barriers that have hindered development of the later. In South Africa a good example would be how the first idea of a WrC seemed to present an unequal power relation between races. This inequality was witnessed in that most students thought the WrC was a bridging programme for students with challenges in English of which most was perceived to be aligned to the apartheid era. This revelation expresses how then CDA seeks to create a level playing field in explaining that a WrC stresses and builds its framework from society so as to incorporate all as learning to write is a challenge that transcends race and social status. In understanding this fact CDA seeks to cultivate interaction and development through collaboration of social practices positively (Fairclough, Mulderrig and Wodak 2011).

When applied to the WrC setting CDA shifts the power relation to the student who intends to receive intangible assets so as to prepare them for the academic and professional field. There is a need to then understand how the criticality of this discourse and its type is imperative in the development of pedagogy for academic development.

3.4 Critical Discourse Analysis (CDA) in Education

CDA in education can be viewed as a framework and a means of exploration within the imbrications between language and social-institutional (Fairclough 2013). Much of the frameworks which have over the years been recognized in what recent scholars have identified as diversity in transdisciplinarity are the main factors which build up CDA. The focus area of CDA is about the diversity of education and how its output can be affected by social issues. Blommaert and Bulcaen (2000) express that CDA examines real and often extended instances which then take form in linguistics hence its connection to academic literacies. He goes on to argue that within the confines of CDA discourse is socially constitutive as well as conditioned.

Let us just go back to the service delivery theory for a moment. In order to develop intangible lasting goals there is a need for high intensity of interaction with a customer. This then defines the idea of CDA being conditioned by the environment. This however is not supported to by Ponsignon, Smart and Maull (2007) but, is elaborately explained by (Chase and Tansik 1983); Lovelock (1983) who elaborate that the environment has

a strong bearing to the output of service delivery hence, conditioning it to limited contact can produce mediocre results given services are being rendered in an academic setting. This goes to show the value that is put in not only curriculum development, but also in the general discourse as services offered in an ordinary WrC go beyond the University as intangible assets that contribute to the broader picture and general discourse hence strong connection of CDA to socio-political interactions.

In order to explicitly explain CDA, Fairclough (1992) cited in Blommaert and Bulcaen (2000) discusses theorizing CDA by sketching a three dimensional concept of looking at discourse. This section will look at this dimension and connect it to the pivotal aspects of the WrC. Fairclough (1992) explains that the three dimensional concept is as follows:

Discourse as text



This dimension explains how CDA is connected to linguistics and explains how it illustrates transdisciplinarity by its heavy reliance on different branches of linguistics and also social sciences disciplines (Fairclough 1992). This is connected to the operations and framework of the WrC which are heavily dependent on not only various departments but utilizes different expertise (i.e. tutors from different departments) to develop academic pedagogy to build academic writing as a discursive practice.



Discourse as a discursive practice



This aspect when then applied to educational setting of CDA it then transforms into the distributions of CDA dimensions to cover its impact on intangible assets to society (Lovelock 1983; Fairclough 1992).



CDA as a Social Practice



The final and last dimension then illustrates CDA as developing new order. When applied to the structure of the operational and administrative framework of the WrC it then connects itself to developing new order by using the operations and framework of a model WrC to collect all three dimensions to build on practices of operations in the WrC to develop a new order that will enhance the development of pedagogy and eventually academic literacies (Fairclough 1992).

The CDA's main focus in all three dimensions looks at how society and its influences impacts on the changes and development of discourse. This analysis reveals that the focal point in using CDA is to understand the developments that build and construct the pinnings of operations and frameworks of a model WrC are build and structured around the social interactions weaved within an institution. This is such that the enviroment encourages the Wrc's model by positively encouraging it to grow as a social community of practice. The Wrc is structured for operations in a three dimensional framework as above all drawing its model to address issues in society so as to contribute to the curricular growth.

3.5 Conclusion

This chapter has presented the service delivery theory and tested its applicability to the academic service delivery platform. The chapter has looked at the main aspects of the service delivery platform by equating how services can be defined by the ability of the services rendered connecting it to the output. It looked at the perceptions of different scholars and equated it to the type of organization. The analysis thus, tested the theory on the type of customer concluding that the main test was shown in the customer and how the impact of service was strongly connected to the results. The chapter dismissed the final conclusion of the service delivery theory by arguing on ideas by Chase (1981); (Chase and Tansik 1983; Lovelock 1983) that emphasised the customer should be present and that the impact of service received are of more importance than what Ponsignon, Smart and Maull (2007) had previously argued in the service delivery theory.

The chapter finally looked at the CDA theory explaining how arguments in the impact of service delivery are influenced by the society that surrounds the environment in which the service is given. The chapter looked at the dimensions that build the foundations for CDA in education and how they are intricately linked to the main point of service delivery in education and pedagogic development. The chapter concluded on the main argument of importance of customer contact and how it impacts on the students' intangible assets to the general development of curriculum growth and development.

Chapter 4

Research Design

4.1 Introduction

Graziano and Raulin (2004: 13-14) have identified research as a process of systematic inquiry that can be carried out in a myriad of investigation studies. In order to understand its applicability in a specific area, there is a need to identify the type of design a researcher is to adopt and also rely on in order to develop, test or examine the existence of a particular subject matter. In designing a research, the study is either quantitative or qualitative in nature hence, clearly shows the direction of the design and structure of the methodology. Nieuwenhuis and Maree (2007) have pointed out that it is imperative to keep in mind that quantitative modes of Inquiry include experimental and non-experimental which can be descriptive or in a form of a survey or ex post facto. On the other hand, qualitative modes of inquiry include interactive studies which are really connected to grounded theory and critical thinking styles.

This chapter will examine the type of design that the researcher adopted in this study. This research utilised a pluralistic approach as explained by Lieblich, Tuval-Mashiach and Zilber (1998); it employed the mixed methods approach. Through deductive methods, the researcher provided evidence to show build-up of operational policies of the model WrC while at the same time using inductive methods to explain how these policies can enhance service delivery and linguistic development in academic English through the WrC.

This chapter explores the methodological premises of this study by connecting the aims and objectives of the inquiry to both the research design and the methodological system of investigation. It explores the different epistemologies and ontologies rooted in understanding the development of curriculum in an institution of higher education through the existence of a WrC. This study, thus utilized mixed methods which are identified as mixed methods/ triangulation or pluralistic, to explore the impact of the WrC on academic writing and pedagogy. This design was shaped by looking at experimental and non-experimental values and also simultaneously observing development through interactive and non-interactive designs of inquiry. Finally, this chapter as also directed by the research design will explore the methodologies to be utilised for the study.

4.2 Research Design

A research design has been defined by Mouton (2011) as a plan or blueprint of how one intends to conduct a research. Creswell (2013) goes on to explain that a research design is a type of inquiry within quantitative, qualitative and mixed methods approaches providing direction for a specific project investigation. As already mentioned, this study employed a pluralistic approach which makes use of both mixed methods of inquiry. The researcher has chosen this approach as it utilised both methods to analyse non-experimental and also non-interactive designs. The study examined trends that are often rooted in operational and administrative frameworks of facilities in education. It further used this method of inquiry to understand the criticality of pedagogic development in examining experimental and interactive studies through service delivery and CDA in education and academic development.

This study therefore, is reliant on the pluralistic approach, a design which is heavily reliant on the convergence that is created through a type of mixed methods which is triangulation. Explanation on how this is imperative for the study will be expounded in detail in sections to follow. In the meantime, it is of pivotal importance to understand how research design is different from research methodology so as to understand how the researcher chose a pluralistic approach for this study.

Table 4.1: The comparison between research design and research methodology adopted from Mouton (2001: 56)

Research Design	Research Methodology
Focuses on the end product: What kind of study is being planned and what kind of result is aimed at?	Focuses on the research process and the kind of tools and procedures to be used.
Point of departure = Research problem or question.	Point of departure = Specific tasks (data collection or sampling) at hand.
Focuses on the logic of research: What kind of evidence is required to address the research question adequately?	Focusses on the Individual (not linear) steps in the research process and the most “objective” procedures to be employed

In addressing the above characteristics of the nature and structure of a research design therefore, Mouton (2001) explains that research designs are tailored to address different kinds of questions hence before deciding on methodology it is imperative to understand the type of design the project will utilise. This design is as a result shaped by the type of questions the study seeks to answer, the end product of the study, and the point of departure. The design of this study is explained in Table 4.2 below.

Table 4.2: Design of the study

The end product is illuminated by the main aim of the study which will show the type of study that is being pursued and its subsequent consequence. The main aim was to:

Investigate the contribution of a model WrC to curriculum development and growth through transdisciplinarity in both academic language practice and operational frameworks.



What kind of study was planned = Pluralistic study which is mainly mixed methods/triangulation. The result is to understand the WrC model and how it contributes to curriculum development which understood through observing mixed methods aspects of operations and the framework that build up the general discourse, pedagogy and service delivery of the WrC.



The Point of departure was the research problem which was mainly built around: the conception of the structure of the WrC and its working structure and how it contributed to the development of academic pedagogy. The working structure included the various programs that brought to life the WrC to both tutors and tutees.



Then finally the focus and logic of the research was built around the evidence that was required to address the research question properly. This assumption was then addressed to by the specific objectives of the study as they directed the processes on how data was acquired by which instruments and methods which the design has already stated was mixed in nature. This stage also explored and validated through testing of theory, the logic of the research.

The specific objectives were to:

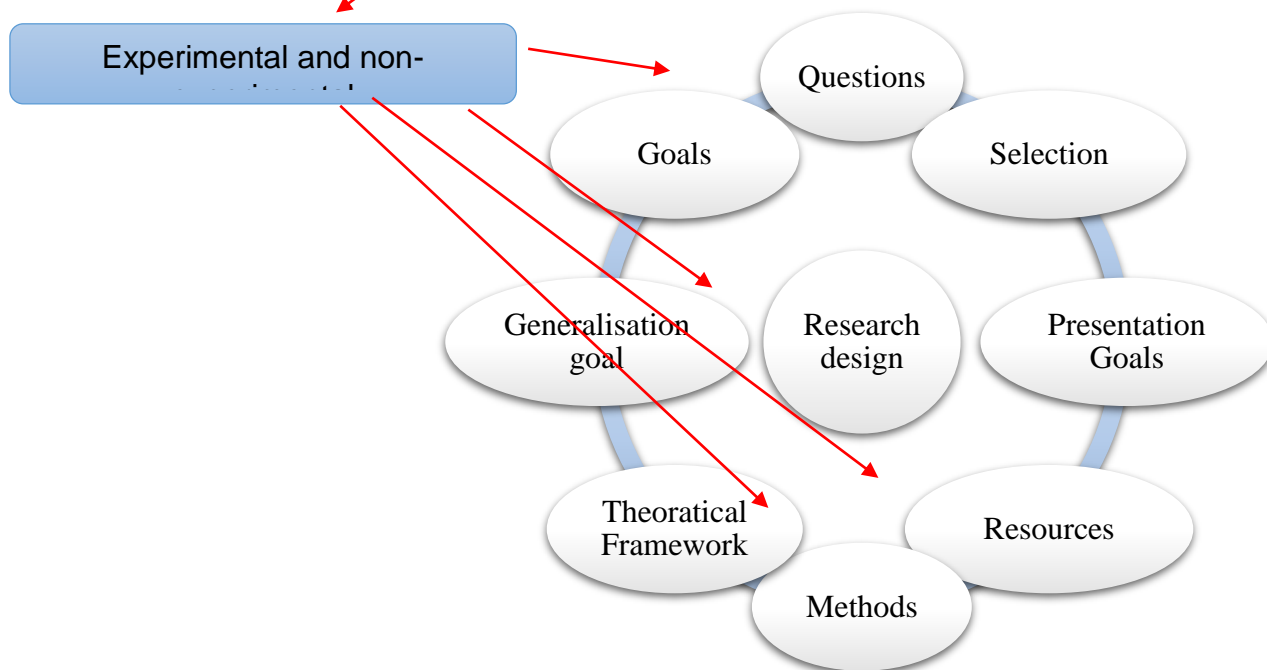
- Analyse the WrC policy formulation building up the Centre (which was investigated through non-experimental values)
- Decipher the type of service delivery system institutionalized in the WrC and how it responds to a student setting (investigation to this was both experimental and non-experimental looking at student responses and knowledge of WrC as a facility and also investigating perception by experts of the DUT WrC)
- Examine student and staff perceptions of the centre in relation to language development and understand how best academic writing and support can be used to create a basic model for developing of academic writing.

The above objectives then also contribute to the main design by giving the general goal of the study and what it seeks to achieve.

In looking at the above overall aim and the subsequent aims of the study, research design is ultimately the outline of the research goals (Flick 2014). It is simply the blueprint of the research; it acts as a carbon copy of what the researcher seeks to understand and enquire about the matter at hand. The research design as is explained in Table 4.2 above links together the research aims and objectives, theoretical framework, questions and the ultimate goal of the study. Flick (2014) goes on to explain how a design for a study is structured around using the available resources to give the evidence required to answer the research questions for the given study as is explained in Table 4.2 above. As a result, therefore the main factors that determine the design of a research are, the goals, questions, the theoretical framework, methods and also the resources available. Most of these factors and decisions will vary according to the design of the study and its nature and method of inquiry. Flick (2014) clearly shows this co-relation in the diagram below that has been extended to show the mixed methods paradigm by the researcher:

Figure 4.1: Components of a Research design adopted from Flick (2014: 116)

Mixed method paradigm



Given a totally qualitative study, the above diagram would be adequate to the main factors and decisions that are required to build up and structure a research design. As an addition to the structure given by Flick (2014), the design becomes mixed when other factors that have to do with ontological and epistemological concerns are included in the study, as has been extended in the diagram above. These assumptions, because they ask on issues to do with the grounds of knowledge and also the things that exist engaged deeper with the methods resources and questions designed for the study to achieve the general and main goal of the study. A design that is mixed was also largely influenced by the factors and decisions above, but had more reliance on the experimental and non-experimental aspects of the resources available. This design looked more into the resources available and explored them both qualitatively and quantitatively. Exploration was by examining both ordinal and nominal variables of the study connecting these to not only the theoretical framework but also the goals and questions raised by the main idea of the research. This resulted in the final build-up of the questions investigated to target the population which then shaped what was the methodology of the study.

In relation to the environment influencing the design Mouton (2001) explains that research design is tailored to address different kinds of questions which can be quantitative or qualitative or subsequently mixed methods. The decision is all based on the end product and what the study seeks to reveal which is much defined by the above diagram adopted from (Flick 2014).

In concluding what a research design is, Kumar and Phrommathed (2005) has explained that it serves two main purposes which are:

- To bring to life the operational plan that is needed to undertake the study and,
- To ensure that the procedures that are chosen all address and obtain the main objective and generalised goal of the research.

4.3 Mixed Methods

Creswell (2013) has concluded that mixed methods research is an approach to inquiry using both qualitative and quantitative data, consolidating the two distinct design to achieve the purpose of the study. The main focus of this design is to bring about more clarity through interrogation of the subject of research. The mixed methods approach uses both methods as a means to examine and analyse so as to deduct through experimental and non-experimental avenues the goal of the research. The researcher thus, found this design imperative for the study because by employing mixed methods the researcher allowed for investigation into the trends that respond to the type of service delivery that is offered by the WrC through quantitative means by looking at the ordinal and nominal values that constitute the sampling frame.

The mixed methods countered the weaknesses of quantitative means of research by employing qualitative interviews that then interrogated the operational and administrative frameworks of the WrC and examined how responses in these two designs and methods of inquiry contributed to the growth of curriculum in institutions of higher education.

Mixed methods as compared to qualitative and quantitative methods are specific to four main characteristics which are:

- Connecting both qualitative and quantitative designs
- Expounding and progressive towards the main goal of the study

- Investigative and also progressive
- Transformative in analysis and investigation.

The above is thus further explained in Table 4.3 below:

Table 4.3: Research Designs adopted from Creswell (2013: 12)

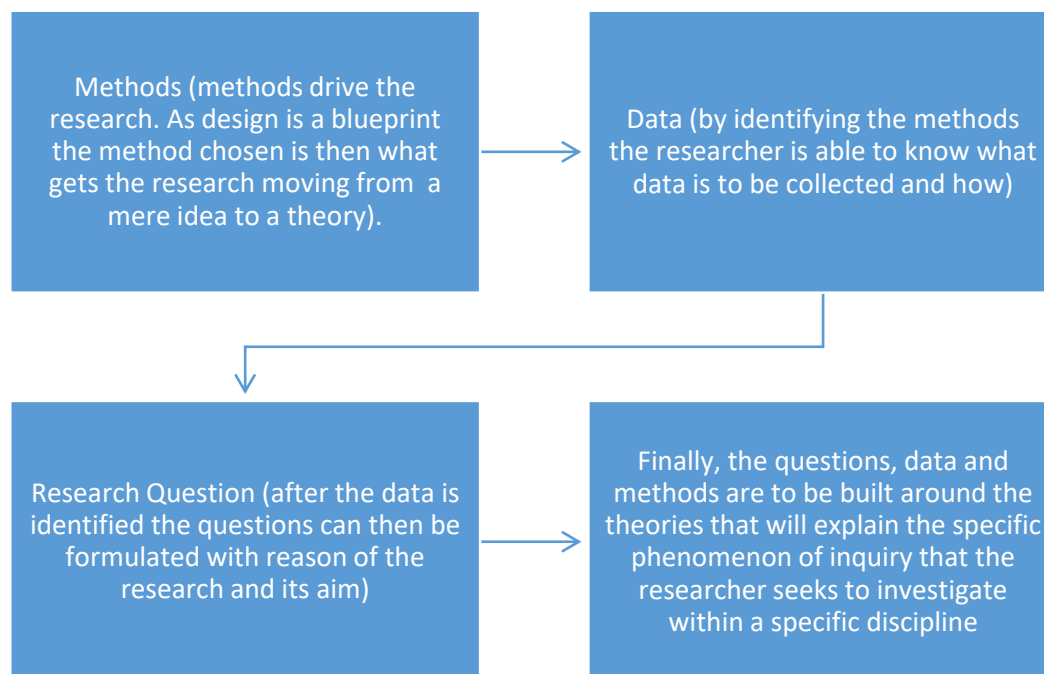
Quantitative	Qualitative	Mixed methods
<ul style="list-style-type: none"> • Experimental designs • Non-experimental designs such as surveys 	<ul style="list-style-type: none"> • Narrative research • Phenomenology • Grounded theory • Case study 	<ul style="list-style-type: none"> • Convergent • Explanatory sequential • Exploratory sequential • Transformative, embedded or multiphase

Mixed methods therefore, is a form of inquiry that seeks to utilize and minimize the weaknesses of both methods in a research project. Collection in both methods in one project compliments the findings and neutralizes the weaknesses of both methods to give more clarity on the data acquired (Creswell 2013). This convergent validation is what has been identified as triangulation (Webb et al. 1966). It is therefore, in seeking convergence between quantitative and qualitative means that Triangulation is born (Jick 1979). Triangulation is further explained as a mixture of methodologies to explain the same phenomenon Denzin (1978) in Jick (1979). Smith (1981) has noted that triangulation is from a metaphor of navigation in military strategy using multiple points of reference to locate its objects exact position. In relation to research, the process is using both numerical and non-numerical designs to acquire a certain subject of inquiry. A close look at the relationship between mixed methods and triangulation would show that triangulation is a type of mixed methods research and falls in the same group as embedded, explanatory and exploratory research as explained by (Creswell and Clark 2007). The design explains that this study is mixed methods, which chose utilization of one of the four main types of mixed methods. The study chose triangulation in order to maximize the research findings of the mixed methods approach in investigating the phenomenon under study.

Campbell and Fiske (1959) as an extension of their theory of multiple operationism argue that, more than one method should be used in investigating research to ensure the variance that is obtained is a true reflection of the problem and not the design or method of inquiry. Triangulation is as a result a way of deeper inquiry by use of two methods of investigation to achieve a result.

In explaining the importance of identifying a specific method for inquiry in research, Hesse-Biber (2010) clearly explains that the method chosen to inquire with, is the one that will drive the research, which will in turn identify the type of data to be collected which will help identify the research question, which in turn connects to the theory of the study then making it discipline specific. The most important aspect of the approach by Hesse-Biber (2010) is that it identifies the methods chosen as directly linked to the formulation of questions for the research. This approach as already discussed is important to understand the logic of the research as explained by (Flick 2007). This explanation is described in detail below.

Figure 4.2: Methods Centric approach in selection of research design and formulation of research questions Hesse-Biber (2010: 10)



The above illustrates therefore a blueprint of the connection of the chosen method of inquiry to the rest of the research and also subsequent goal and logic of the study. In choosing a specific design it is imperative to be cognisant of the important link between

the research questions and the method (Hesse-Biber 2010). In pursuit of understanding the development, operational and administrative framework of the DUT WrC to the DUT pedagogy the researcher considered the following to not only link the research question to the methods but also contribute to the overall design of the study. The researcher looked at the content analysis of the DUT WrC by examining how the methods would influence data which would be investigated through mixed methods thus maintaining a tight link between the problem and the method by shifting the main aspect of curricular development as one that is responsive to the content analysis inquiry.

4.4 Case Study

A case study is a general investigation into a phenomenon or set of related events which are purposed at describing and explaining an occurrence of interest (Nieuwenhuis and Maree 2007). The general investigation maybe focused on a group of individuals or a community, a work place or facility or entity that can be representative of the general populace of the same phenomenon. The point of a case study is that it seeks to understand the actual perceptions of the goal of the research by looking at a snap of the general phenomenon. It achieves this by investigating and examining a similar case that can allow the researcher to test and examine theory to either develop new ideas or build on already existent ideas.

Mouton (2001) explains that case studies are usually qualitative in nature and aim to provide an in-depth description of a small number of cases. Mouton (2001) identifies the description of this type of research as falling under ethnographic research. Neuman (1997) explains ethnography as a type of qualitative investigation that is chosen for a specific reason. By identifying case studies under ethnographic investigation in qualitative studies, it reveals that the research as it is mixed methods embraces participatory, comparative and evaluation research through looking at and observing the populations responses to questions offered by the study (Mouton 2001). It further thus identifies it as an empirical and non-empirical study.

In relation to the above explanation and definition of what a case study is, it appears it is the most suitable approach and way to understand how the operations of the DUT WrC affect service delivery in ensuring that the intangible assets of the students are

maintained. It further explicitly explains how the facility contributes to pedagogic growth of academic writing and practice.

This research is making use of the case study approach as the research notes a case of the DUT WrC. It looks at the case of the WrC's operational and administrative framework as an example of the contribution that WrCs make to pedagogy in the curricular of South African institutions. Various research such as that of (Hutchings 2002; Hutchings 2006; Geller et al. 2007; Archer 2011; Archer and Richards 2011) have used cases studies of universities to understand the perceptions, experiences and responses of students to the WrC to develop the logic of their research. This study as a result therefore uses the case study of the DUT WrC to understand how its impact on operations and administrative framework enhances service delivery and also curriculum development. However, there is a difference from the works of the above named scholars in their case studies of institutions. The students in question here who make up what the population tool is are not the *crème dela crème* but rather most students who have failed to qualify for the bigger universities or simply could not afford education in bigger institutions. Having the case study of a WrC under DUT reveals an aspect to be examined about the types of students and how then population is then shaped to also show its influence on pedagogic growth and development.

A case study therefore, is a blueprint of a phenomenon of the typical occurrence that actually is representative of the real facility. This research as a result, uses the DUT WrC to explore how this facility helps improve academic growth and development. The study uses the case study of DUT because it is slightly different from a traditional university as it is a university of technology. It therefore enrolls a different pool of students and also levels of academic literacies. It thus requires a more focused and accurate framework and administrative plan towards the attainment of intangible assets and pedagogy for the students. This study, therefore, looks at how the DUT WrC looks at the situation of the DUT WrC and how pedagogy can be improved by a certain structure of administration and operational framework that directly and indirectly feeds into curriculum development.

It is imperative to note that this research focuses mainly on the impact of the DUT WrC on curriculum growth and pedagogy in academic literacies. The case study will be a blueprint of the responses and perceptions of the students to the operational

framework and administrative structure and its contribution to pedagogy and curriculum development at DUT.

4.4.1 Research methodology

Research methodology has been identified by Mouton (2001) as a process that focuses on the research process and the kind of tools and procedures to be used. Collis and Hussey (2013) go on to elaborate that research methodology is a complete approach to the whole process of the investigation, through collecting and analysing the facts available. The study having adopted a pluralistic approach capitalized on using the strengths of mixed methods to fulfil the general goal of the study as is illustrated by the research design. Through qualitative research the study examined the effectiveness of trying to unpack the dynamics that influence human behaviour and perceptions in their social settings as part of the research method (Davies and Hughes 2014). It is imperative to note that mixed methods when applied well serve different purposes but do yield informative results. Therefore, by using both methods there is more information, depth and significance to the findings of the study.

This approach thus, influences understanding into the structure, growth and development of academic pedagogy. The quantitative approaches thus elaborated and explained how social responses to build up operations and administrative procedures of the WrC influenced the impact of the designed pedagogy. Simultaneous use of these therefore, as is explained by Flick (2007) is to attain quality discussions through triangulation, he further goes on to explain that it is the process of extending the research outside what is normally done by using more than one method of enquiry.

4.4.2 Quantitative and Qualitative Research

Qualitative and quantitative methods have both been designed in different ways to inquire on various matters of concern. Both methods have their strengths and weaknesses. But however, over time with the transcending of various ideas and breaking new ground in research, it has been discovered that the two methods when put together can complement each other. The variations and dimensions in which they can be put together have been explained as mixed methods, triangulation and pluralistic approach and so on. Neuman (1997: 13-14) explains the key link of qualitative and quantitative research below:

“The key features common to all qualitative methods can be seen when they are contrasted with quantitative methods. Most quantitative data techniques are data condensers. They condense data in order to see the big picture.....Qualitative methods, by contrast, are best understood as data enhancers. When data are enhanced, it is possible to see key aspects of cases more clearly.”

Mixed methods as a result, separately work well as they were designed to work in different aspects to inquire about different phenomenon's. However, when they are put together the contrast is what then substitutes for both individual weaknesses which is only illuminated in mixed methods and pluralistic designs. When choosing a method to use Davies and Hughes (2014) has posited that, choice of a method is considered an algorithm for evaluating how the research process fits together. This algorithm and method is usually defined and developed through the structure of the research question. As a result, it is imperative to understand what both quantitative and qualitative techniques are. Flick (2014) notes that qualitative research is interested in analysing the subjective meaning or the social production of issues events or practices that build up operations and services of a matter under investigation in the WrC. This approach emphasises on collecting non-homogenous data and analysing texts and responses to understand its impact to services given and rendered.

Quantitative methods as a result are identified by Flick (2014) as research interested in frequencies and distribution of issues. In the case of this study, this method speaks to the students and faculties who frequent the WrC in pursuit of their services. This mode of inquiry thus uses homogeneous data by looking at numbers and statistics to test the trends and response to the development of pedagogy through output in numbers.

As a result, the difference between the two methods above are not distinctive or significant but are however dependant on the research questions rendered by the general goal of the study. The distinction thus, when applied to a pluralistic study will use strengths of both methods of inquiry to strengthen the idea of the research question.

4.5 Data Collection Methods

Sullivan-Bolyai, Bova and Singh (2012) posit that the methods researchers use to collect information are the identifiable and respectable operations that define the major variables being studied. The subsequent success of a study is as a result dependant on the quality of data collection methods employed. Davies (2007) notes that in each case of a study there are issues to be tackled and skills to be learnt to emerge with relevant and trustworthy data. This as a result, is the basis of the types of methods that will be used to collect data which are guided and directed by the design of the study.

This study made use of interviews and questionnaires; it was reliant on these two methods as it was mainly mixed methods. The interviews sought to find information that was qualitative in nature such as the reasoning and perceptions of students of the WrC and the managements understanding on the administrations and operations of the WrC. The questionnaire, as a result, sought to understand the trends and types of the student body who understand and make use of the WrC.

The whole process of data collection is in itself the generation of new ideas and discovery. The questionnaires of this study were double-barrelled carrying both nominal and ordinal values. This structure was designed this way to not only capture the homogeneous aspects of the operations and structure of the WrC, but also the statistics and frequencies that respond to the set administrative framework. The interviews were structured in a way to understand the non-homogeneous aspects of the study by capturing the views of the WrC staff and also the responses in academic pedagogy on individual students to workshops, road shows and the annual writing competition. This in turn gave a reflection of the services rendered in connection to intangible assets which the educational sector mainly emphasises on.

4.5.1 Interviews

Interviews as part of the qualitative method of data collection seek to understand the issue under inquiry through the words of the interviewee. Davies (2007) explains that interviews give respondents freedom to use their own words. Davies (2007) goes on to emphasise that the aim of any research interview is to create a climate in which the respondent can interact freely with the researcher in order to give responses that contribute to the general goal of the study.

There are mainly three types of interviews which are structured interviews, semi-structured interviews and free attitude interviews (Babbie 1998). This study utilized semi-structured interviews as they gave the respondents space to explore the given question, and also allow the researcher to gather new information that could be of use to the general goal of the study. As part of data collection methods, the interviews were selected through purposive sampling methods. This part of the study relied on specific information on policy framework and administration, and as a result handpicked certain individuals to address the main objectives of this study.

This research used interviews to address the idea and consequence of the study that interrogates the operational framework of the study and how it is structured to impact service delivery and its development to curriculum development. The interview structure asked questions that sought to understand the foundations that provide pillars to the operational and administrative framework of the DUT WrC and how it impacts service delivery. It looked at the main ideas that have influenced the activities that fuel contribution to curricular growth and pedagogy. The interview structure sought to investigate from the experts the type of pedagogy that the WrC seeks to use to help develop the DUT curricular. The researcher then connected the interview structure for the WrC staff to the students who have won competitions to connect and create a link in the framework and delivery of service through non-experimental inquiry from experts giving the services from within the WrC to the experts receiving the services. This then contributed to what was explained in the previous chapter as WrC services directed to people's minds and bodies and consequently contributing to attainment of intangible assets (Lovelock 1983). With much of the structure explained, the interview questions are illustrated below:

Interview questions: Staff

The interview is to be administered to staff within the Writing Centre

1. How long have you been part of the Writing Centre?
2. What do you understand about the operational and administrative framework?
3. What are the instruments the Writing Centre have used to clarify the current model?

4. Do you understand what Transdisciplinarity is and how has it been used in the DUT Writing Centre?
5. What is the structure of the WrC pedagogy and how can you relate it to the operational and administrative framework?

Interview questions: Students

NB: This is specifically for students who have won the competition.

1. When did you win the Writing Competition?
2. How has the experience changed your academic literacies skills and development?
3. How did participation in this completion help you?
4. What other activities has the Writing Centre offered you?
5. In your view what can be done to improve the Writing Centre?

The questions as a result, address the point of departure of the research and also through open ended questions seeks to focus on the logic of the research as explained by (Flick 2014). The interviews therefore contribute to the weaknesses of quantitative methods by investigation to aspects and avenues that cannot be quantified but rather explained on the basis of epistemological understanding and reasoning to get closer to the main aim of the research.

4.5.2 Questionnaire

According to Davies and Hughes (2014), questionnaires had their origins more than a century ago when a group of social policy activists recognised that operations to thwart poverty would be improved by the build-up of reliable evidence. The major breakthrough was realized after discovering that conclusions could be drawn from a small proportion to understand a certain phenomenon in society. This as a result, opened up a door for the use of questionnaires which have been in continual use for investigation in narrative and pluralistic methods of inquiry to this day.

Davies and Hughes (2014) reiterate that this tool is intended to facilitate communication usually brief but always aimed at the researcher's agenda. The structure of the questionnaire itself is governed and built around the researcher's aims, objectives and the research questions. In the case of this study, the questionnaire will be used to investigate the frequencies of the student inflow into the WrC. It will also examine both the structured and unstructured response to the facilities operations and

administration simultaneously looking at how it contributes to curriculum development. The use of a mixed questionnaire is what is explained by Lieblich, Tuval-Mashiach and Zilber (1998) as research offering ample place for all approaches and methods to accumulate data which is understood as pluralism.

4.5.3 Advantages and disadvantages of Questionnaires

Questionnaires are a cheap way to collect data and also gather information that is in-depth and insightful from the issue under investigation. In the case of this research, the questionnaires were distributed by hand to all WrCs. The structure of the questionnaires was influenced by the design of the study and as a result had both nominal and ordinal values collecting data which can be seen as mixed methods. The structure of the questionnaire gave space for little bias as the respondents were in a position to express their views through the open ended questions.

However, in as much as this method of investigation is a good approach, there are very few shortfalls. The respondents are at liberty to omit the questions they think are not relevant or they do not have knowledge of. Furthermore, there is also the problem that some of the questionnaires are not returned or are spoiled. In mitigating this shortfall, the researcher will place extra questionnaires in the WrC so as to have enough representative as a sample and also use the spoiled ones to investigate and understand the academic literacies response to the WrC.

4.6. Area of the Study

The study was conducted around the main campuses of DUT. The WrC is located on the main campuses which are Steve Biko, ML Sultan, Indumiso and Riverside and City campus. The maps of all campuses are presented below:

ml sultan campus



Figure 4.3: ML Sultan Campus DUT (2015a)



Figure 4.4: Steve Biko Campus DUT (2015a)

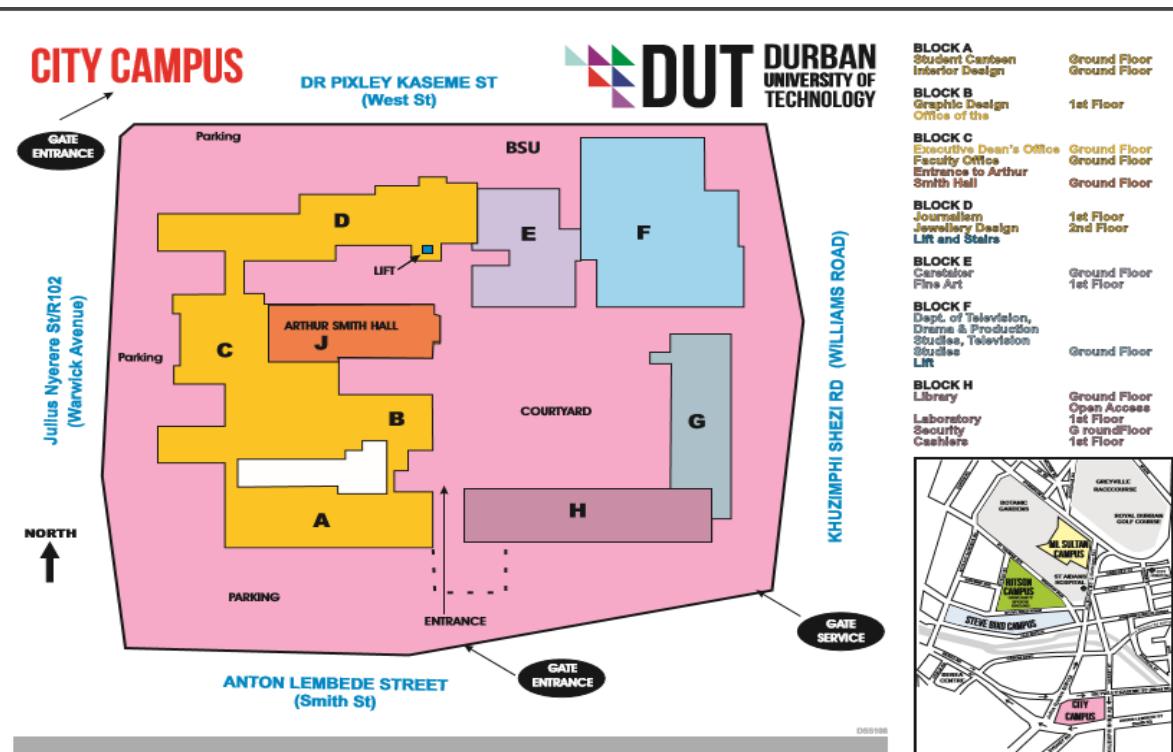


Figure: 4.5 City Campus DUT (2015a)

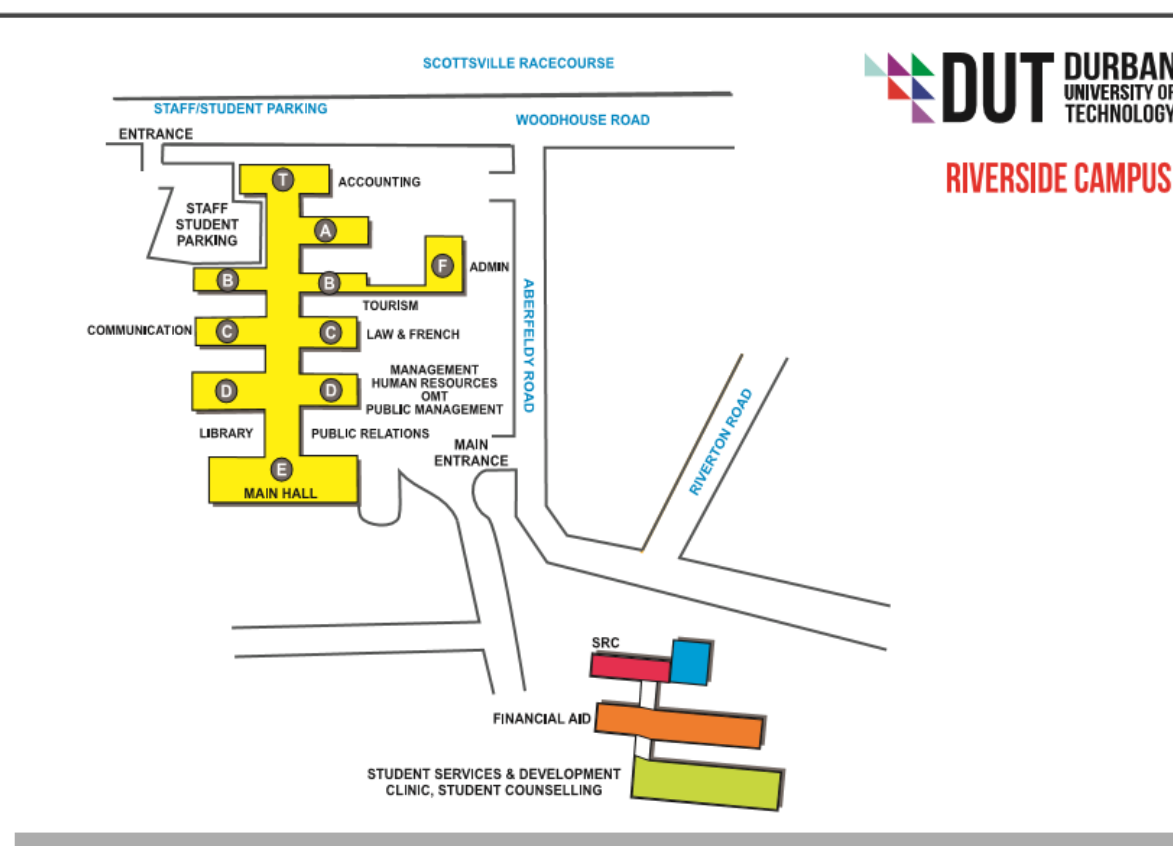


Figure 4.6: Riverside Campus Pietermaritzburg DUT (2015a)

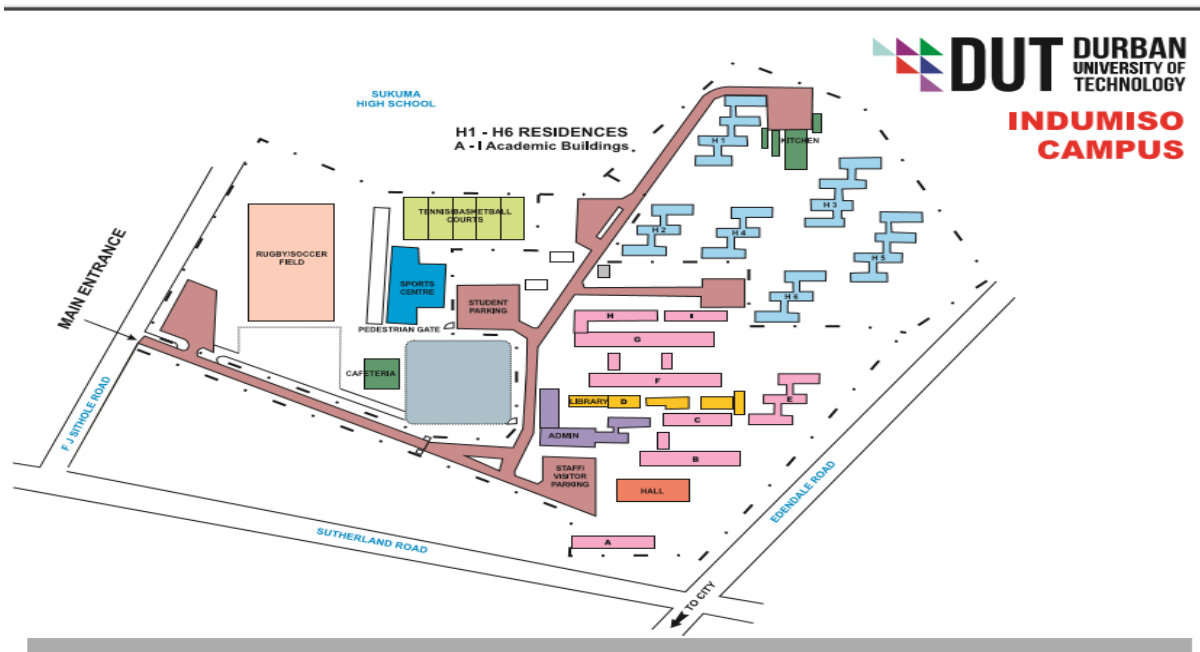


Figure 4.7: Indumiso Campus Pietermaritzburg DUT (2015a)

DUT is located in Durban within the KwaZulu Natal region in South Africa. As it was previously a Technikon, the institution is not located in one place but has various campuses located in Durban. Each campus has a different or similar sets of programs that are enrolled and taught in it. Above are the campuses that house all DUT WrC's.

4.7 Population/target population

According to Welman, Kruger and Mitchell (2005), population includes the total collection of all units of analysis about which the researcher wishes to use to make specific conclusions. This study utilised the population around the WrC as a source of inquiry to achieve the goal of the research. It also made use of the management and staff in the WrC to evaluate the policy and operational frameworks for deductive and inductive inference. At least 50 students represented a portion of the students that use the WrC. The researcher drew from each centre 50 students to participate in filling the questionnaire and as part of the investigation of services of the WrC's operational and administrative framework.

The researcher chose 50 participants in each centre to represent the total number of students who use the WrC. This number was selected because the WrC functions throughout the year and has students who constantly use the centre for each and every of their assignment. It is imperative therefore to note that most of the students who make use of the WrC are repeat students and hence 50 questionnaires in each

centre proved to be representative of the total number of students who receive services from the DUT WrC. Table 4.4 below shows the flow of students (students includes both staff and learners) in the DUT WrC in the past two years:

Table 4.4: 2014 Stats for Consultations adopted from Mheta (2016)

Students	Steve Biko	ML Sultan	City	Indumiso	Riverside
1 st Quarter	115	194	195	164	96
2 nd Quarter	559	371	479	171	172
3 rd Quarter	589	678	344	107	110
4 th Quarter	167	184	87	166	107
TOTALS	1430	1427	1105	608	485
ANNUAL TOTAL	5055				

Staff	Steve Biko	ML Sultan	City	Indumiso	Riverside
1 st Quarter	2	18	3	0	0
2 nd Quarter	13	1	8	8	0
3 rd Quarter	9	3	13	2	3
4 th Quarter	0	2	64	3	5
TOTALS	24	24	88	13	8
ANNUAL TOTAL	157				

Table 4.5: 2015 Stats for Consultations adopted from Mheta (2016)

Students	Steve Biko	ML Sultan	City	Indumiso	Riverside
1st Quarter	867	775	343	151	490
2nd Quarter	528	649	230	347	498
3rd Quarter	1363	501	698	274	204
4th Quarter	580	163	166	161	193
TOTALS	3338	2088	1437	933	1385
ANNUAL TOTAL	9181				

Staff	Steve Biko	ML Sultan	City	Indumiso	Riverside
1st Quarter	0	2	9	0	0
2nd Quarter	0	0	8	0	0
3rd Quarter	57	0	14	0	0
4th Quarter	0	18	20	0	0
TOTALS	57	20	51	0	0
ANNUAL TOTAL	128				

Tables 4.4 and 4.5 above show the flow of students throughout 2014 and 2015. They illustrate the flow of students into the WrC's over the two respective years. In coming up with a target population the researcher looked at the flow of students and how information gathered could best represent the whole population. The WrC therefore, functions in four of the main campuses of the institution, the data was collected in one

term between July to November. The administration of questionnaires was at specific intervals beginning, middle and also end of the term in all respective campuses.

As there are five main centres at DUT which are Steve Biko WrC, City Campus WrC, ML Sultan WrC, Riverside and Indumiso WrC (Pietermaritzburg Campus). However, for the PMB campuses, questionnaires distributed were 50 for both as they are smaller university grounds with fewer students utilizing the facility. The researcher administered in each centre 50 questionnaires to be responded to by students while the interviews will be for winners of the Writing competition and WrC managers who have all been selected through a purposive and snowball sample. This population represented the main faculties that use the WrC hence see where the main need for curriculum development within DUT is drawn.

Table 4.6 below illustrates the total head count of DUT students and also a total of the students who have utilized the WrC and its services in the past two years. It illustrates how numbers of the flow of students have been steadily increasing over the years as a result of improved marketing and operational tools by the WrC's administration. It further illustrates how this show of numbers gave the researcher basis on how to choose a population and matching sample to be representative of the users and response of service delivery of the WrC.

Table 4.6: Overall Targets/ Performance Measures Mheta (2016)

Year	Student headcount	Total number of WrC users	Target %	Actual %
2014	26 472	5055	10%	19%
2015	27 023	9181	12,5%	33,9%
2016	27 837		15%	

4.8 Sampling method

As this study is pluralistic using both inductive and deductive methods it utilized non-probability sampling for the questionnaires. For the interviews, the researcher utilized purposive and snowball sampling as this section of the research was reliant on specific individuals such as WrC managers and winners of the annual writing competition.

Tongco (2007) explains that purposive sampling is a type of non-probability sampling which is suitable for mixed methods, it is highly effective to study information with experts from within the matter of inquiry. This research as a result was reliant on purposefully selecting the experts of the WrC to understand how the structure of the WrC operations and framework contribute to pedagogical growth. The study further utilized snowball sampling which has been identified by Goodman (1961) as a random sample of individuals drawn from a finite population. In the case of this study, the finite population is the students who use the services of the WrC. The researcher thus used knowledge of this population to identify winners of the writing competition in the past two years and then interview them through semi-structured interviews to understand how this competition has contributed to their academic growth and development.

The study utilized this method to make useful exploratory inferences and interpretations to the subject matter thus used non-probability random sampling with the students using WrC as an academic source of assistance (Schillewaert, Langerak and Duhamel 1998). The study was heavily reliant on students who walk in the WrC and thus used these as the sampling frame to gather information. This method was appropriate as it was able to show a reflection of the policies and operational frameworks of the WrC using responses from the students.

4.9 Measuring instrument

The design of the questionnaire was both open and close ended. The closed-ended section had the nominal variables that include the university level of the student, gender, and faculty. The open ended section dealt with the qualifications and Likert scales that have brought the students to the WrC, also covering interviews with WrC staff. Respondents for the students were randomly selected as they make use of the WrC; for the staff a purposive sample was used.

4.10 Data analysis

The quantitative data collected was interpreted and analysed through version 14.0 of SPSS as explained by (Coakes and Steed 2009). The analysis showed flows and responses of student use of the WrC after activities like the road show, writing competition and workshops. The analysis of qualitative data was through content analysis as explained by (Hsieh and Shannon 2005).

4.11 Limitations and Delimitations/scope

Inflow of students depends on a particular time in the semester. Usually inflow is as a result of assignments and thesis due. For example, the WrC might have only engineering students at a certain time therefore, response will come from those students only.

Delimitations therefore, was done through continued investigation over a long period of time to get response from more students. The study was carried out within the DUT WrC. The WrC has about at least 50 students using the facility daily and also has activities in each semester that support the operational and administrative frameworks of the WrC.

4.12 Validity and reliability/trustworthiness

Reliability and validity are salient in social research because constructs in social theory are often ambiguous, diffuse and not directly observable (Neuman 1997). A validity measurement is the initial stride en route for insight into the diverse issues of investigation in research (Carmines and Zeller 1979). It is important therefore to unravel the complexities of research in mixed methods research. The researcher took due consideration in coming up with reliable and valid data collection and analysis tools, which was strengthened by the use of triangulation to gather information. The researcher through pilot testing also pre-tested the instruments that were used to collect data to ensure that they are clear concise and do not have any irregularities or are vague so as to strengthen the validity and reliability of all instruments used.

To ensure validity and reliability the researcher used a total of 10% of the planned population sample as a pilot study. Lancaster, Dodd and Williamson (2004) posit that a pilot study can reveal deficiencies in the design of a proposed study or procedure and these can then be addressed before time and resources are expended on large

scale studies. Trochim (2005) further argues that “reliability has to do with the quality of measurement, hence is basically repeating your instruments of measurements.

4.13 Pilot Test

A pilot study has been explained by Kurian (2013) as a research concerned with making sure that there are no surprise problems when administering the questionnaire to the sample population. Salkind (2010) discusses that a pilot study is a trail run or a small scale of the major research study. In order to understand and examine the feasibility of the instruments to be used for the study, the researcher pretested the questionnaire that was used for the study.

The researcher distributed a total of ten questionnaires on the Steve Biko campus, all respondents who were part of the main sample for the study were not used for the final sample of the study. This was done to examine the feasibility of the instrument to that was used for the study. A pilot study has also been seen to confirm the problems related with the research design. The problems are as a result, noted through piloting the questionnaire. The researcher as a result, sought to understand through testing this instrument any issues that would contradict the validity and reliability of the study and its design. Through testing the questionnaire, the researcher intended to evaluate if aspects of mixed methods research were adequately addressed by the instrument. According to Burns and Bush (2013), the pilot study of the questionnaire must be open to critics and comments from the respondents of the exercise before the main enquiry. Zikmund et al. (2013) found that pilot studies accumulate data from the ultimate subjects of the research project to serve as a guide for the main study. Cohen, Manion and Morrison (2013) highlight that the pilot study is priceless and is an aid to careful research.

The pilot study as a result, identified the following as issues that the researcher had to look into before the research commenced. The researcher noted the following information about the instrument:

- The given time for the questionnaire was adequate for the respondent not to feel as if the questionnaire took some of their consultation time.
- Both open and closed ended questions were clear and understandable and most students did not require assistance in understanding any of the stated questions.

- The questionnaire did not ask what level of study the respondent is hence there was no clarity through this questionnaire on the level of the student; are they undergraduate/postgraduate? This added to the questionnaire as part of the nominal values as it contributed to the quantitative aspect of the study on statistics of levels that utilize this facility.

4.14 Anonymity and confidentiality

The study was in a functioning WrC and anonymity with the students participating was strictly observed. This was important as they shared their views of experiences with the WrC. Confidentiality was ensured as all questionnaires did not have names of the respondents stated.

4.15 Ethical considerations

The considerations put forward emphasised on protection of the participants and insurance of good faith while doing the research (McNiff and Whitehead 2011). Since it was a research that involved DUT, the researcher drafted a letter of consent for the DUT WrC and also one for the students. The letter clearly stated that participation was voluntary and student could pull out should they feel it necessary. Anonymity and confidentiality were ensured by not providing a space for participants to feel in their names but just provide details relevant to study.

4.16 Conclusion

This chapter has explored the research design of the study and has looked at how the researcher chose this design and how it will contribute to the final goal of the study. The chapter also looked at the perception on mixed methods and how they are identified as triangulation and subsequently how they give a blueprint of the whole study as a whole. The chapter also looked at the research methodologies that were utilized for the study and how it all contributed to the broader investigation on curriculum development of the WrC.

Chapter 5

Presenataion and Analysis of Data

5.1 Presentation and analysis of data

The study generated a large amount of data. As the study was mainly mixed methods, the data collected only seemed difficult, if not impossible for only one chapter to express the goal and aims of the study. The researcher, as a result had to make a severe selection of the data that best presented the goal, objective and aim of the study. The data also to this effect, was selected to elaborate and counter for the weaknesses of qualitative research methods through quantitative methods and using the reverse to attain the required results.

The research as a result, focusses this chapter on the different responses gathered from mixed methods research techniques. Therefore, this chapter presents information in extended quotes from the interviews and also from the open and closed questions in the questionnaires to express how the WrC operational and administrative framework is viewed by those who are receiving the services created for curriculum development and pedagogic growth.

The following points form part of the discussions that connect the data collected to aims and objectives of the study, which were to:

- Analyse the WrC policy formulation building up the Centre
- Decipher the type of service delivery system institutionalised in the WrC and how it responds to a student setting
- Examine through the critical discourse analysis in relation to student and staff, perceptions of the centre relative to language development
- Understand how best academic writing and support can be used to create a basic model for the development of academic writing

As this research is mixed methods, Table 5.1 below shows which objectives are addressed by qualitative methods and which are addressed by quantitative methods.

Table 5.1 Objectives and Methodology applied

Objective	Qualitative analysis	Quantitative analysis
Analyse the WrC policy formulation building up the Centre	✓	
Decipher the type of service delivery system institutionalised in the WrC and how it responds to a student setting	✓	
Examine through the critical discourse analysis in relation to student and staff, perceptions of the centre relative to language development		✓
Understand how best academic writing and support can be used to create a basic model for the development of academic writing		✓

Based on the above, the researcher had the instrument tested for reliability and validity to ensure that the tools used did in actual fact measure the points above. The test was to examine the WrC impact of operational and administrative framework on pedagogy in higher education. The researcher, has chosen statistical tests that connect the data to the objectives of the study to analyse and evaluate the contribution of the DUT WrC to pedagogic growth.

The tests are not only reflective of the epistemological ideas that have been illustrated in chapters one to four of the study but also strongly relate to the impact of the WrC to curriculum development at DUT. It further analyses how service delivery as explained in Chapter 2 is connected to the bigger picture that builds up the WrC and what the perceptions of the students and staff believe this facility to offer.

5.2 Quantitative Analysis

5.2.1 Statistical Tests

Statistical Analysis

The data obtained from the questionnaires is analysed by use of descriptive and inferential statistics

☐ **Descriptive statistics**

Descriptive statistics have a number of uses which are:

- Describing the characteristics of your sample
- Checking the research variables for any violation of the assumptions underlying the statistical techniques used to address the research
- Addressing specific research questions that require detailed explanation (Pallant 2011)

In the use of descriptive analysis, Pallant (2011) explains that prior to doing many statistical tests (e.g. t-test, ANOVA and correlation), it is imperative to check that one is not violating assumptions made by individual tests which may have a negative impact on the research output. As a result, the testing of assumptions usually involves obtaining descriptive analysis on your variables. There are many ways one can obtain descriptive analysis according to the available variables and data sets. The data that was presented by descriptive statistics in this research covered cross tabulation and inferential statistics. The research also utilised categorical variables which were obtained through looking at frequencies which are mainly inferential in nature.

☐ **Frequencies and percentages**

Kruger, Welman and Mitchell (2005) explain that frequencies help in revealing the equity in distribution across categories in research. Frequencies are normally shown in the form of pie charts and bar graphs. This type of presentation outlines in frequency form the types of the responses the given research has yielded. This research utilised both of the above to illustrate descriptive, cross tabulation and inferential statistics of the study.

□ Inferential statistics

This study made use of correlation to describe the strength and direction of the linear relationship between variables (Pallant 2011). It relied on the bivariate correlation (which means between two variables). The Pearson Product-Moment Correlation (r) was used as a means to measure the relationship that all Independent variables in the study have with development and growth of pedagogy that is related to the WrC's service, experience, role and writing workshops.

5.2.2 Data Segment Themes Across all Campuses

In order to understand the different similarities and dynamics of the data received, the researcher has grouped similar themes together for each campus. For each set of variables, the researcher has put together findings from all campuses to be able to decipher the differences and similarities and impact on the administrative and operational framework. The themes of the study are a total of sixteen in which the researcher put together from the questionnaire.

The researcher has thus combined the different themes of each campus to reflect an important variable of the study. In chapter six, the analysis will then group the themes to understand how they are linked to the main objectives of the study. The main themes as grouped for chapter six are presented in Table 5.2 below:

Table 5.2: Themes and Objectives of the Study

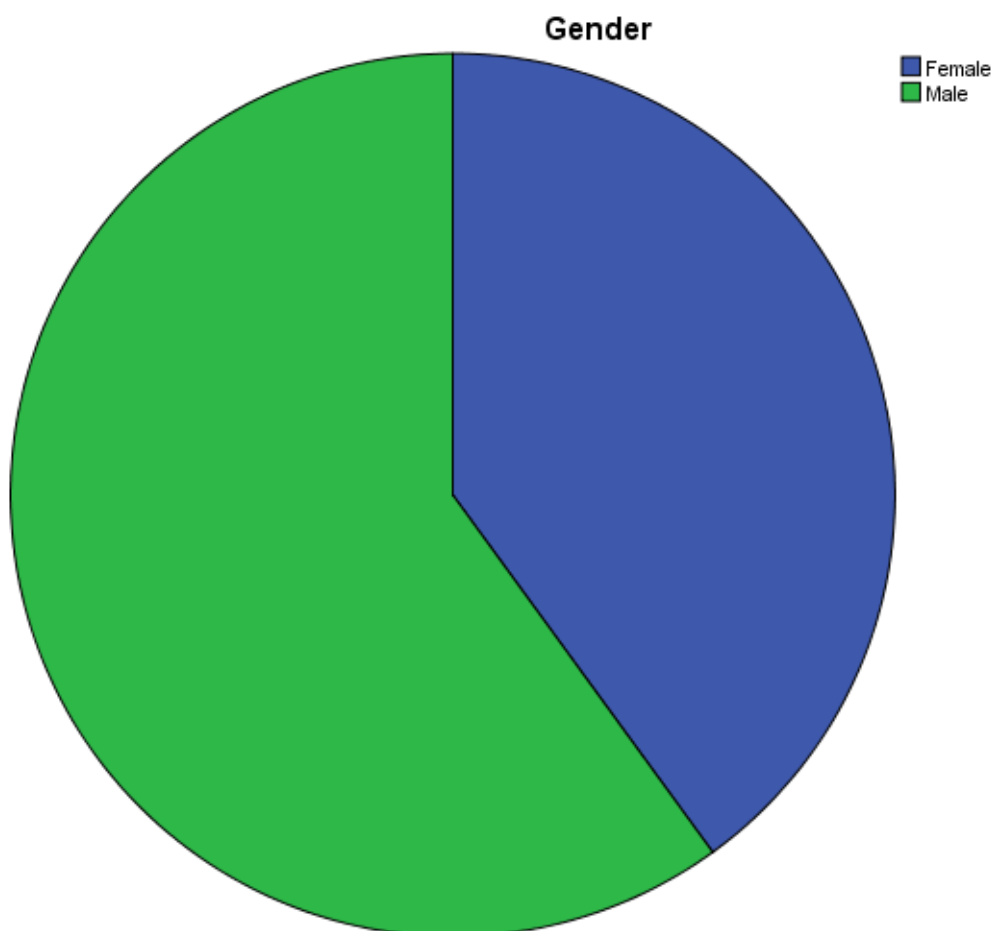
Demographics	Awareness	Expectations	Experience
Gender	Road show	Role of the WrC	Are Workshops helpful?
Faculty	Writing workshop	Services of the WrC	Booking system
Level of study	Writing Competition	Role of a Tutor	Impact of the booking System
Main course of Study		Understanding the Writing process	WrC experience
		The role of a student	

The following section will present data collect from each campus in themes from the main sixteen gathered from the questionnaire. The tables, charts and graphs below will as a result group similar themes together to show the main similarities and differences amongst the main variables.

5.3 Descriptive Statistics Gender

Table 5.3.1: Gender City campus

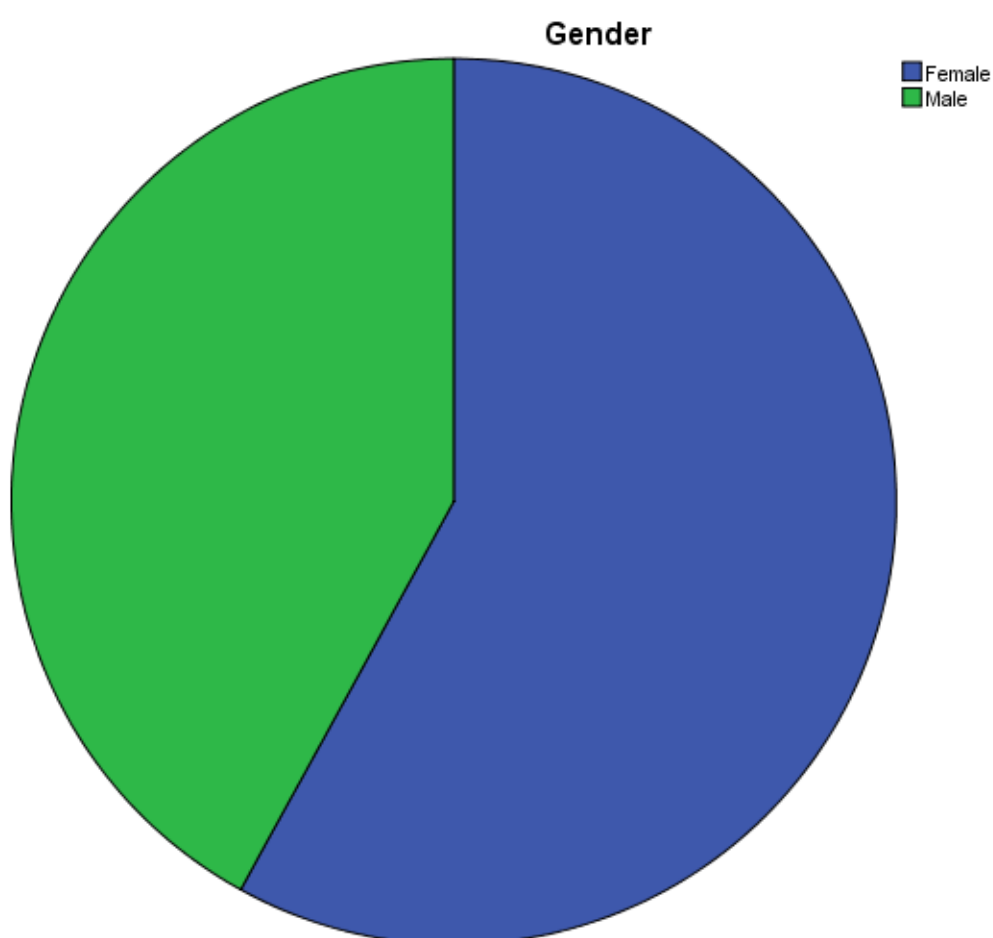
Variable	Frequency	Percentage
Female	20	40.0
Male	30	60.0



The above frequency table and Chart 5.3.1 above, show that more male students visit the WrC as compared to females with 60% males and 40% females.

Table 5.3.2: Descriptive Statistics Gender ML Sultan Campus

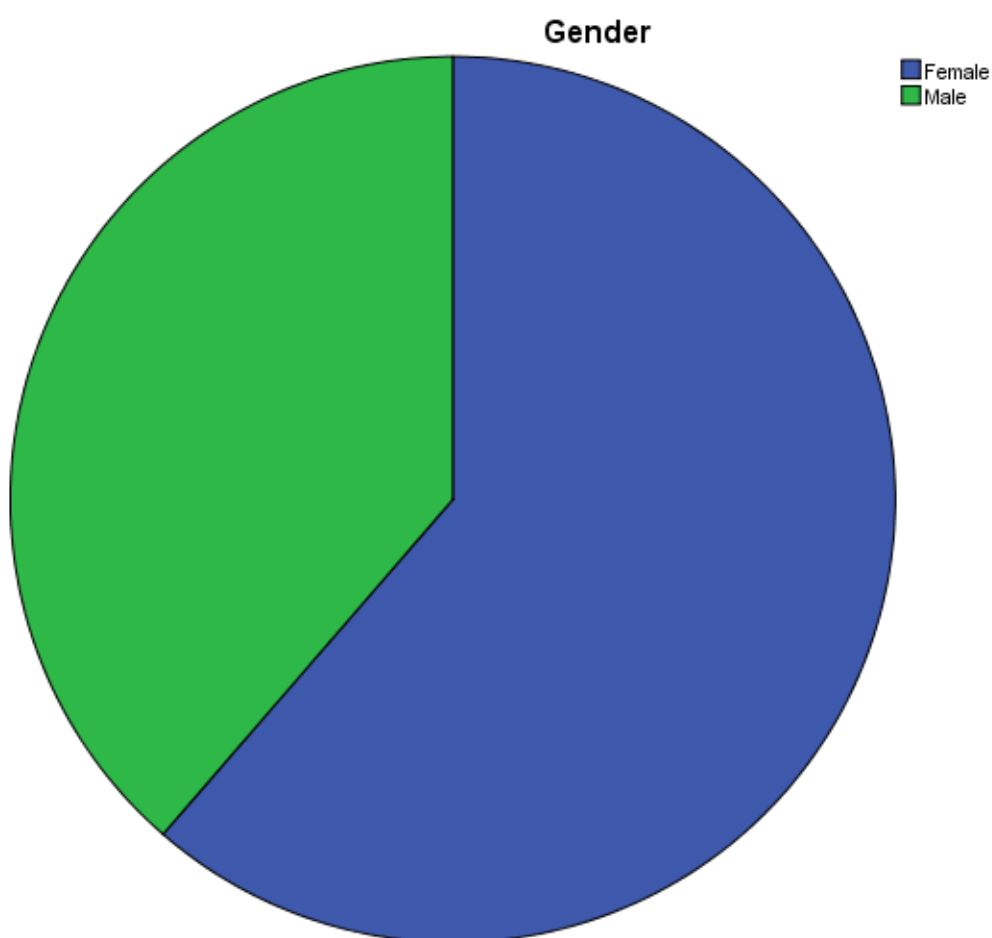
Variable	Frequency	Percentage
Female	29	58.0
Male	21	42.0



The table and Chart 5.3.2 above, illustrate that more female students use the ML Sultan campus with 58% females and 42% males.

Table 5.3.3: Descriptive statistics Gender PMB

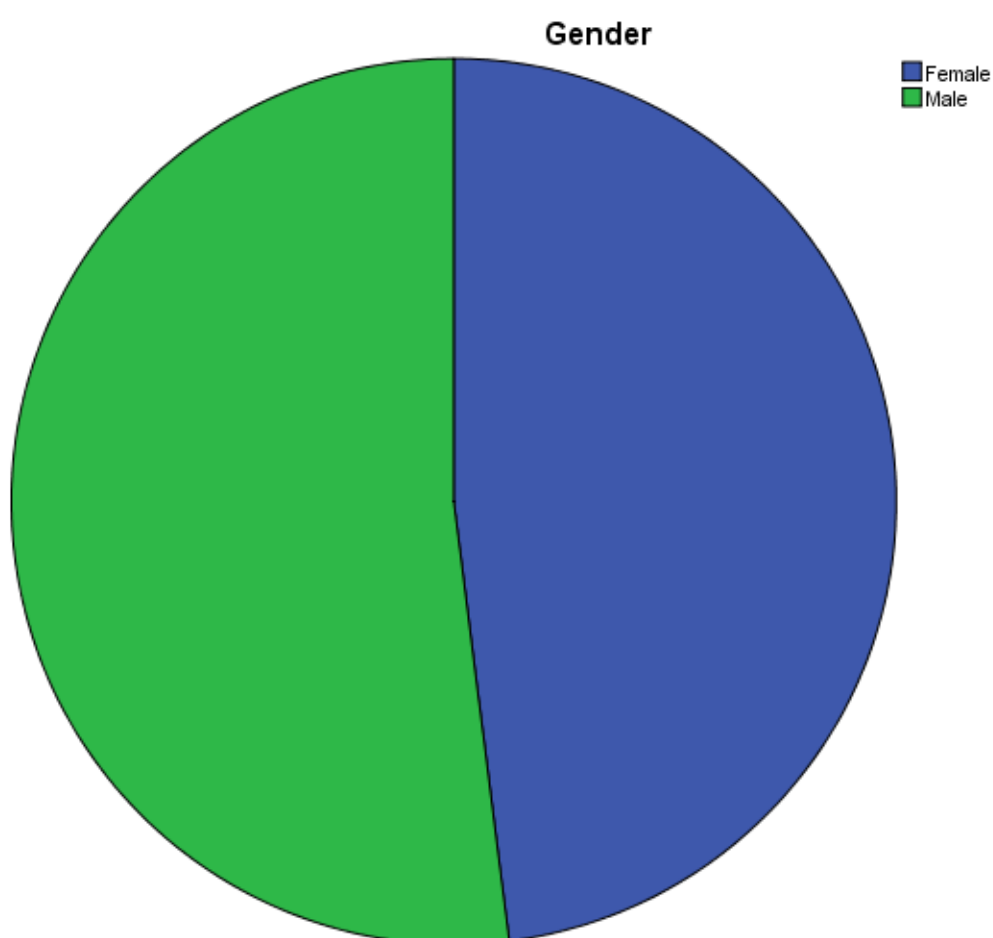
Variable	Frequency	Percentage
Female	27	61.4
Male	17	38.6



The above table and chart 5.3.3 above, show that PMB campus has more female students who use the WrC with 61.4% females and 38.6% males respectively.

Table 5.3.4: Descriptive statistics Gender Steve Biko Campus

Variable	Frequency	Percentage
Female	24	48.0
Male	26	52.0

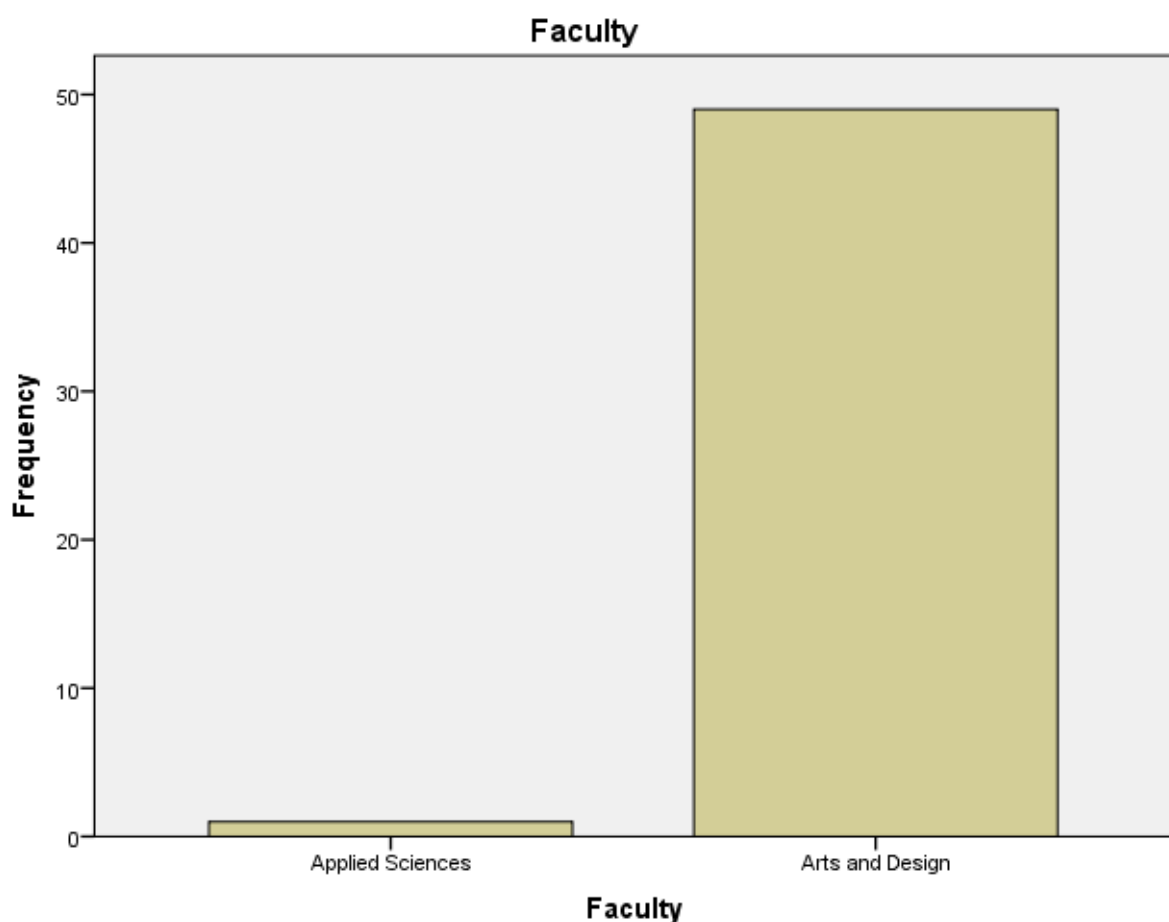


The above table and graph 5.3.4 above, show that the Steve Biko Campus WrC receives more male students than female students with 52% male and 48% female.

5.4: Faculty

5.4.1 Faculty City Campus

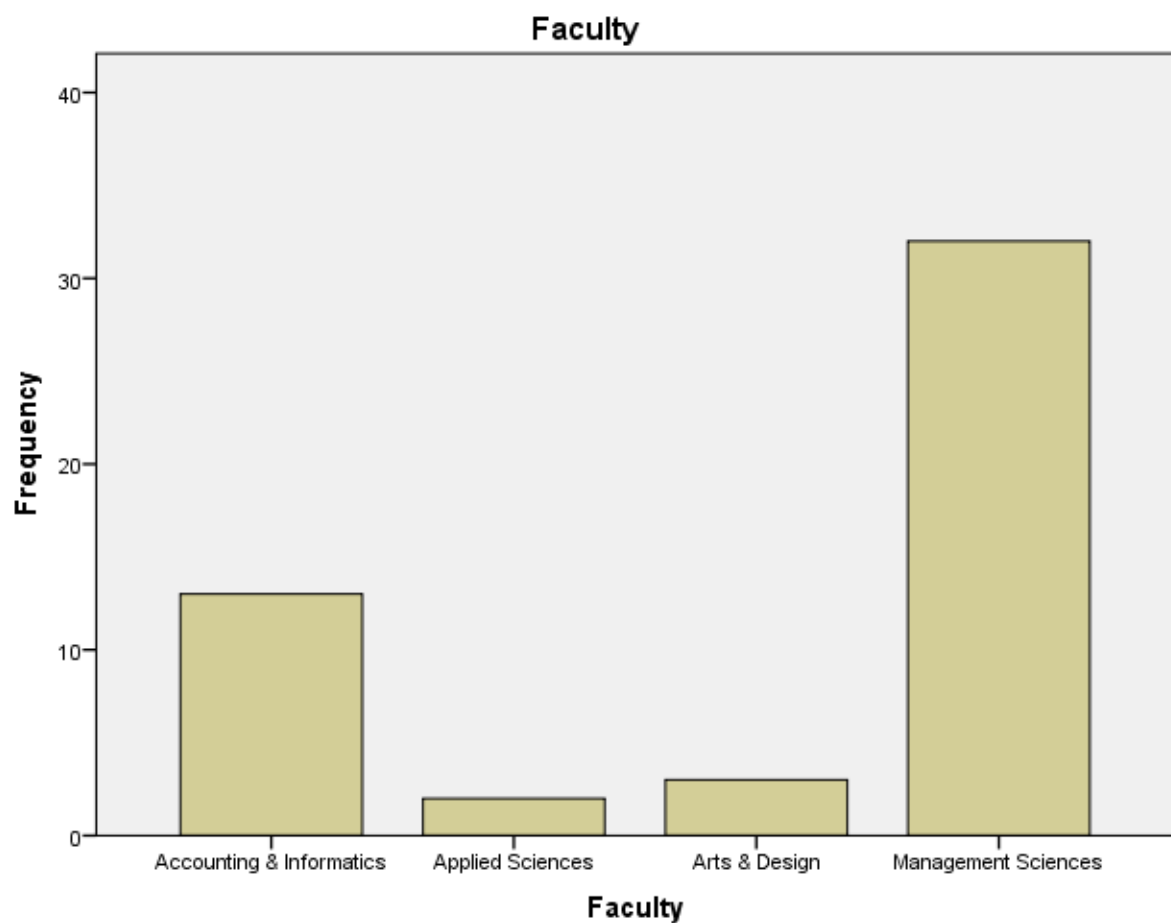
Variable	Frequency	Percentage
Applied Sciences	1	2.0
Arts and Design	49	98.0



The above table and Graph 5.4.1 above, illustrate the faculties that use the City Campus. The DUT structure is that each campus hosts different faculties. City Campus as a result hosts Arts and Design. There are however students who overlap in search of specific facilities such as the WrC, as they are not confined to the campus WrC but are free to use the centres from other campuses as well. The percentage as a result is 2% Applied Sciences and 98% Arts and Design.

5.4.2: Faculty ML Sultan

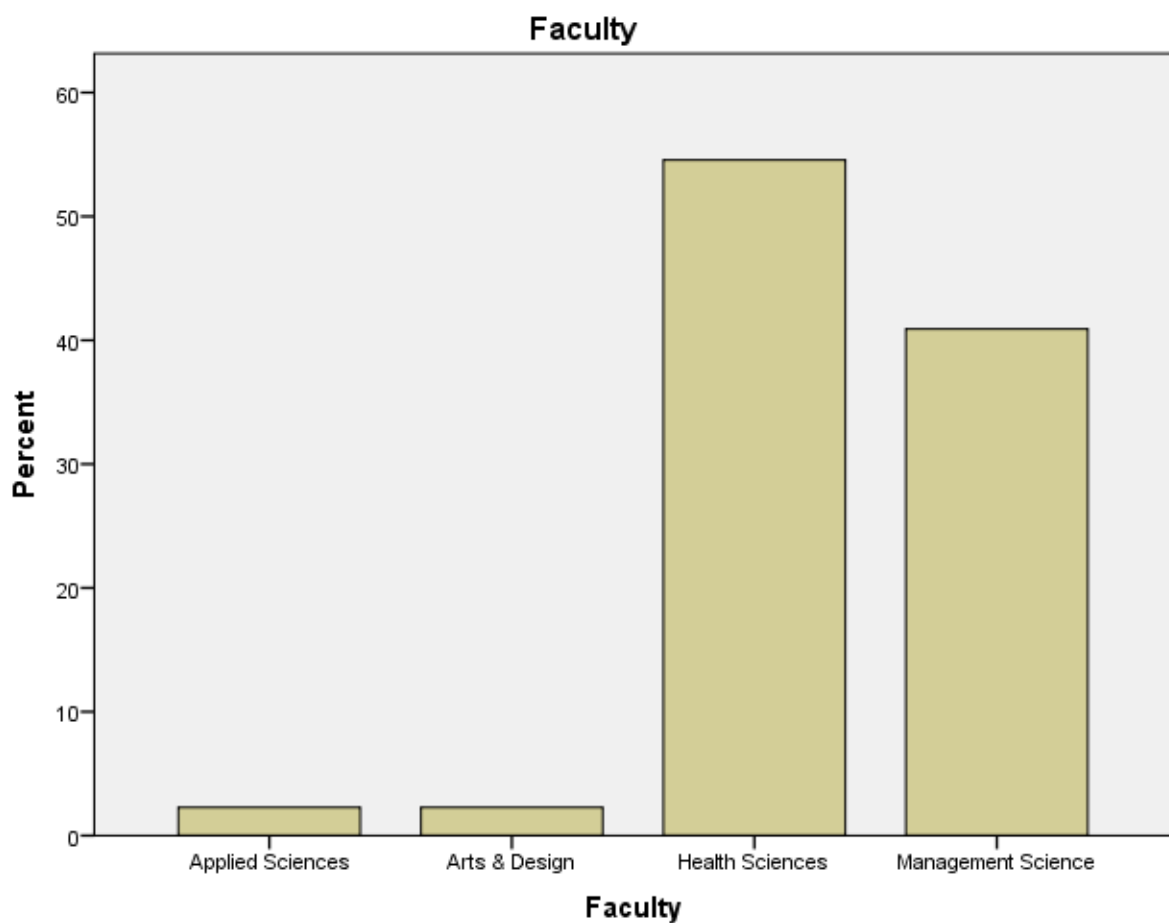
Variable	Frequency	Percentage
Accounting & Informatics	12	26.0
Applied Sciences	2	4.0
Arts & Design	3	6.0
Management Sciences	32	64.0



The table and Graph 5.4.2 above illustrate the faculties that utilize the ML Sultan WrC. They illustrate that the WrC is mostly visited by Management Sciences students who make a total of 64% while Accounting and Informatics make up 26% and Applied Sciences has the least students with 4% using the WrC.

5.4.3: Faculty PMB

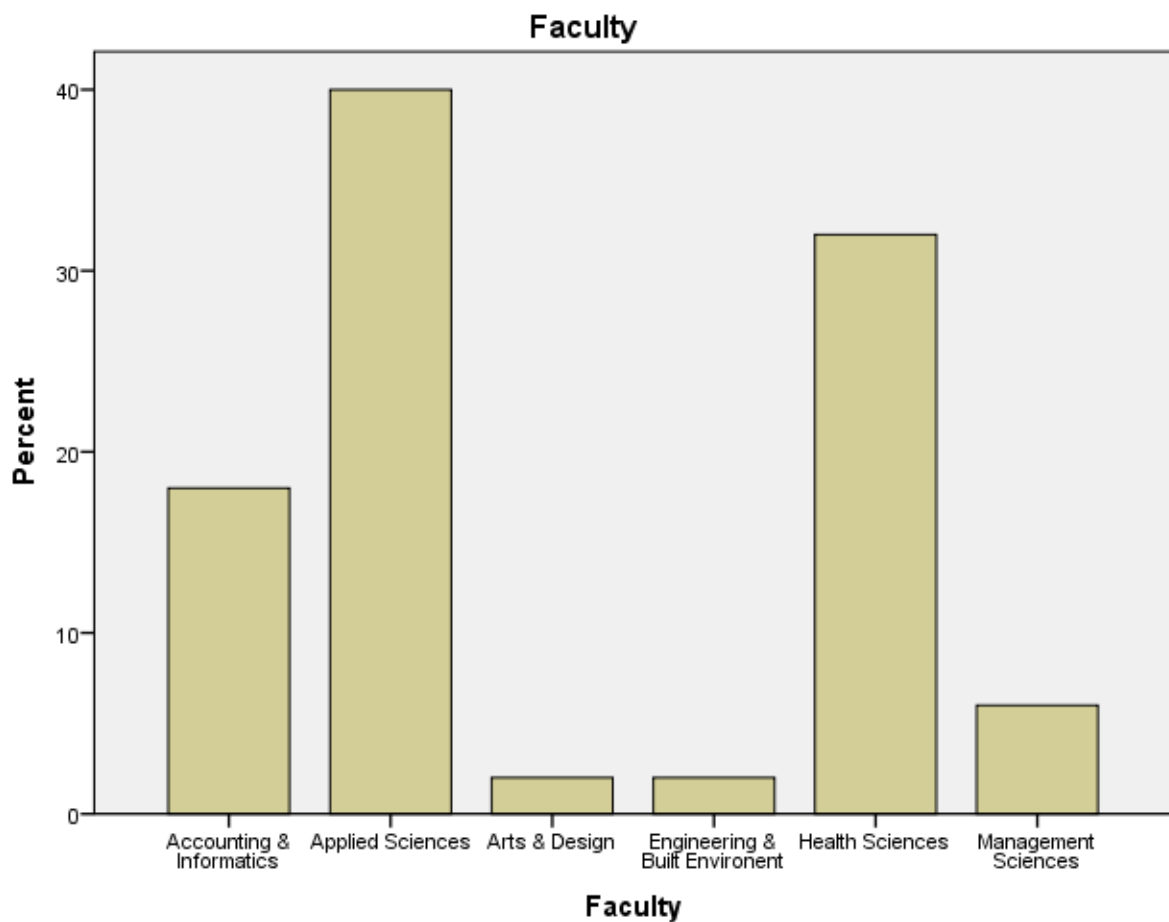
Variable	Frequency	Percentage
Applied Sciences	1	2.3
Arts & Design	1	2.3
Health Sciences	24	54.5
Management Sciences	18	40.9



The above table and Graph 5.4.3 above, show that the PMB campus is used mostly by the Health Science and Management students who have 40.9% and 54.5% respectively while Applied Science and Arts and Design have 2.3%. It is imperative to note that the original sample size for the PMB campus was 50, but due to strikes and later on examinations, the researcher was able to collect a total of 44 responses from the students.

5.4.4: Faculty Steve Biko

Variable	Frequency	Percentage
Accounting & Informatics	9	18.0
Applied Sciences	20	40.0
Arts & Design	1	2.0
Engineering and the Built Environment	1	2.0
Health Sciences	16	32.0
Management Sciences	3	6.0



The above table and Graph 5.4.4 above, show the percentages of the faculties that utilize the Steve Biko Wrc. The highest number of students are from the Applied

Sciences faculty with 40% and Health Sciences with 32%. The least and lowest students to walk into the centre are Arts and Design and Engineering and the built Environment with 2%. It is imperative to note however that as the study was carried out in a specific semester, there are fluctuations and differences in the faculties walking in as they use the WrC according to the assignment due. The table above shows that at this time, more Applied Sciences and Health Sciences students required use of the WrC.

5.5: Level of study

5.5.1: Level of Study City campus

Variable	Frequency	Percentage
National Certificate	3	6.0
Diploma	34	68.0
Btech	8	16.0
Masters	4	8.0
Dtech	1	2.0

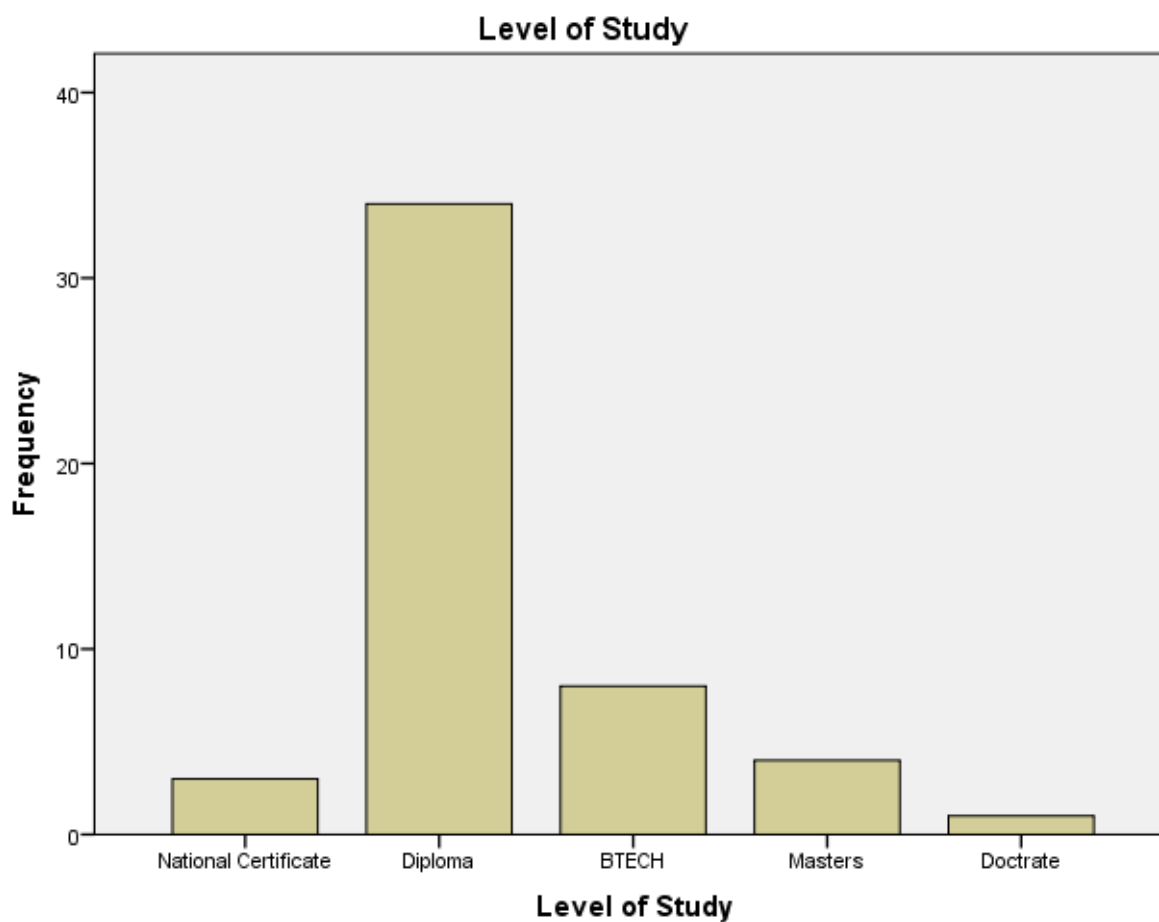
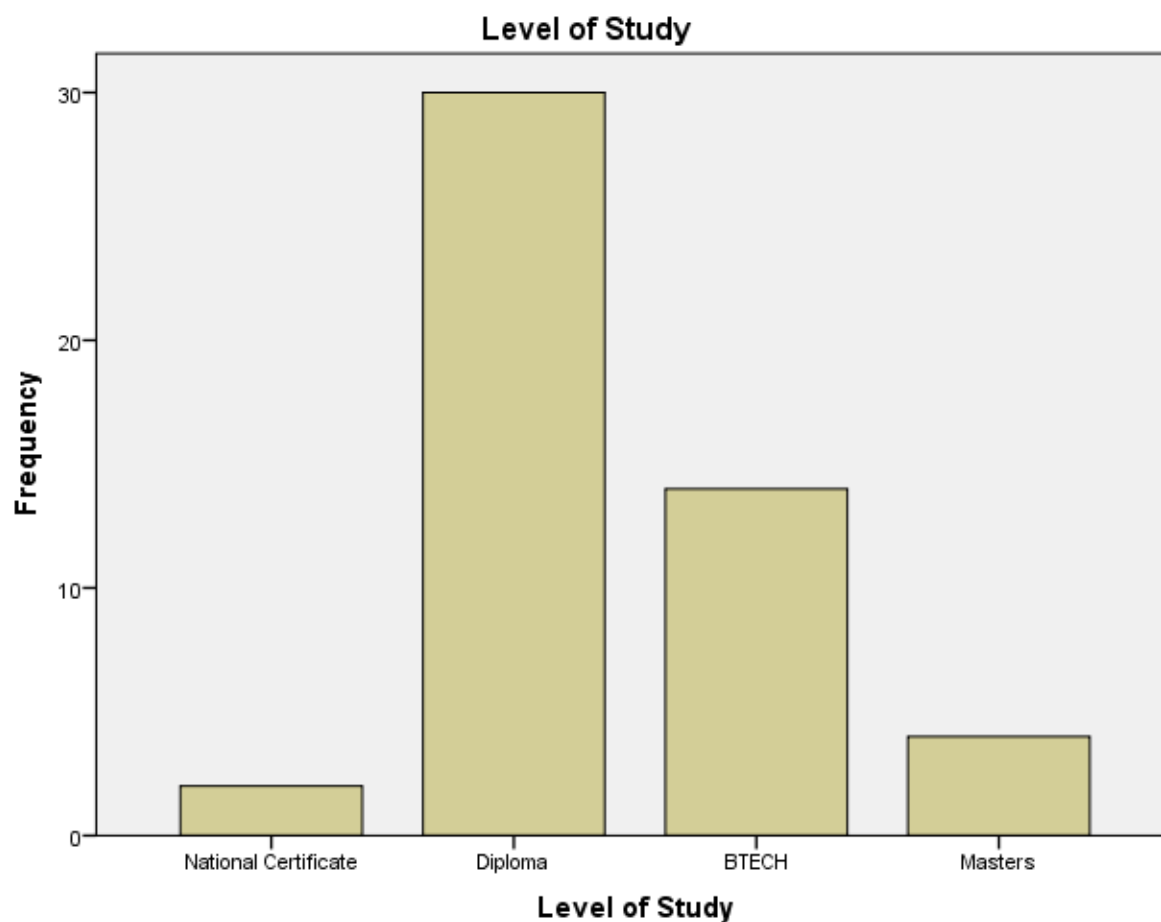


Table 5.5.1 and the graph above, illustrate the level of study that visit the WrC the most visits are from Diploma students with 68% followed by BTech students with 16% while the less frequent levels are Doctorate students with 2%.

5.5.2: Level of study ML Sultan

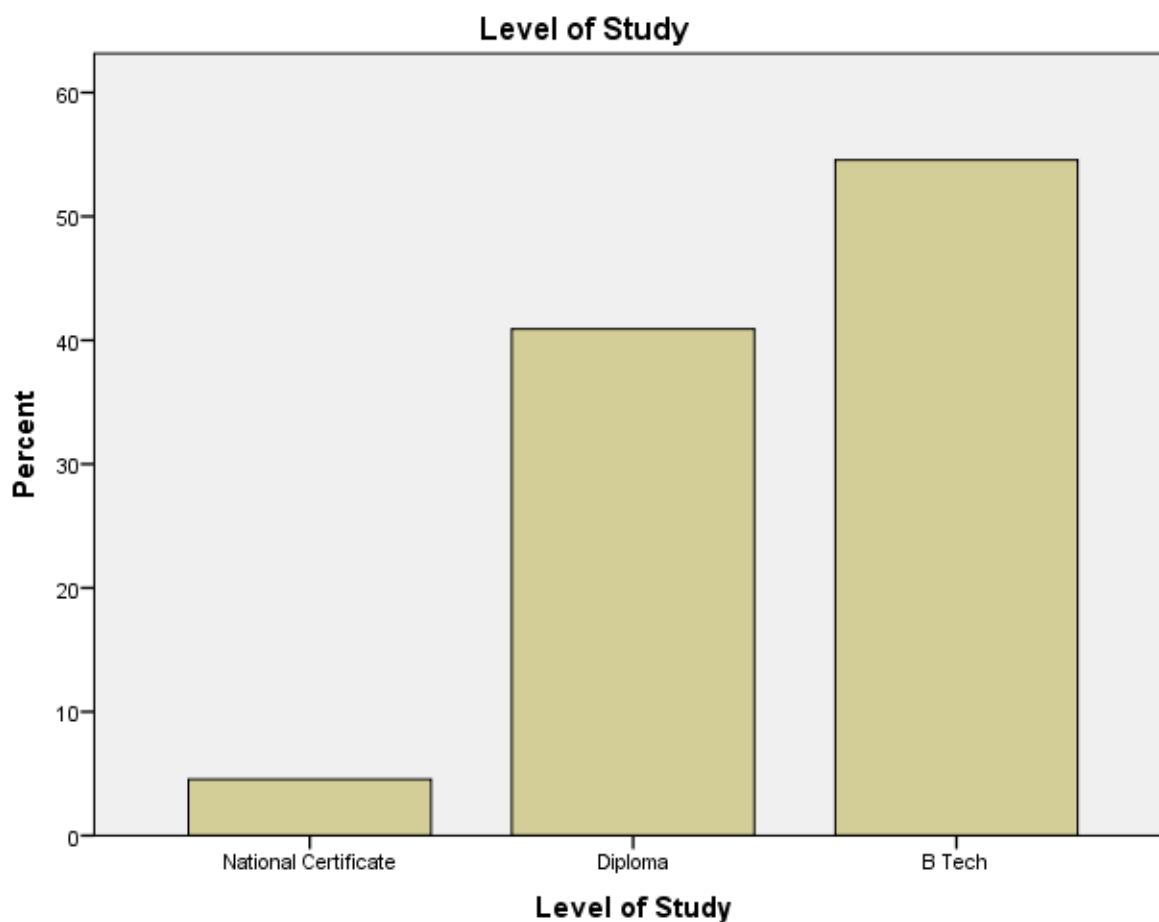
Variable	Frequency	Percentage
National Certificate	2	4.0
Diploma	30	60.0
Btech	14	28.0
Masters	4	8.0
Dtech	0	2.0



The above table and Graph 5.5.2 illustrate the different levels of study the frequently use the WrC at ML Sultan. The Diploma students use the WrC more with 60% walking in followed by the BTech students with 28% and the lowest walk-in students being national certificate with 4%.

5.5.3: Level of Study PMB

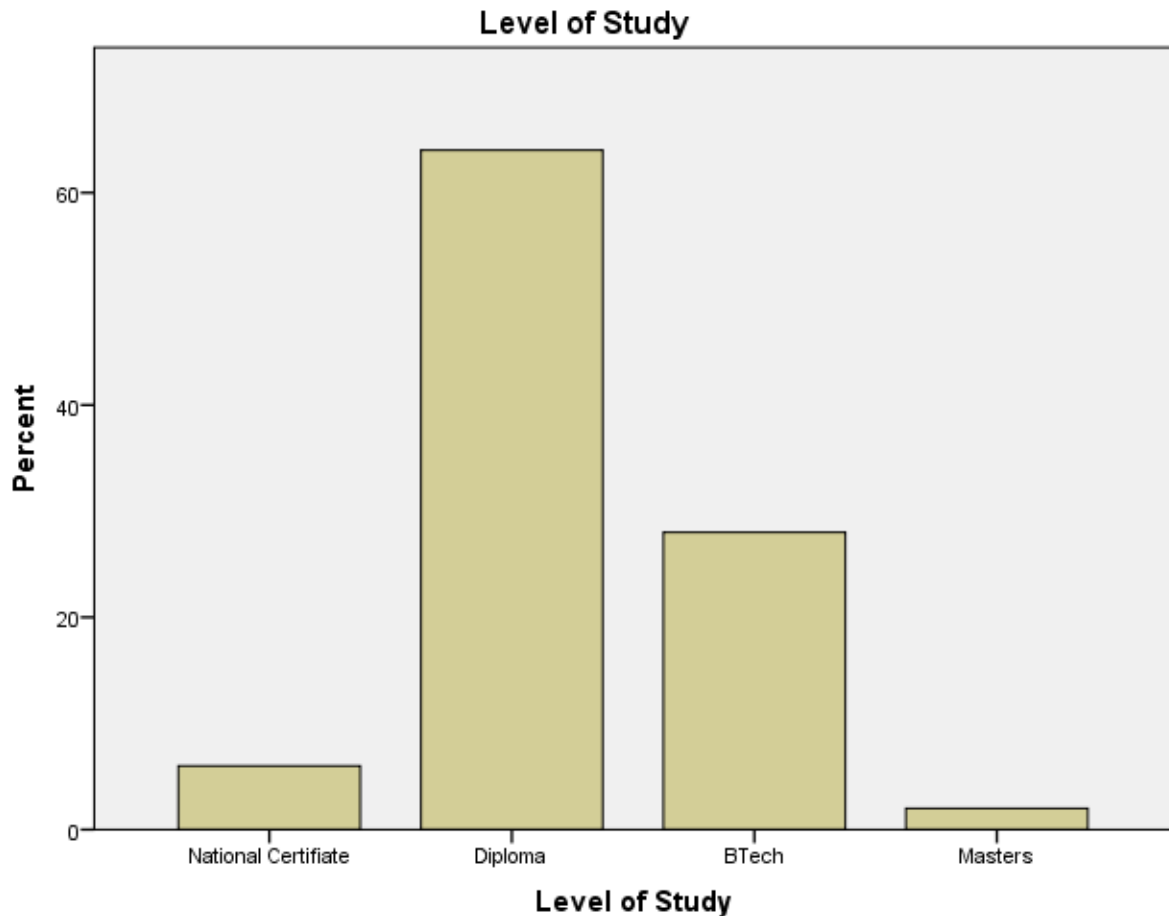
Variable	Frequency	Percentage
National Certificate	2	4.5
Diploma	18	40.9
BTech	24	54.5



The above table and Graph 5.5.3 illustrate the different levels of study that use the PMB WrC. Probably because the campus is out of Durban, the WrC has only three levels which utilise the WrC services which are National Certificate at 4.5%, Diploma at 40.9% and BTech at 54.5%.

5.5.4: Level of Study Steve Biko

Variable	Frequency	Percentage
National Certificate	3	6.0
Diploma	32	64.0
BTech	14	28.0
Masters	1	2.0



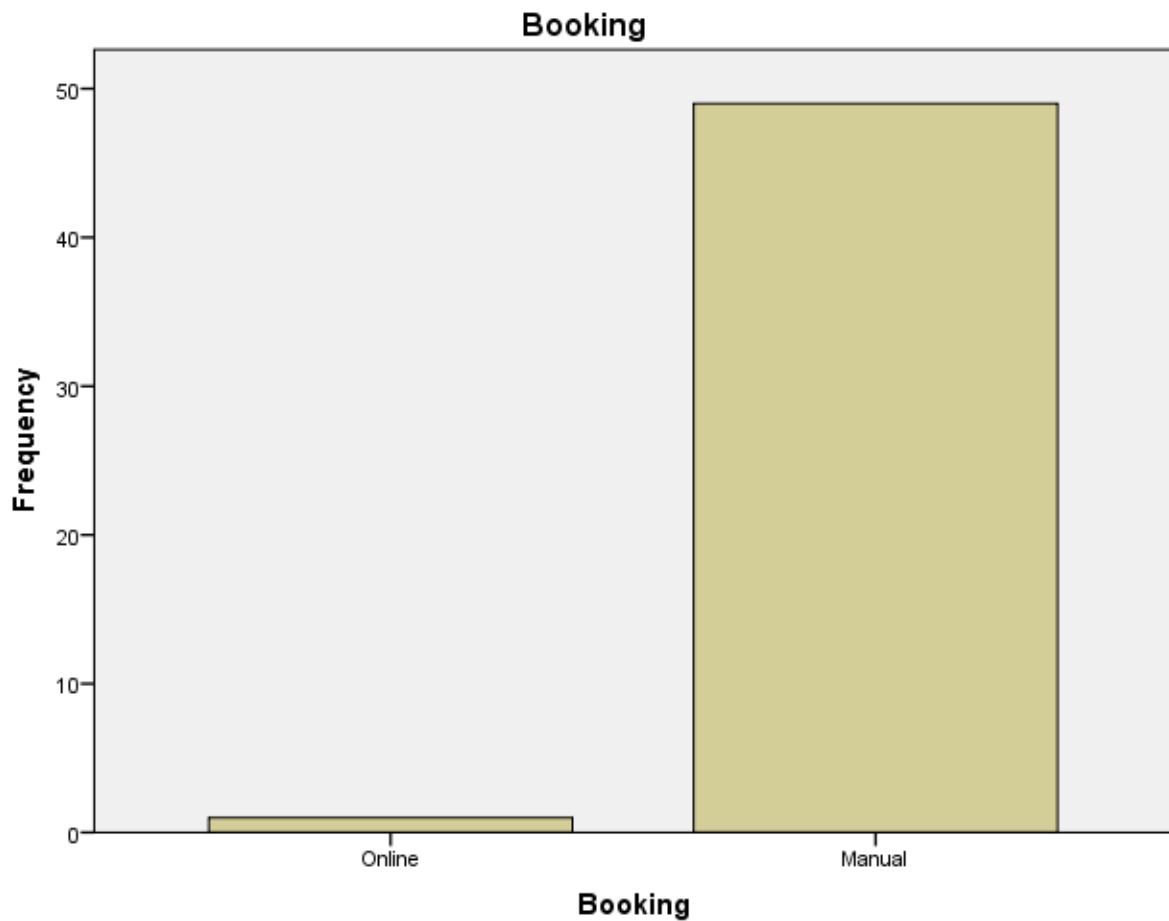
The above table and Graph 5.5.4, illustrate the different levels of study that use the Steve Biko WrC. The highest number of students are at Diploma level with up to 64% walking in and also BTech students with up to 28%. The lowest number of walk-in students at this campus are the Master's students with only 2% walking in to the WrC.

5.6: Booking System

In order to visit the WrC, a student needs to make a booking. The WrC has as a result, set up a booking system. This system is to ensure that each student has an equal opportunity and time to consult with a tutor. The DUT WrC because of the increasing technological growth in academia has set up an online and manual booking system. The online programme is currently running on the Steve Biko campus as a pilot while other campuses use the manual booking system. The online booking system enables students to make bookings on their phones, laptops or any electronic device from anywhere anytime. The researcher thus, used the booking system to look at students' responses and perceptions as it is still a pilot that is to be adopted for all WrC's.

5.6.1 Booking System City Campus

Variable	Frequency	Percentage
Online	1	2.0
Manual	49	98.0

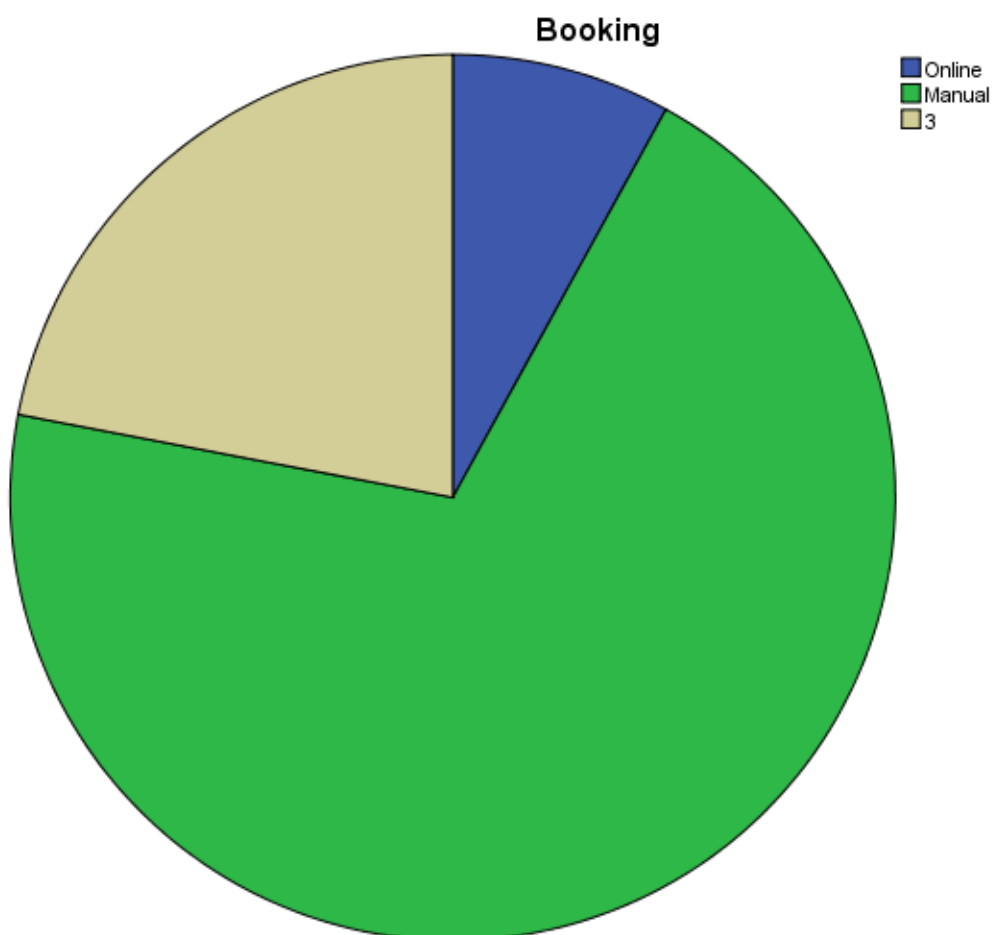


The booking system at City Campus is mainly manual. However, the above Table 5.6.1 shows that 2% of the students used the online system and not the manual booking system. Again this can be explained in the light that the majority of students assume that the system is applicable to all campuses.

5.6.2: Booking System ML Sultan

Variable	Frequency	Percentage
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Online	4	8.0
Manual	35	70.0
Other	11	22.0

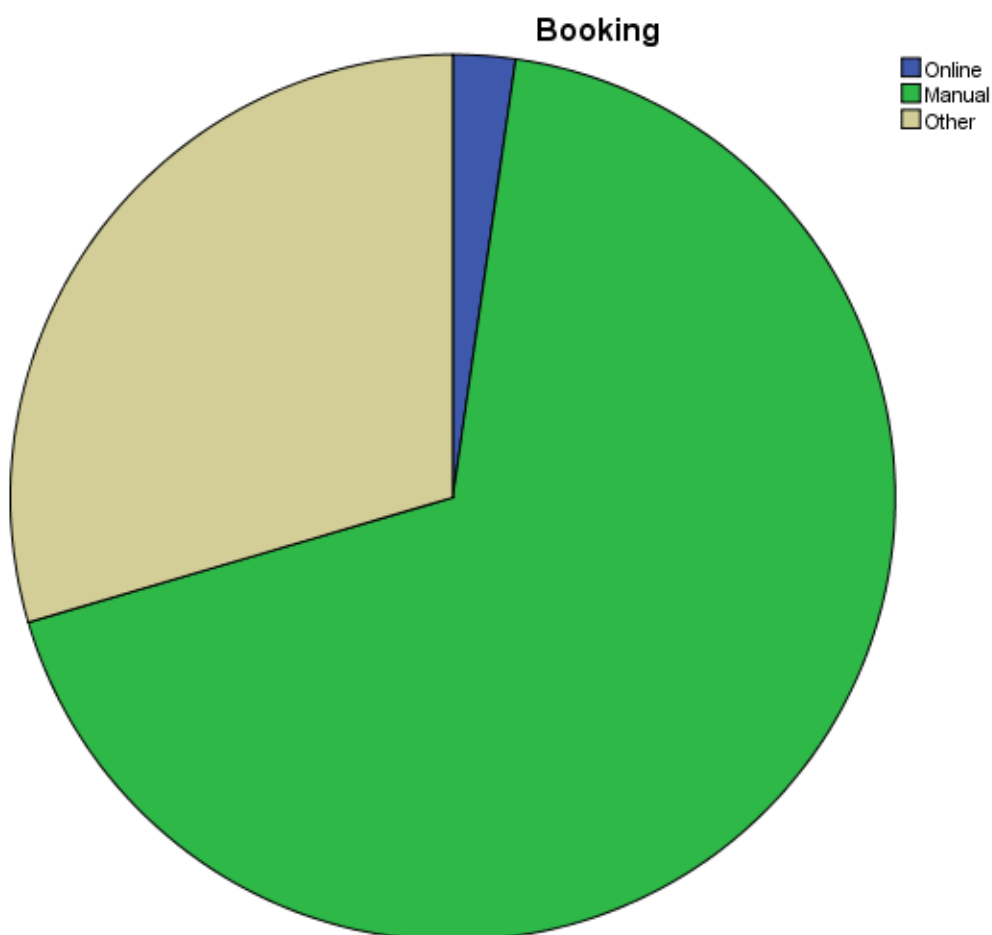


The above table and Chart 5.6.2 illustrate the booking system at ML Sultan Campus. It shows that 8% of the students booked online which can be attributed as error as only one campus has an online booking system. So a possible explanation would be the student was referred by tutors across campuses. The above frequencies also show that up to 705 of the students followed procedures and booked manually while 22% of the students walked in without making a booking.

5.6.3: Booking System PMB

Variable	Frequency	Percentage
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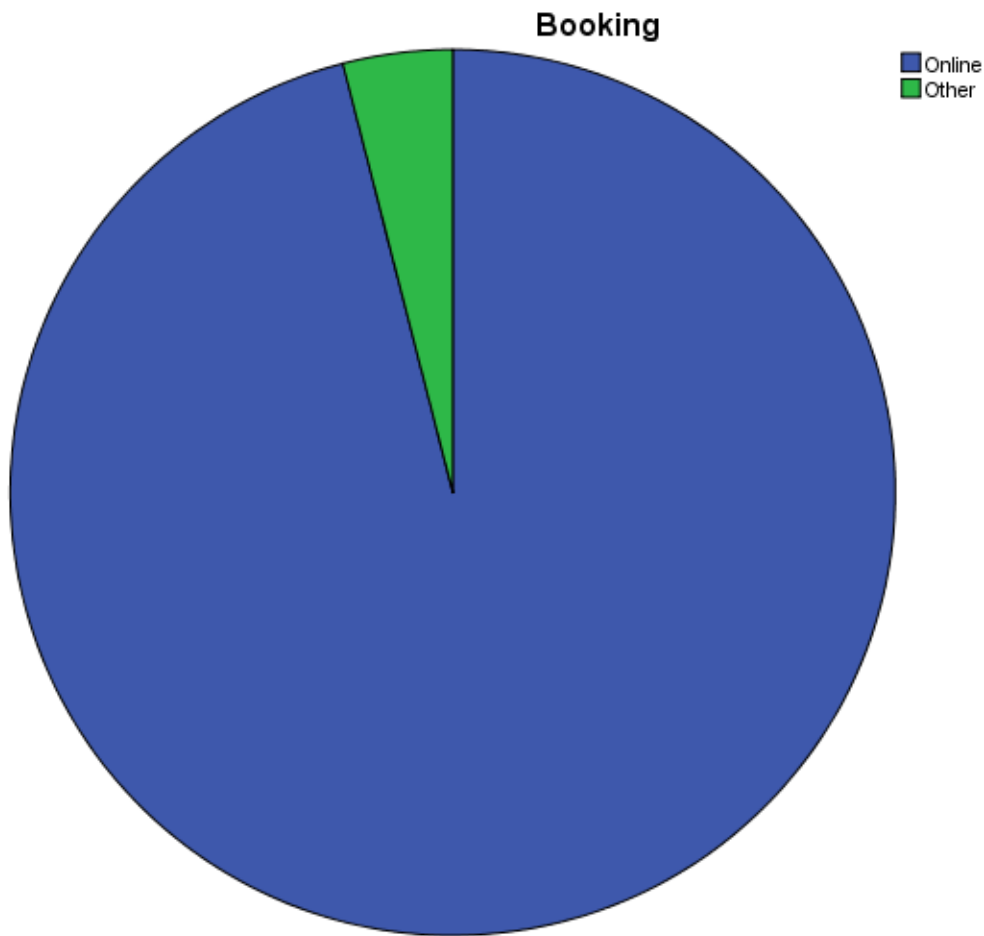
Online	1	2.3
Manual	30	68.2
Other	13	29.5



The above table and Chart 5.6.3, illustrate that 2.8% booked online, 68.2% booked manually and 29.2 walked in for consultations.

5.6.4: Booking System Steve Biko

Variable	Frequency	Percentage
Online	48	96.0
Manual	0	0
Other	2	4.0

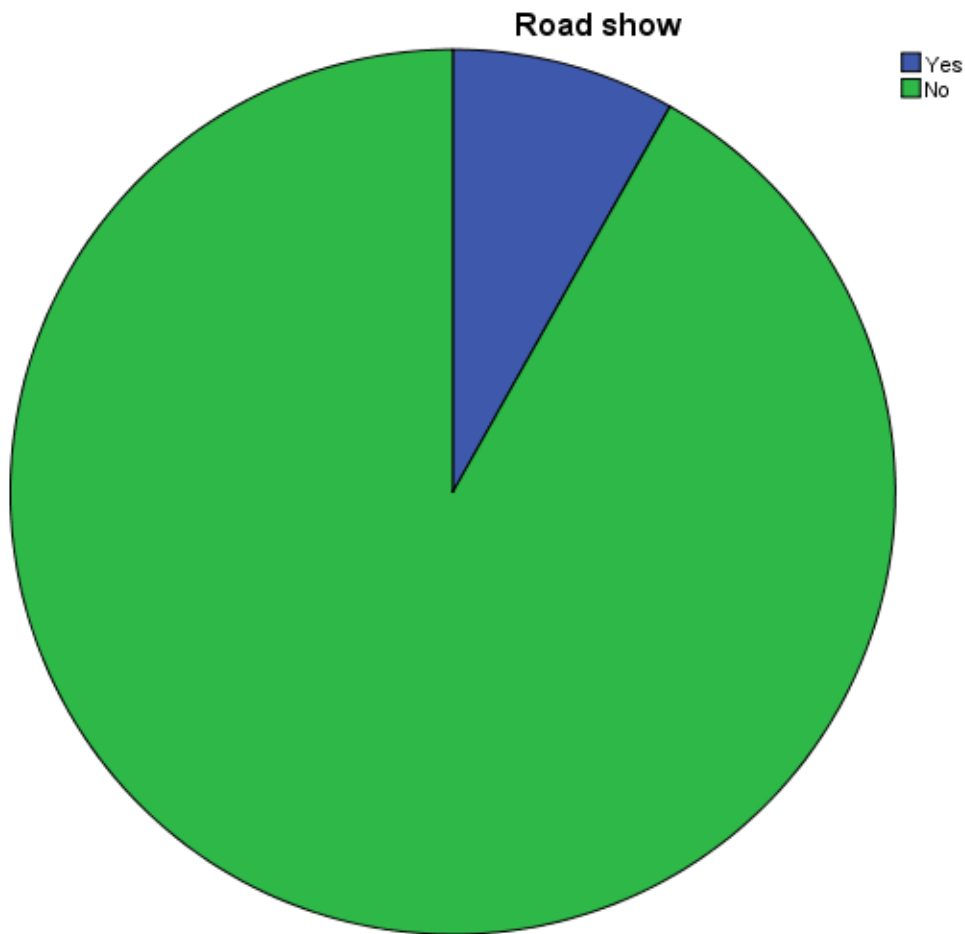


As a means of catching up with the ever-growing technical age The Steve Biko Wrc put in place an online booking system. This system would allow the students to make bookings on any of their electrical devices from anywhere on and off campus. As a result, 96% of the students at this campus as a result used the online system while 4% of the students walked in. It is vital to note that the walk in students where mostly BTech and Masters students seeking assistance with their theses and dissertations.

5.7: Road Show Awareness

5.7.1: Road Show Awareness City Campus

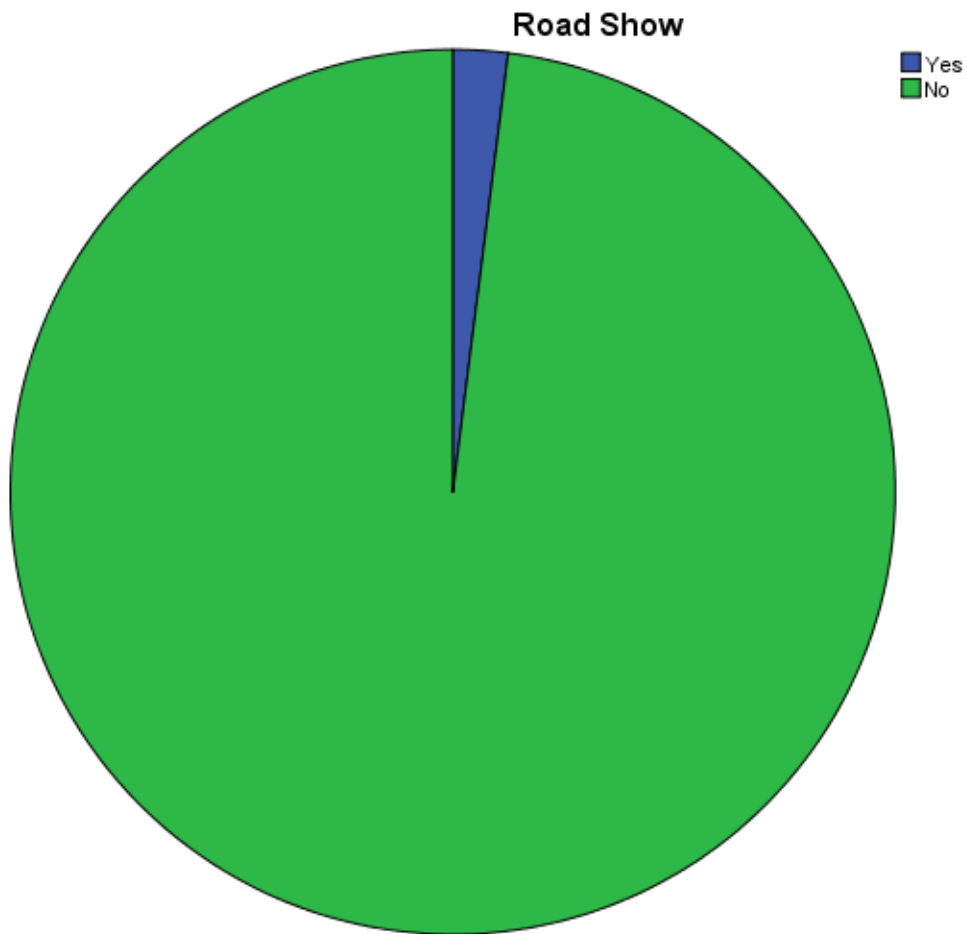
Variable	Frequency	Percentage
Yes	4	8.0
No	45	90.0



The roadshow is part of the operational framework of the DUT WrC tools that is used to bring awareness as to what the WrC offers the students. Table 5.7.1 above illustrates that only 8% of the sample taken from City Campus are aware of the roadshow, while 90% have no idea. This can be attributed to the fact that the WrC has not yet officially had a roadshow on the campus so maybe the 8% who are aware have heard about it from other campuses.

5.7.2: Road Show Awareness ML

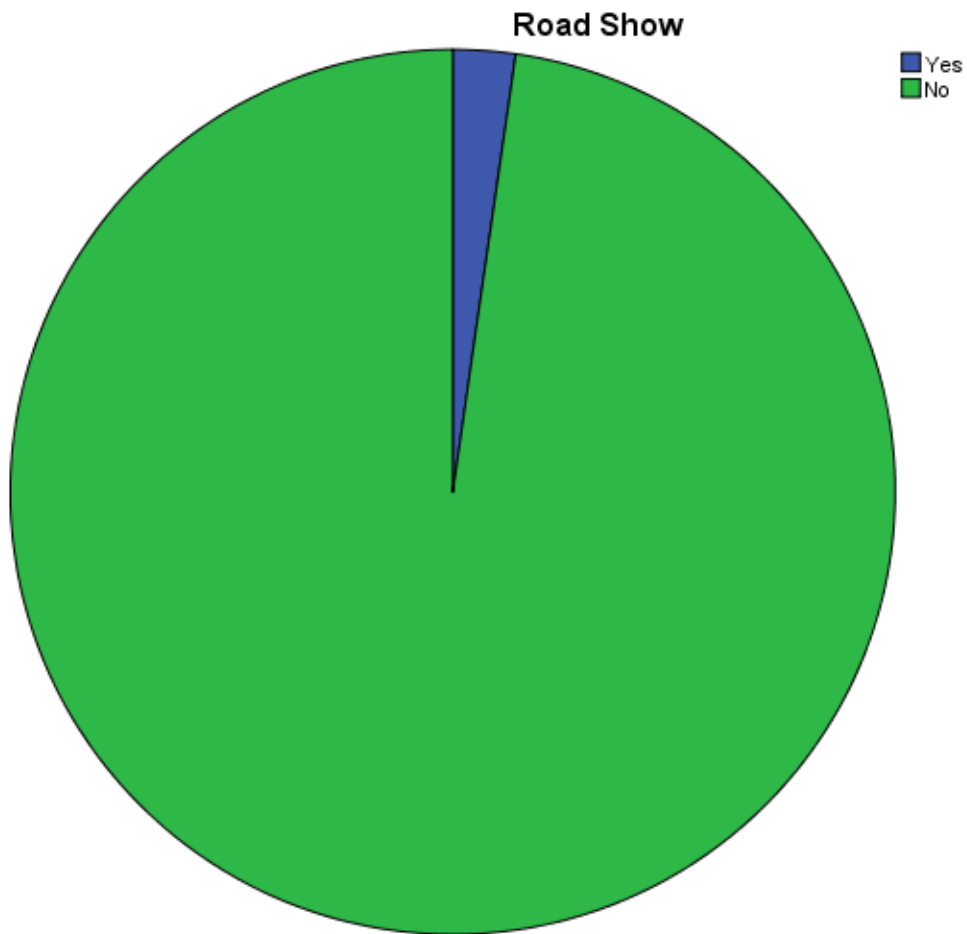
Variable	Frequency	Percentage
Yes	1	2.0
No	49	98.0



The above table and Chart 5.7.2 illustrate that at ML Sultan Campus only 2% are aware of the roadshow while 98% of the students are not aware. The possible fact surrounding this given that the WrC has carried out a road show on the campus would be the main assumption that the students who saw the roadshow were either final year students or students from other campuses.

5.7.3: Road Show Awareness PMB

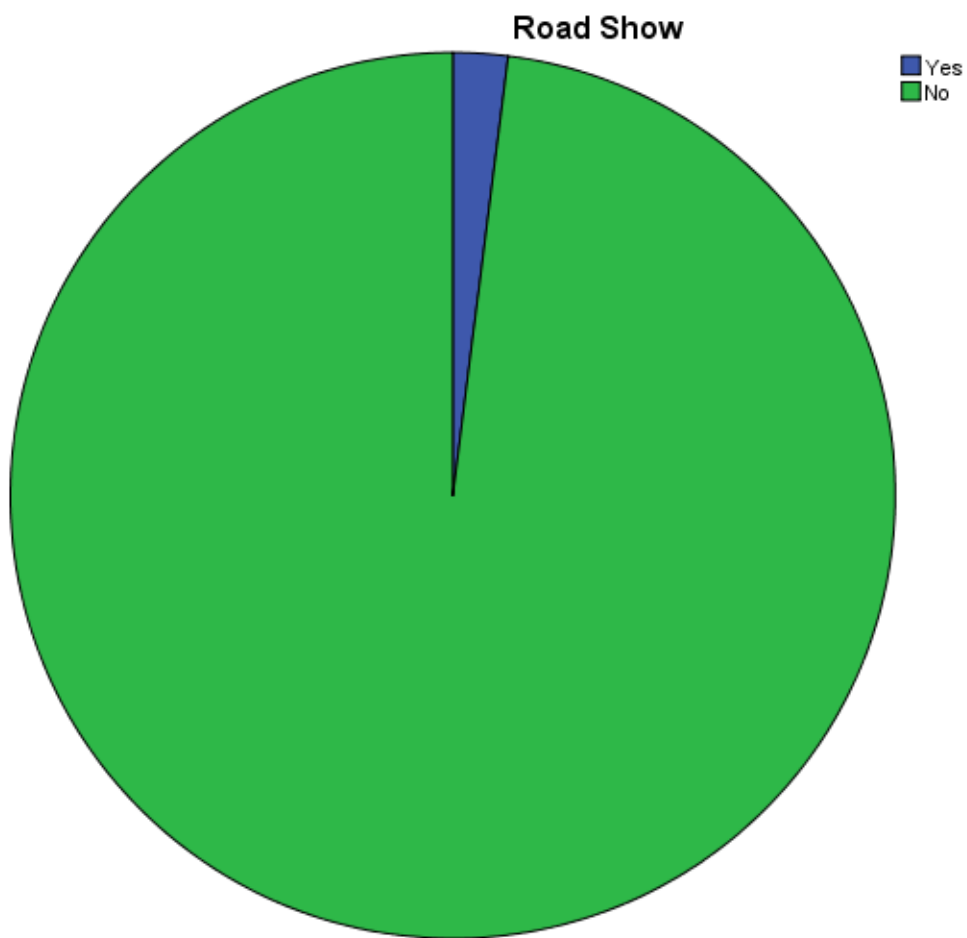
Variable	Frequency	Percentage
Yes	1	2.3
No	43	97.7



The above table and Chart 5.7.3, show that 2.3% students are aware of what a road show is while 97.7% are not aware of what a road show is.

5.7.4: Road Show Awareness Steve Biko

Variable	Frequency	Percentage
Yes	1	2.0
No	49	98.0

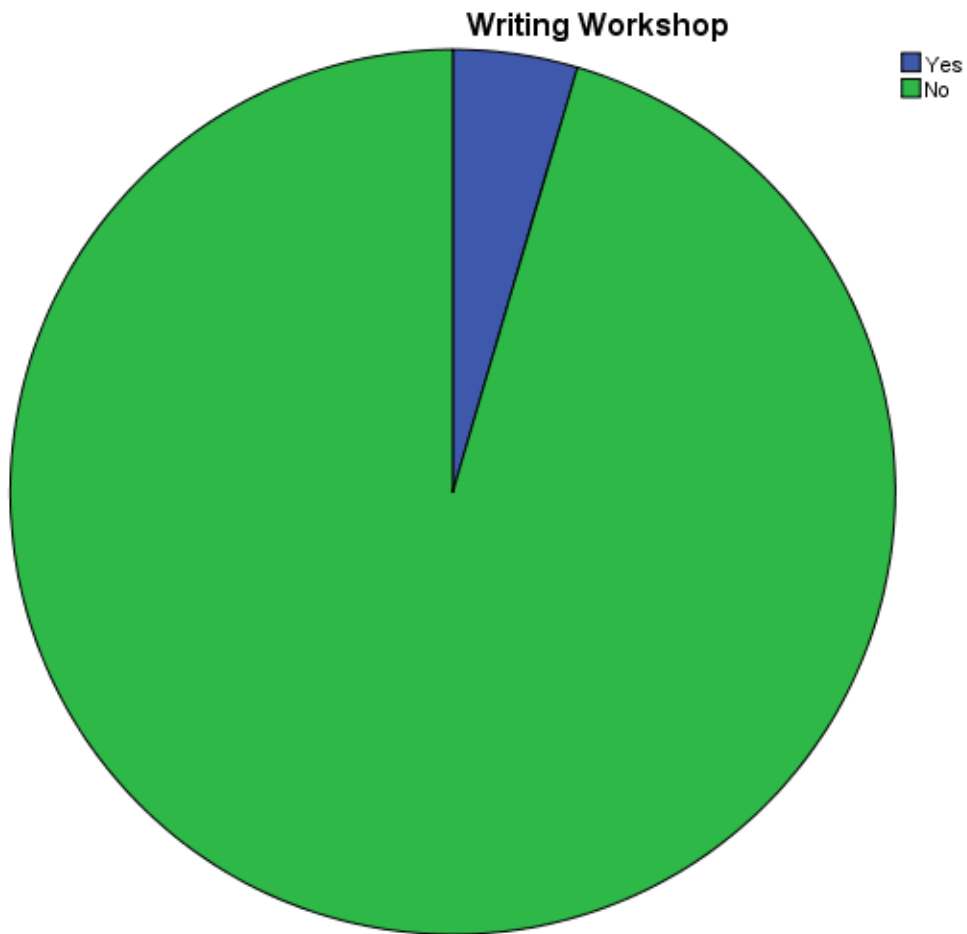


The above table and Chart 5.7.4, shows that 98% of the students at Steve Biko are un aware of the roadshow while only 2% are aware of this activity.

5.8: Writing Workshop Awareness

5.8.1 Writing Workshop Awareness PMB

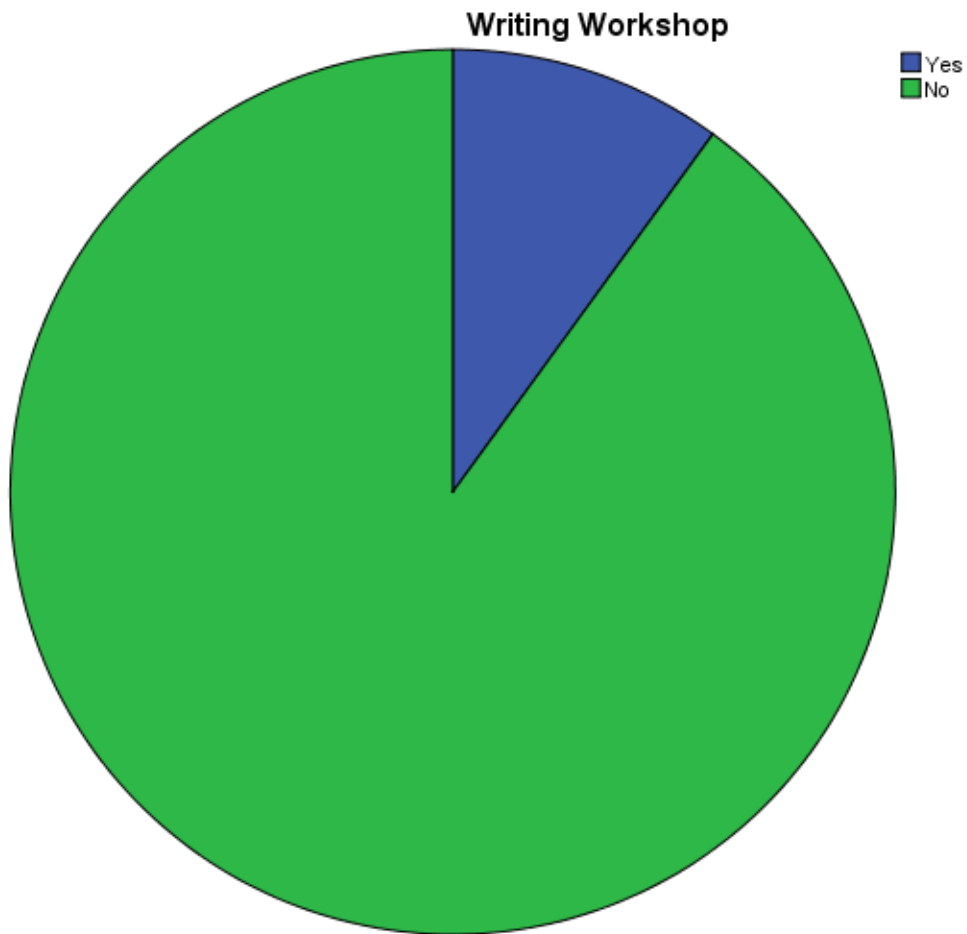
Variable	Frequency	Percentage
Have heard about them	2	4.5
Have never heard about them	42	95.5



The above table and Chart 5.8.1, shows that 4.5% of the PMB students who use the WrC have heard about writing workshops while 95.5% have never heard about them.

5.8.2: Writing Workshop Awareness City Campus

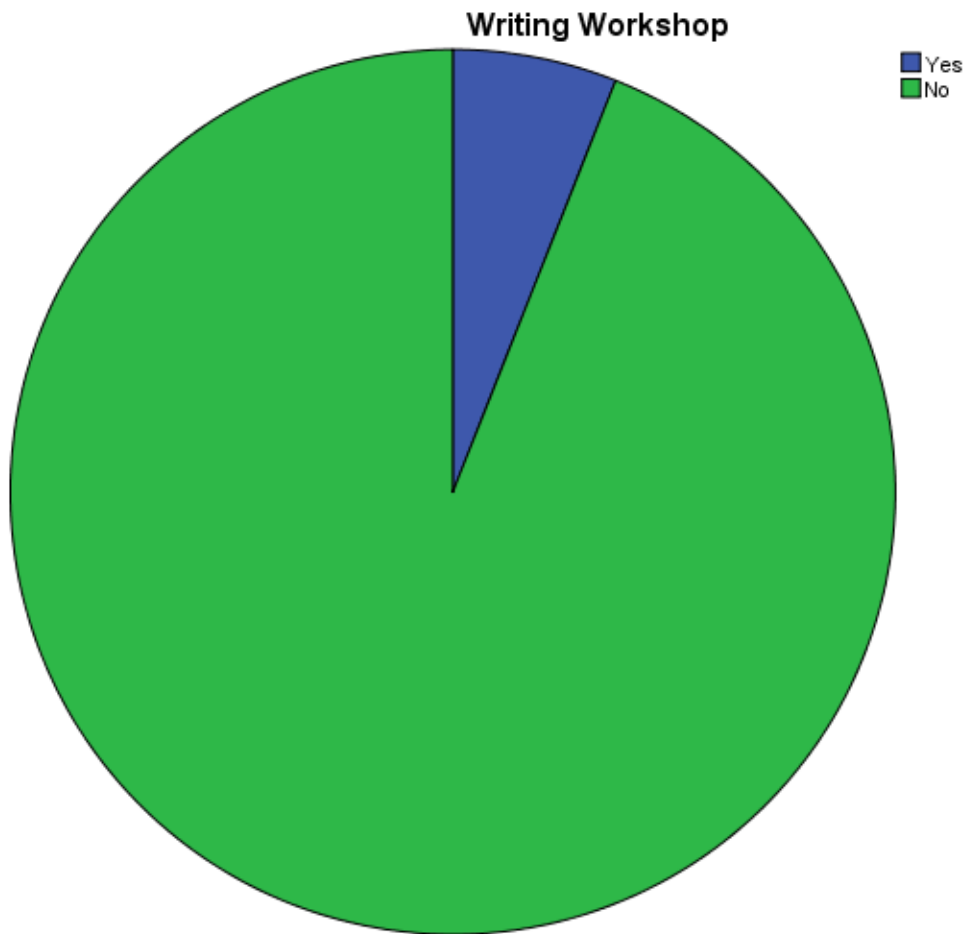
Variable	Frequency	Percentage
Have heard about them	5	10.0
Have never heard about them	45	90.0



The writing workshops are also a tool that is used as part of the operational framework of the WrC. Table 5.8.2 above shows that 10% of the students know about these workshops while 90% have never heard about them. This can be attributed to the fact that most of these workshops are done upon request from the lecturer or department.

5.8.3: Writing Workshop Awareness ML Sultan Campus

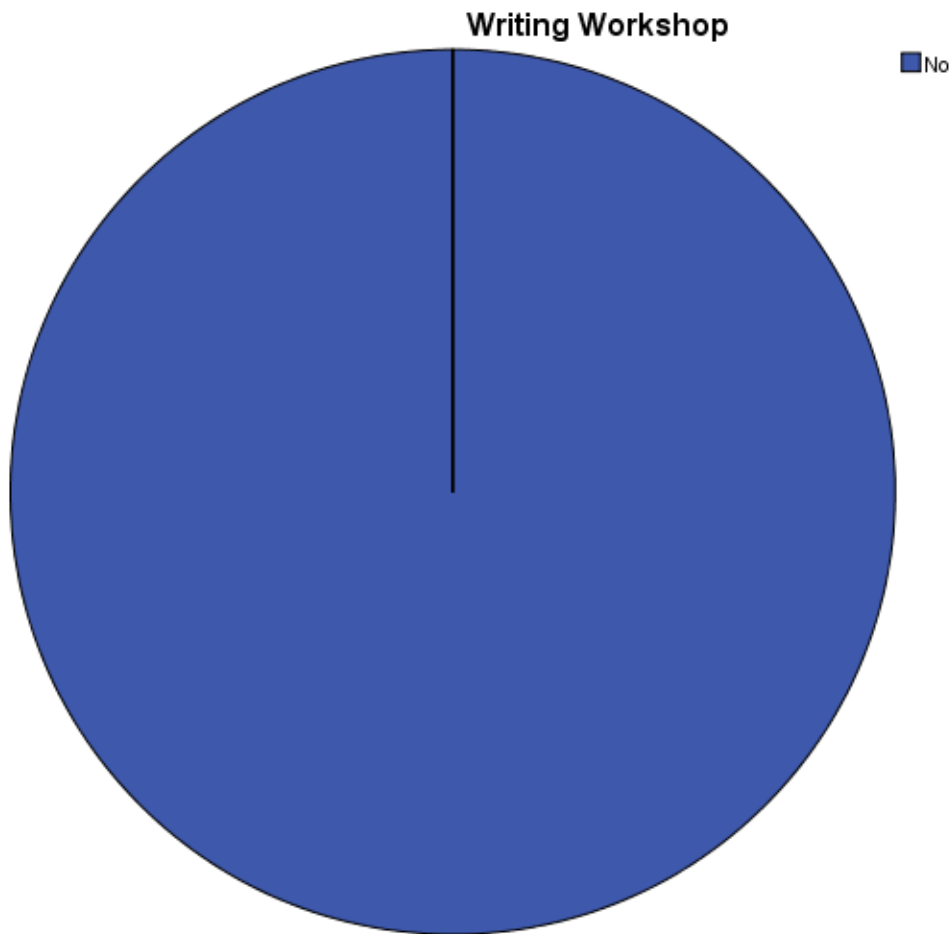
Variable	Frequency	Percentage
Have heard about them	3	6.0
Have never heard about them	47	94.0



The above table and Chart 5.8.3 illustrate that 6% of the students at ML Sultan campus have heard about the workshops while 94% have never heard about them.

5.8.4: Writing Workshop Awareness Steve Biko

Variable	Frequency	Percentage
Have heard about them	0	0
Have never heard about them	50	100



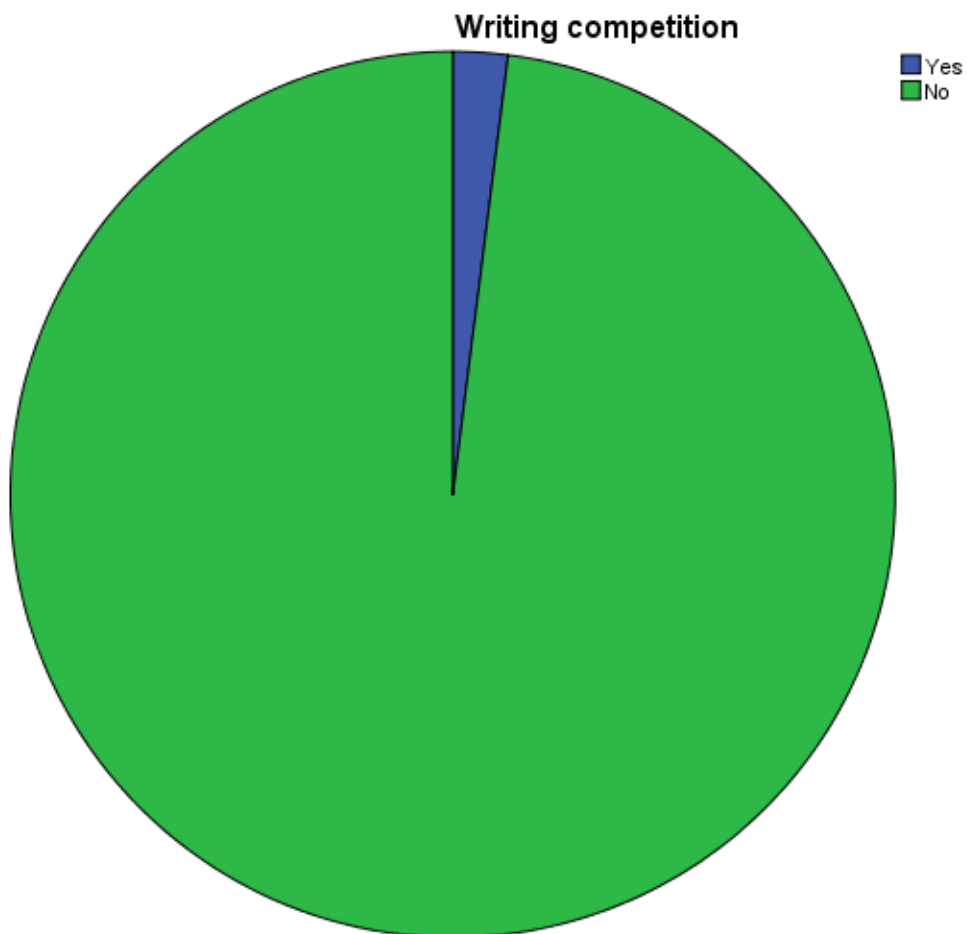
The above table and Chart 5.8.4, show the percentage of students at Steve Biko campus who are aware of the writing workshops. A total of 100% alluded that they have never heard about them. This is however concerning with regards to the fact that if all students who walk into a WrC and have not heard about workshops that add to their intangible assets how then does the operational and administrative framework contribute to the pedagogic and curriculum growth of the institution. It is also imperative to note on the other hand that most students are apathetic and ignorant to issues to do with writing as one student in his response wrote “if the poster or announcement is not in pictures or a loud voice we cannot see it as reading is indeed boring”.

5.9: Writing Competition Awareness

5.9.1: Writing Competition Awareness City Campus

Variables	Frequency	Percentage
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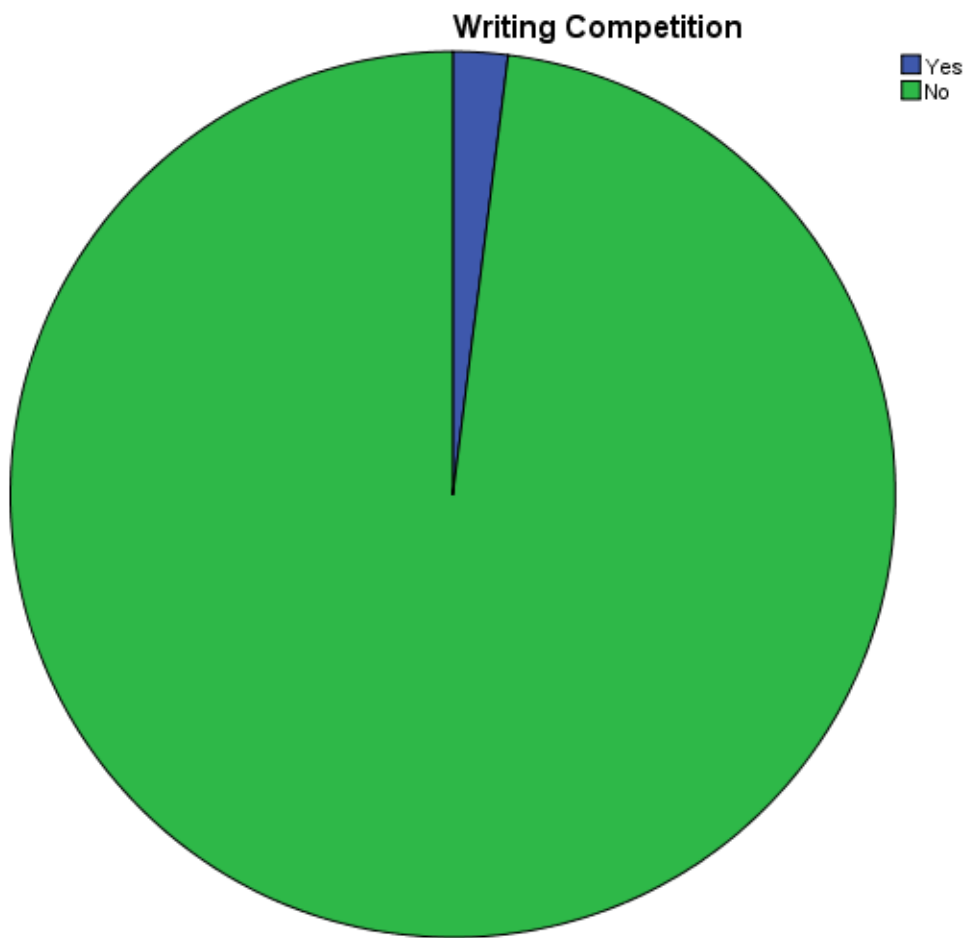
Yes	1	2.0
No	49	98.0



Another tool used to enhance the WrC model and contribution to pedagogic development is the writing competition. Table 5.9.1 above shows that only 2% of City Campus students are aware of the competition while 98% are not aware of the existence of the competition.

5.9.2: Writing Competition Awareness ML Sultan

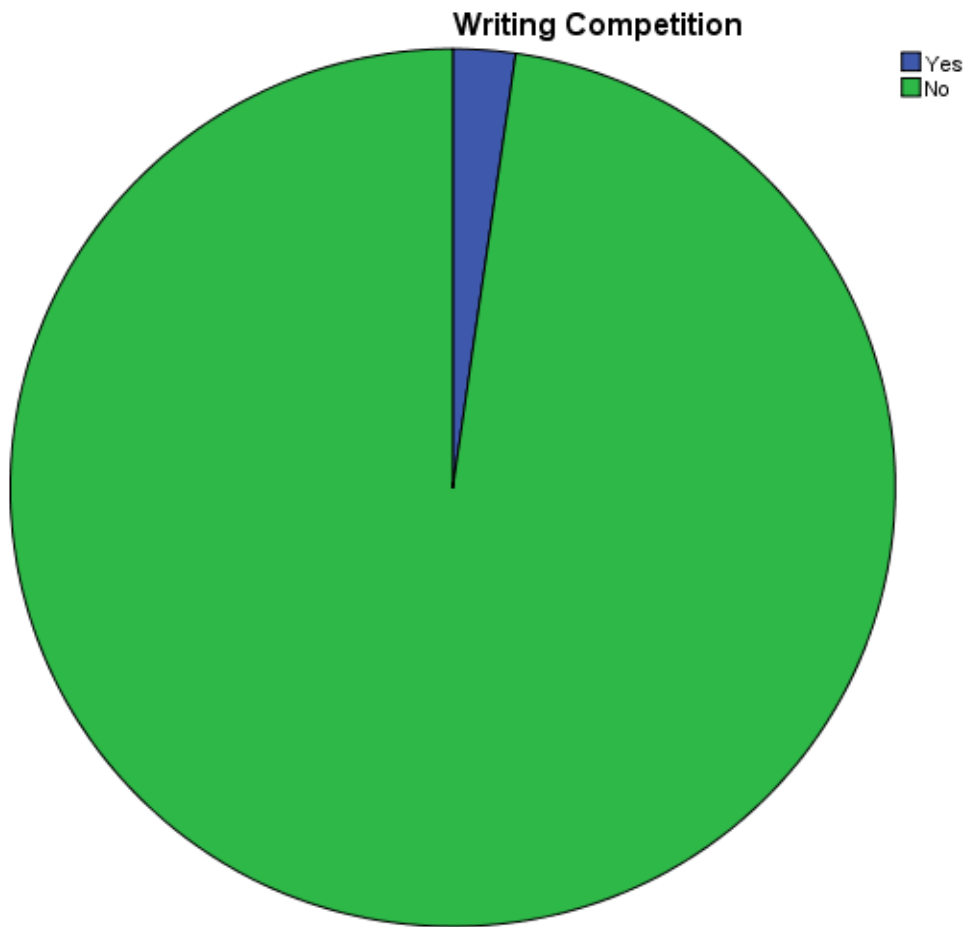
Variables	Frequency	Percentage
Yes	1	2.0
No	49	98.0



The above chart and Table 5.9.2 show that only 2% of the students are aware of the writing competition while 98% have never heard about it.

5.9.3: Writing Competition Awareness PMB

Variables	Frequency	Percentage
Yes	1	2.3
No	43	97.7



The above table and Chart 5.9.3, show that 2.3 students from the PMB WrC are aware of the writing competition while 97.7 are not aware of the competition.

5.9.4: Writing Competition Awareness Steve Biko

Variables	Frequency	Percentage
Yes	1	2.0
No	49	98.0

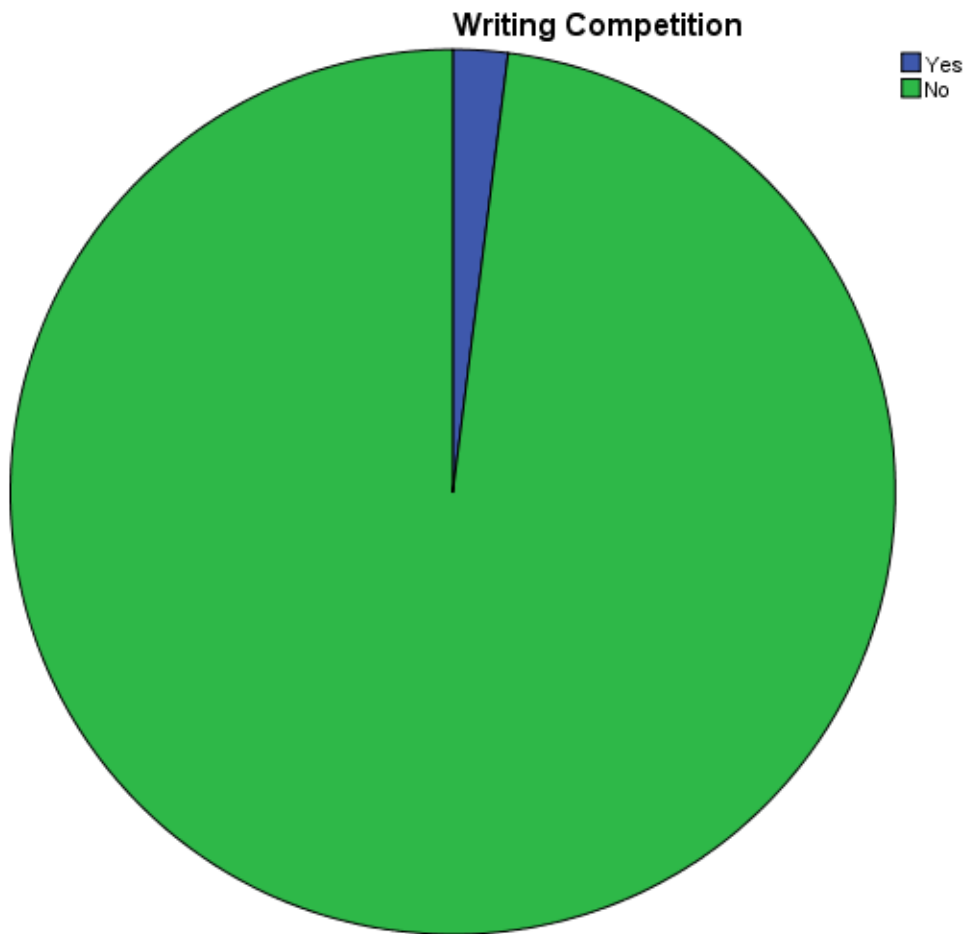


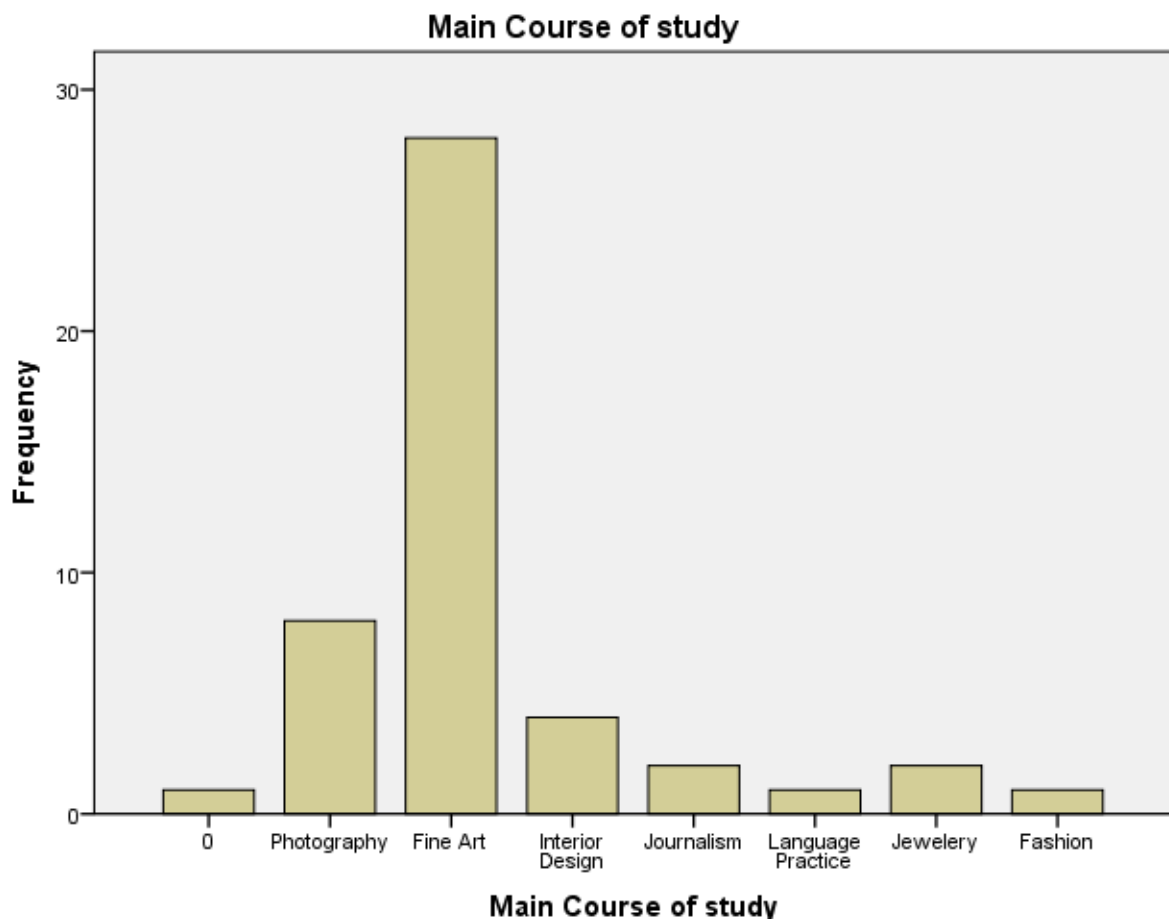
Table 5.9.4 above illustrates that 98% of the Steve Biko campus students do not know about the writing competition while 2% are aware of it and have participated in it.

5.10: Main Course of Study

5.10.1: Main Course of Study City Campus

Variable	Frequency	Percentage
Photography	8	16.0
Fine Art	28	56.0
Interior	4	8.0
Journalism	2	4.0
Language Practice	1	2.0
Jewellery	2	4.0

Fashion	1	2.0
Not Stated	1	2.0

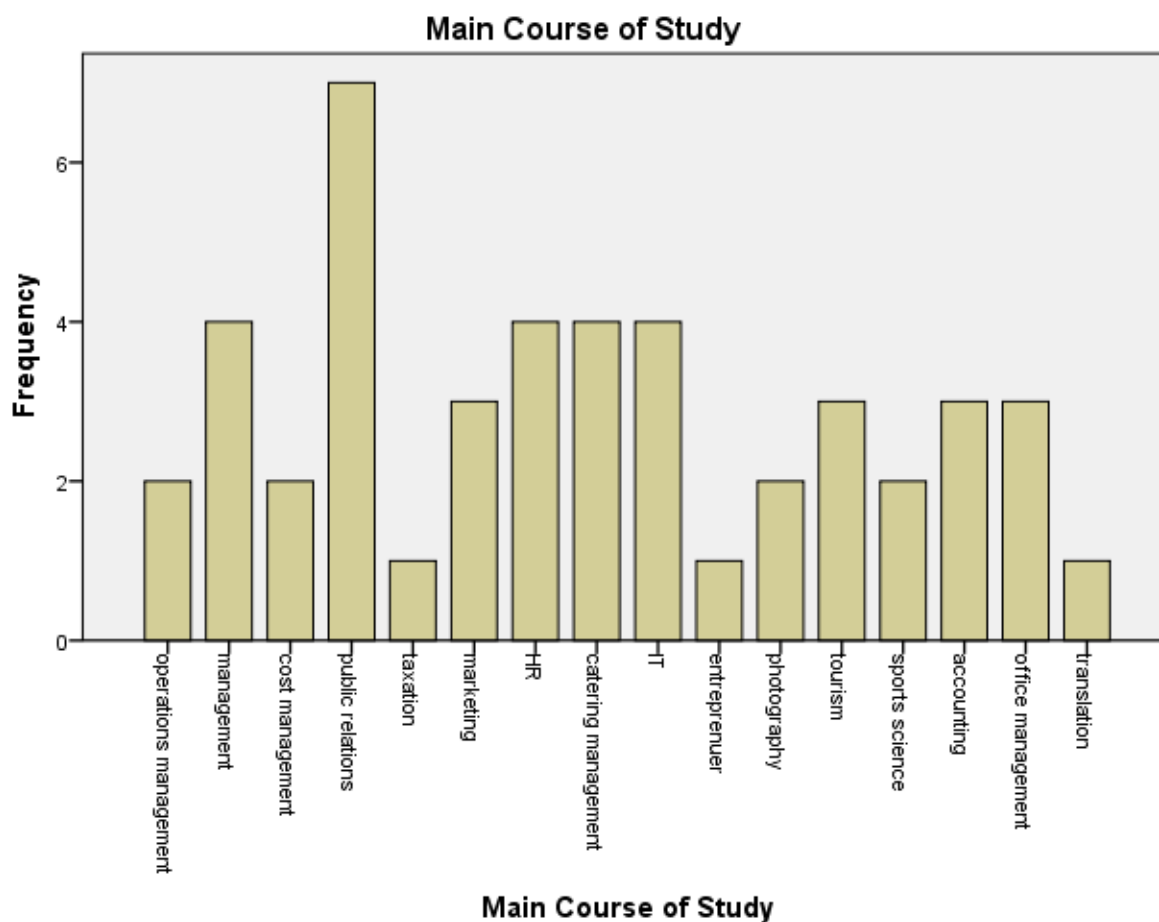


The main course of study of students who use the WrC is fine art with 56%, followed by photography with 16%, Interior Design is 8%, Journalism and Jewellery at 4% and Fashion and Language Practice being the lowest with 2%. There is however 2% of students who stated their faculty correctly but did not state their main course of study hence, Table 5.10.8 indicates them as not stated.

5.10.2: Main Course of Study ML Sultan Campus

Variable	Frequency	Percentage
Operations Management	2	4.0
Management	4	8.0

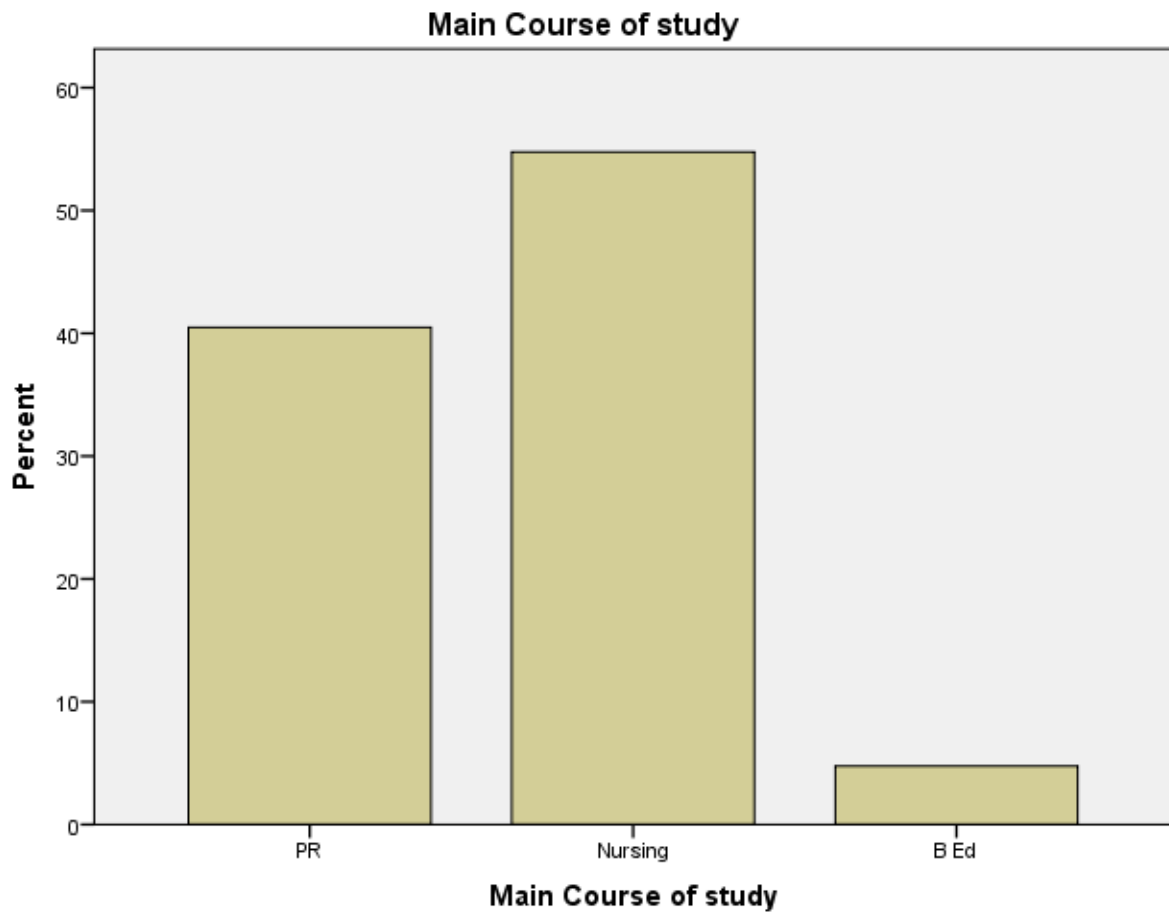
Cost Management	2	4.0
Public Relations	7	14.0
Taxation	1	2.0
Marketing	3	6.0
Human Resources	4	8.0
Catering Management	4	8.0
Information Technology	4	8.0
Entrepreneurship	1	2.0
Photography	2	4.0
Tourism	3	6.0
Sports Science	2	4.0
Accounting	3	6.0
Office Management	3	6.0
Translation	1	2.0



The above table and Graph 5.10.2 illustrates the different courses of study of the students who use the ML Sultan WrC. It is imperative to note that this campus has a larger number of courses that utilise the WrC. The main and most frequent students are from the Public Relations Department with up to 14% followed by Information Technology, Human Resources, Catering Management and Management at 8%. The course which has the least number of students using the WrC are Translation, Taxation and Entrepreneurship Studies.

5.10.3: Main Course of Study PMB

Variable	Frequency	Percentage
Public Relations	17	38.6
Nursing	23	52.3
Bachelor of Education	2	4.5

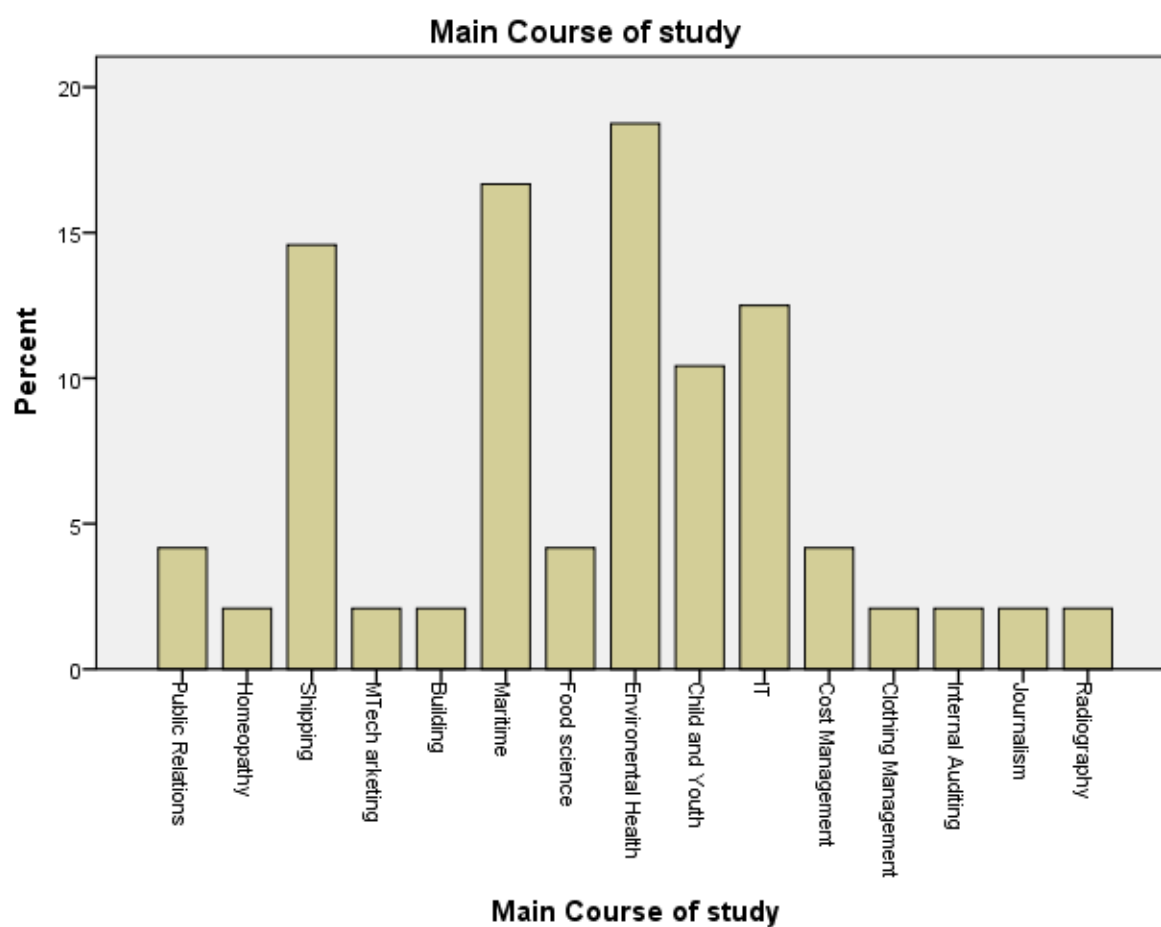


The above table and graph 5.10.3, shows the main course of study that utilise the WrC in PMB. The main courses are Public Relations with 38.6%, Nursing with 52.3% and Bachelor of Education 4.5%.

5.10.4: Main Course of Study Steve Biko

Variable	Frequency	Percentage
Public Relations	2	4.0
Homeopathy	1	2.0
Shipping	7	14.0
MTech Marketing	1	2.0
Building	1	2.0
Maritime	8	16.0

Food Science	2	4.0
Environmental Health	9	18.0
Child and Youth Care	5	10.0
Information Technology	6	6.0
Cost Management	2	4.0
Clothing Management	1	2.0
Internal Auditing	1	2.0
Journalism	1	2.0
Radiography	1	2.0



The above table and Graph 5.10.4, show the different course that utilise the WrC. Environmental Health students use the WrC the most with 185 of their students walking in followed by Maritime Studies students with 14% of the students seeking WrC services. The least number of students are from Homeopathy, MTech Marketing, catering management, Internal Auditing, Journalism and Radiography each course with 2% of their students using the WrC.

5.11: The role of the WrC

5.11.1: The role of the WrC City Campus

Variable	Frequency	Percentage
Edit	11	22.0
Assist	39	78.0

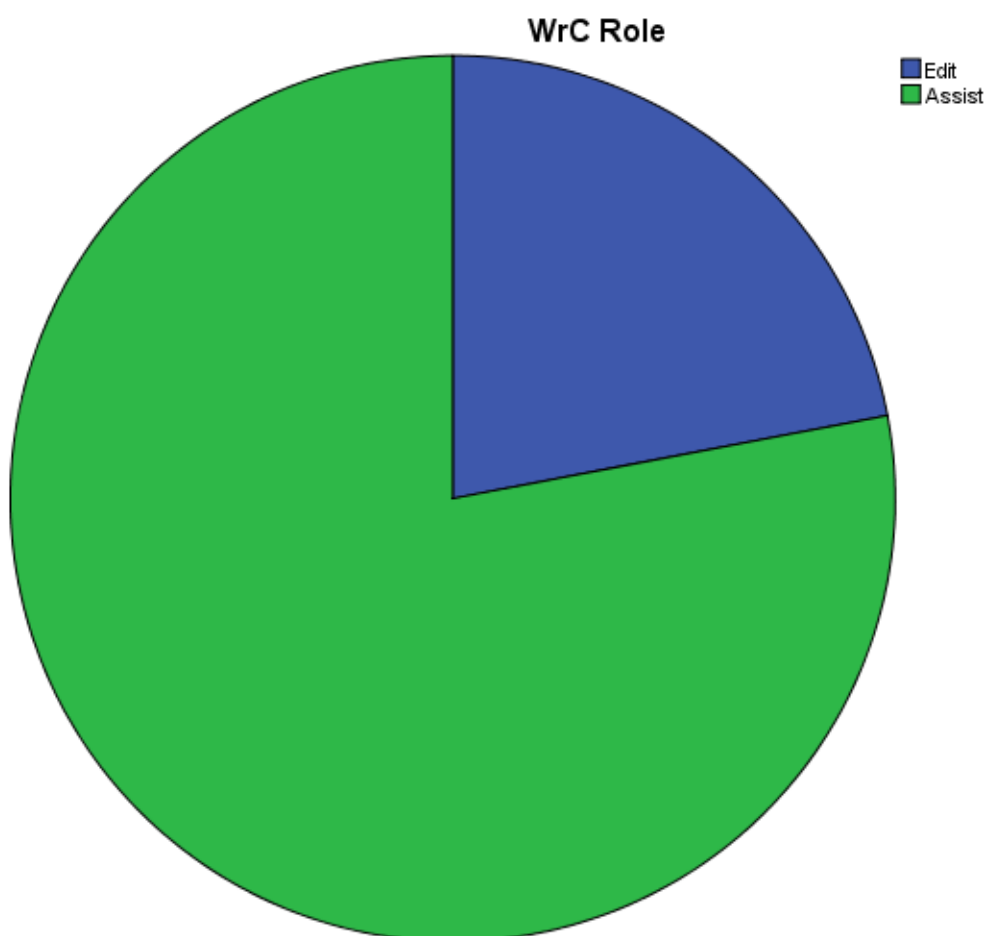
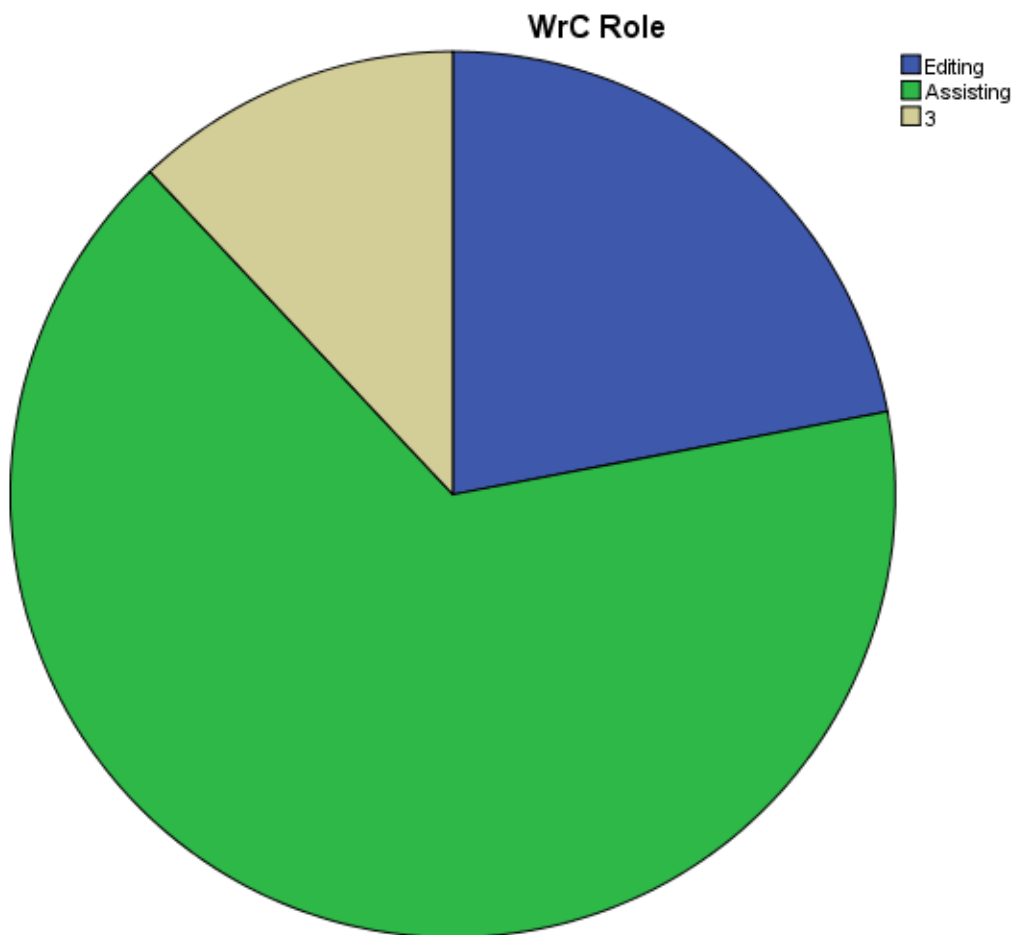


Table 5.11.1 and the chart above show the perceptions of students on the role of the WrC. About 22% believe that the facility is to edit their work while 78% understand that it is meant to offer assistance in academic writing.

5.11.2: The role of the WrC ML

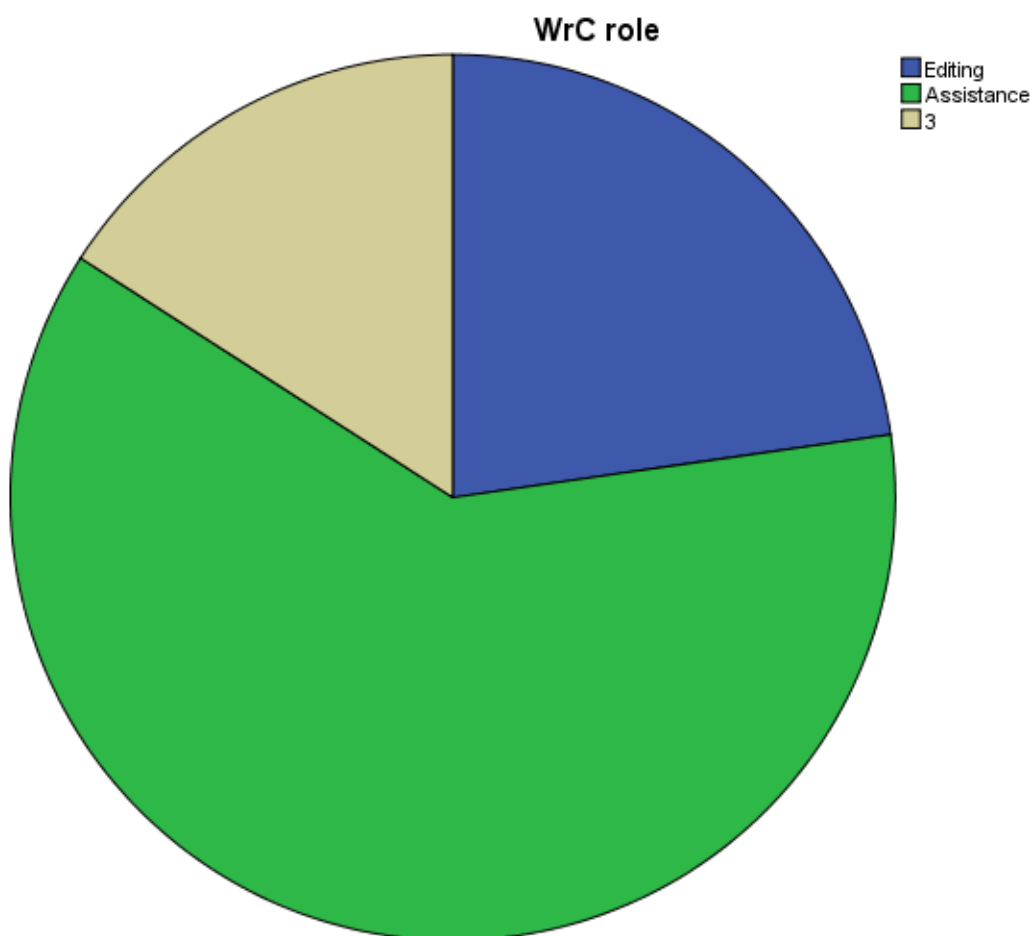
Variable	Frequency	Percentage
Edit	11	22.0
Assist	33	66.0
Not Sure	6	12.0



The above table and chart 5.11.2 show that the perceptions of the students at ML sultan campus on the role of the WrC is that 22% believe it offers editing services, 66% believe it is to assist and 12% are not sure.

5.11.3: The role of the WrC PMB

Variable	Frequency	Percentage
Edit	10	22.7
Assist	27	61.4
Not Sure	7	15.9

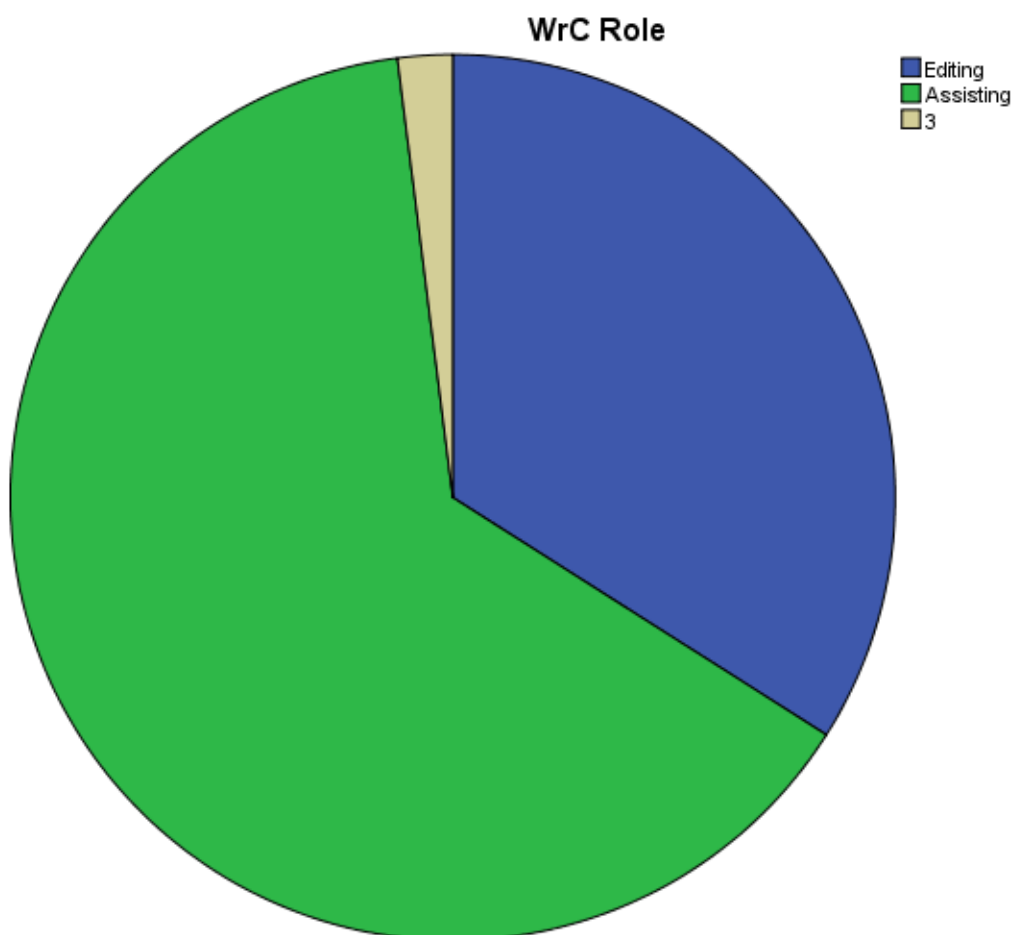


The above table and Chart 5.11.3 show that 61.4% of the PMB students believe that the WrC is to assist students while 22.7 see the WrC as a place to edit their work and 15.95 are not sure what the role of the WrC is.

5.11.4: The Role of the WrC Steve Biko

Variable	Frequency	Percentage
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Edit	17	34.0
Assist	32	64.0
Not Sure	1	2.0



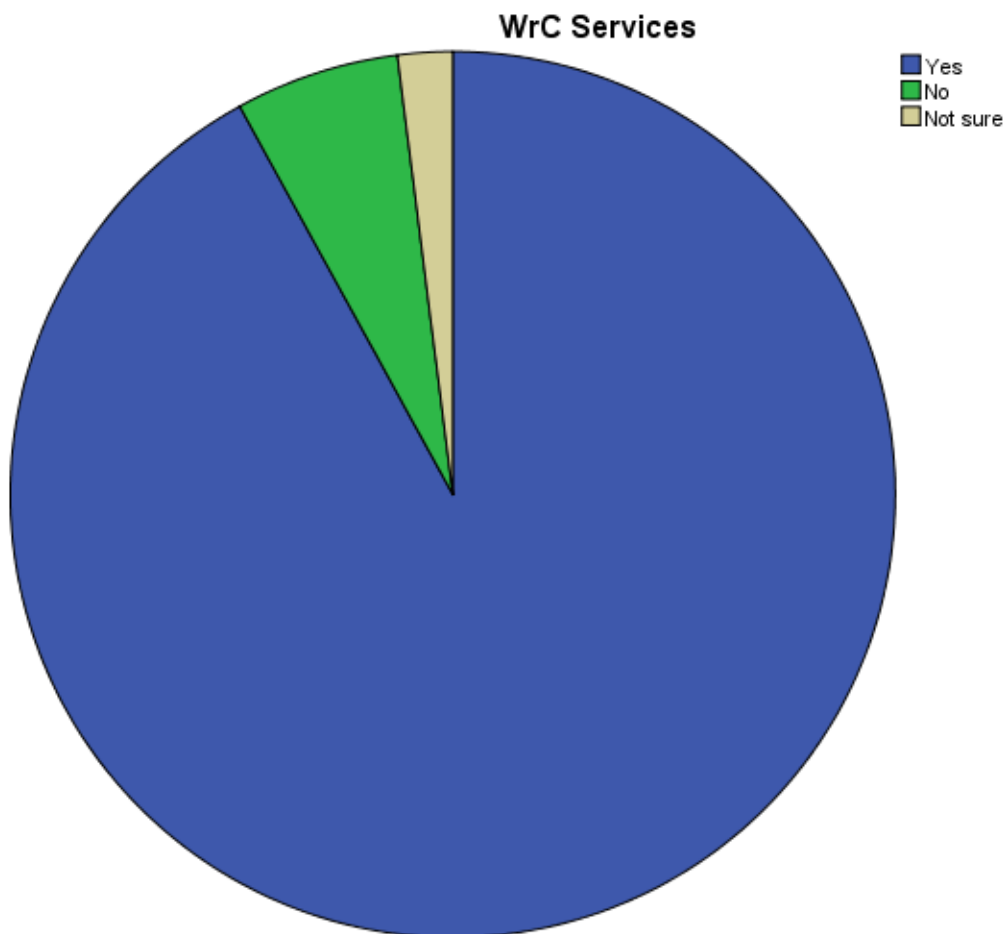
The above table and Chart 5.11.4, shows that, 64% of the students see the role of the WrC is to edit while 34% see it as a place to edit their work and 2% are not sure what the WrC's role is.

5.12: WrC Services

5.12.1: WrC Services City Campus

Variable	Frequency	Percentage
Yes	46	92.0

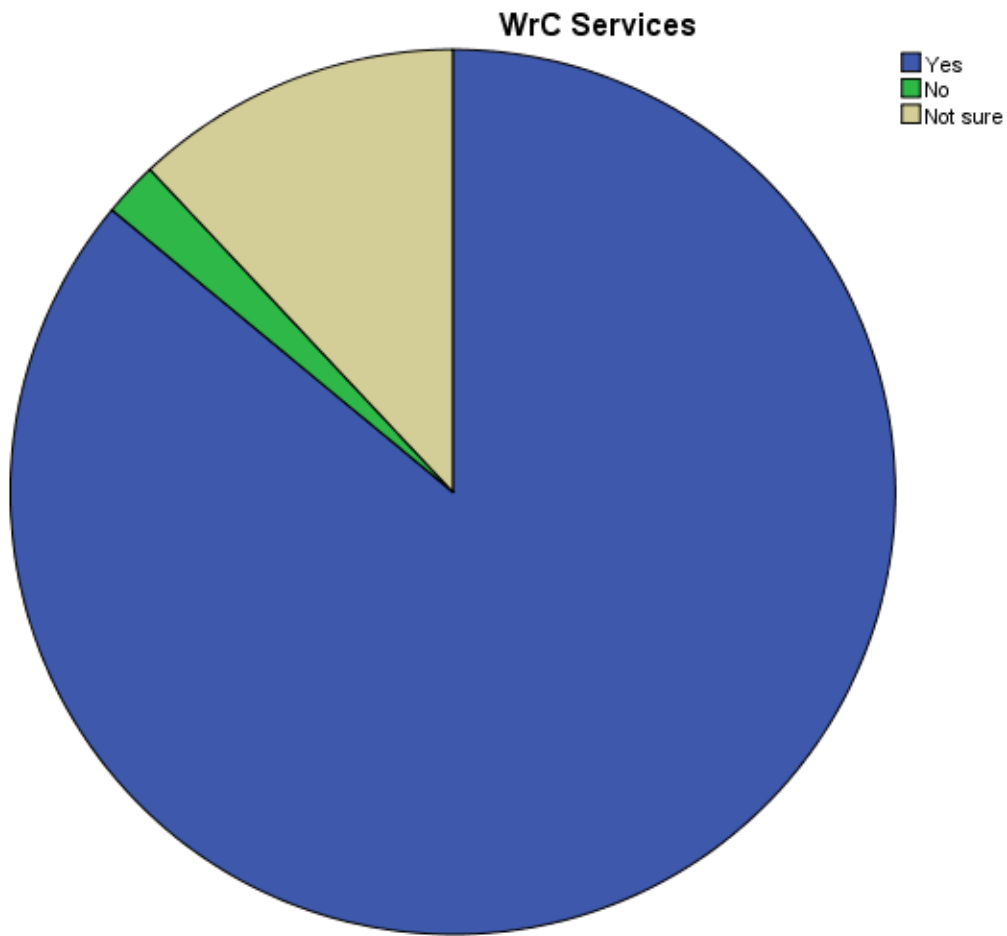
No	3	6.0
Not sure	1	2.0



The chart and Table 5.12.1 above show that 92% agree that WrC services have helped in the pedagogic growth while 6% do not agree and two percent are not sure.

5.12.2: WrC Services ML Sultan

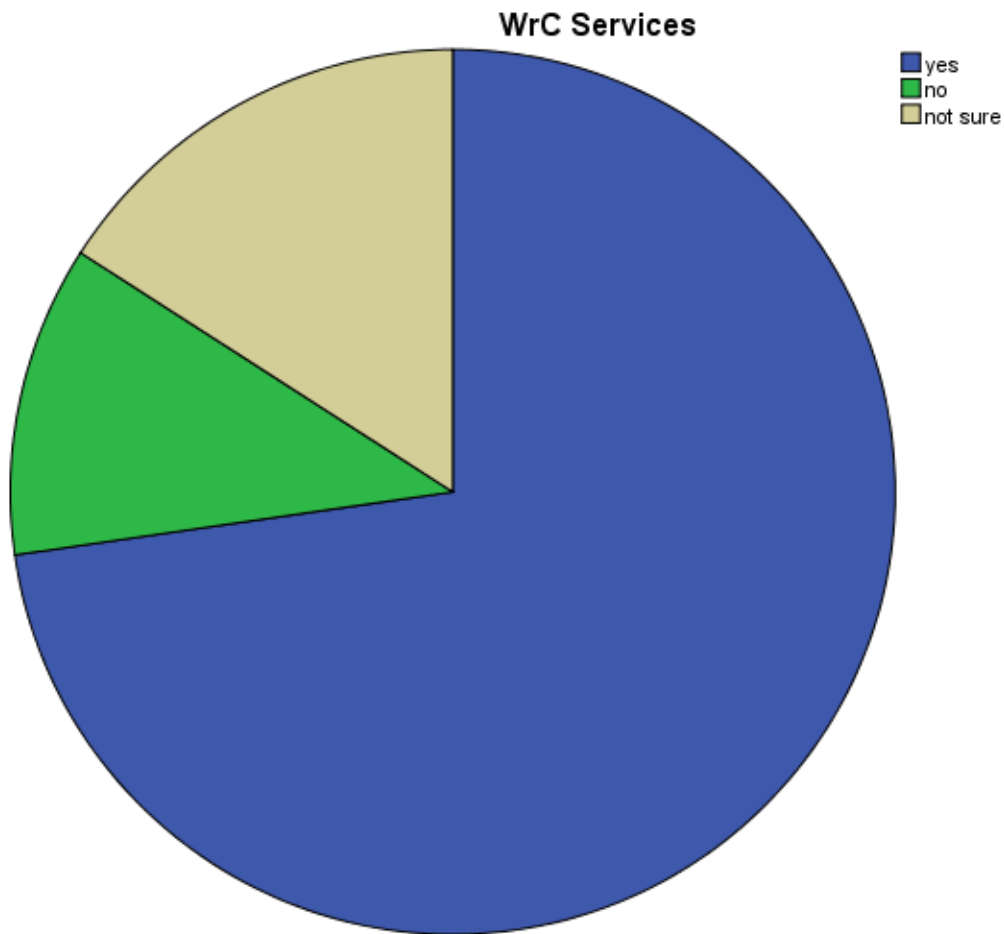
Variable	Frequency	Percentage
Yes	43	86.0
No	1	2.0
Not sure	6	12.0



The above table and Chart 5.12.2 show the perceptions of students on the WrC services from ML Sultan. About 86% see the WrC as helpful, 2% disagree and 12% are not sure.

5.12.3: WrC Services PMB

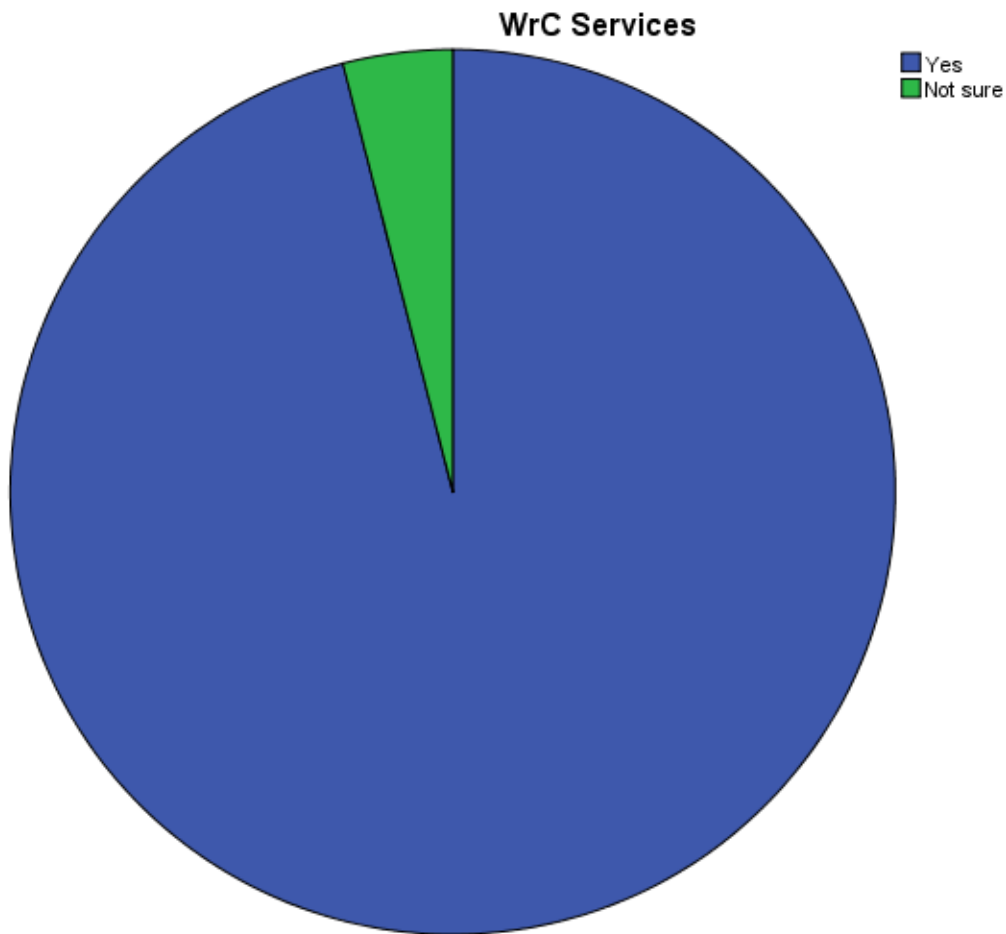
Variable	Frequency	Percentage
Yes	32	72.7
No	5	11.4
Not sure	7	15.9



The above table and Chart 5.12.3, show that 72.7% of the students at the PMB campus feel that the WrC services are beneficial to their academic growth and development while 11.4% dispute with the above assumption and 15.9% are not sure.

5.12.4: WrC Services Steve Biko

Variable	Frequency	Percentage
Yes	48	96.0
No	0	0
Not sure	2	4.0

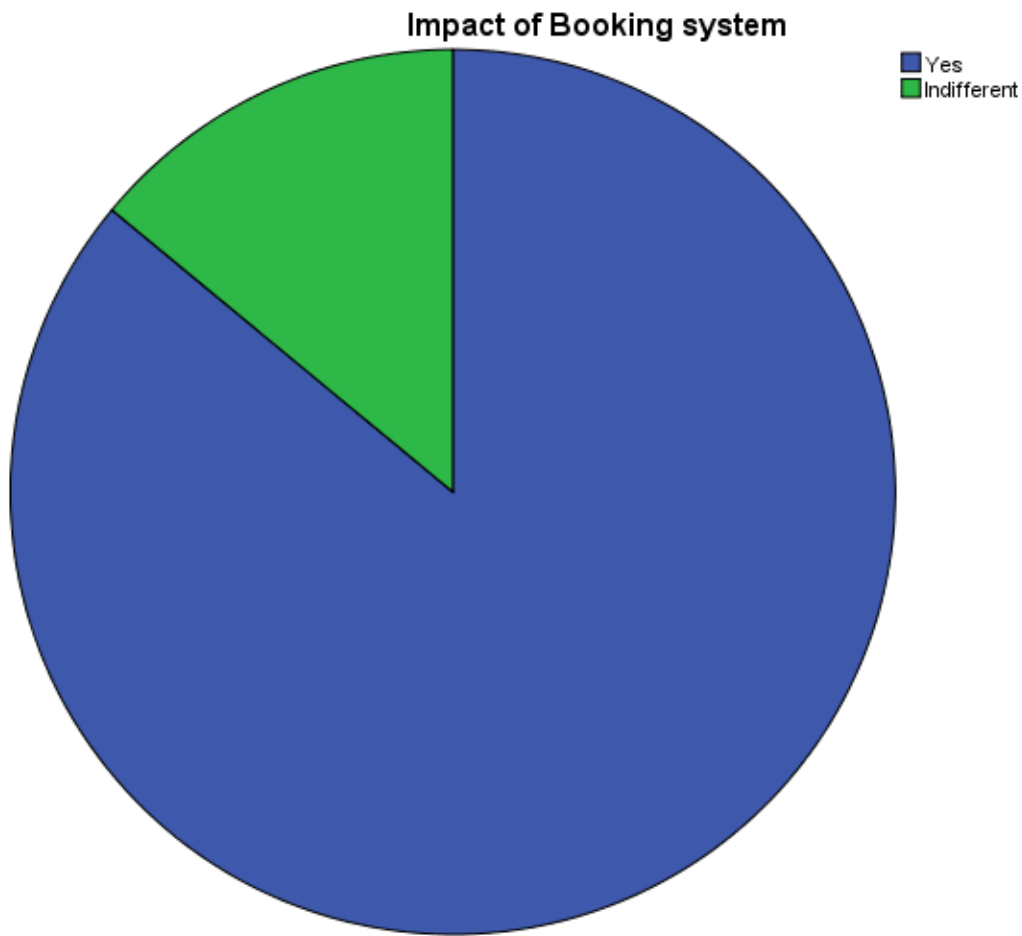


The above table and Chart 5.12.4, show that 96% of the students see the services of the WrC helpful while 4% are still trying to understand what the WrC really is and how it can help them.

5.13: Impact of the Booking System

5.13.1: Impact of the Booking System City Campus

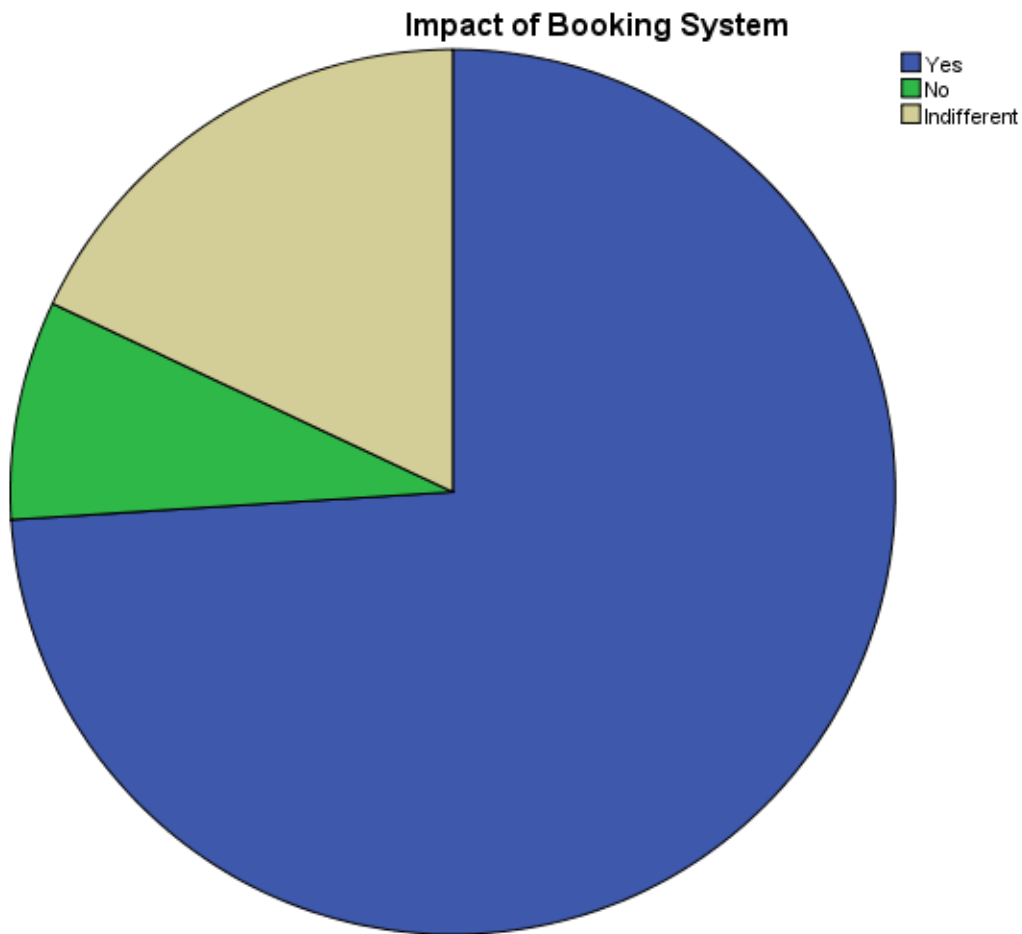
Variable	Frequency	Percentage
Yes	43	86.0
Indifferent	7	14.0



The chart and Table 5.13.1 show that 86% of the students felt the booking system was adequate and efficient while 14% of the students were disappointed by the process.

5.13.2: Impact of the Booking System ML Sultan

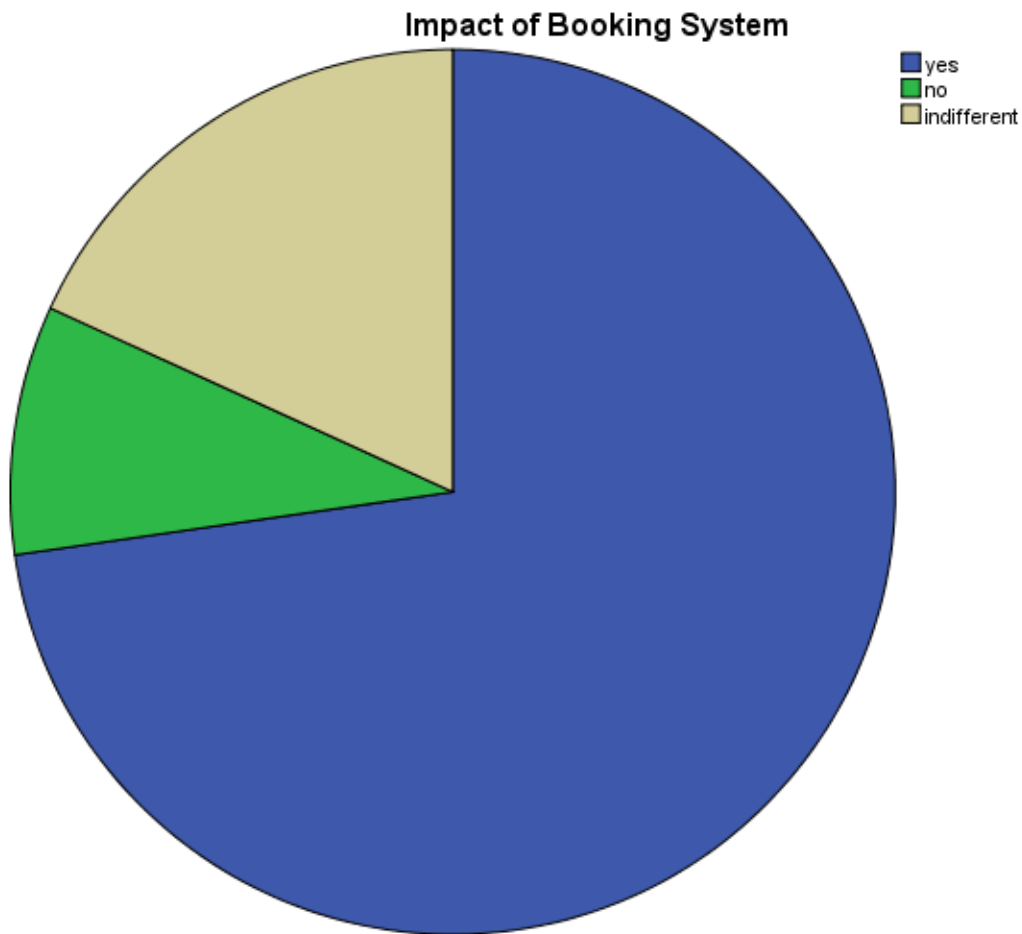
Variable	Frequency	Percentage
Yes	37	74.0
No	4	8.0
Indifferent	9	18.0



The above table and Chart 5.13.2 show the response of the students to the booking system. About 74% were happy, 8% did not feel any satisfaction with the system or see how it helped their Wrc experience and 18% felt indifferent with the system.

5.13.3: Impact of the Booking System PMB

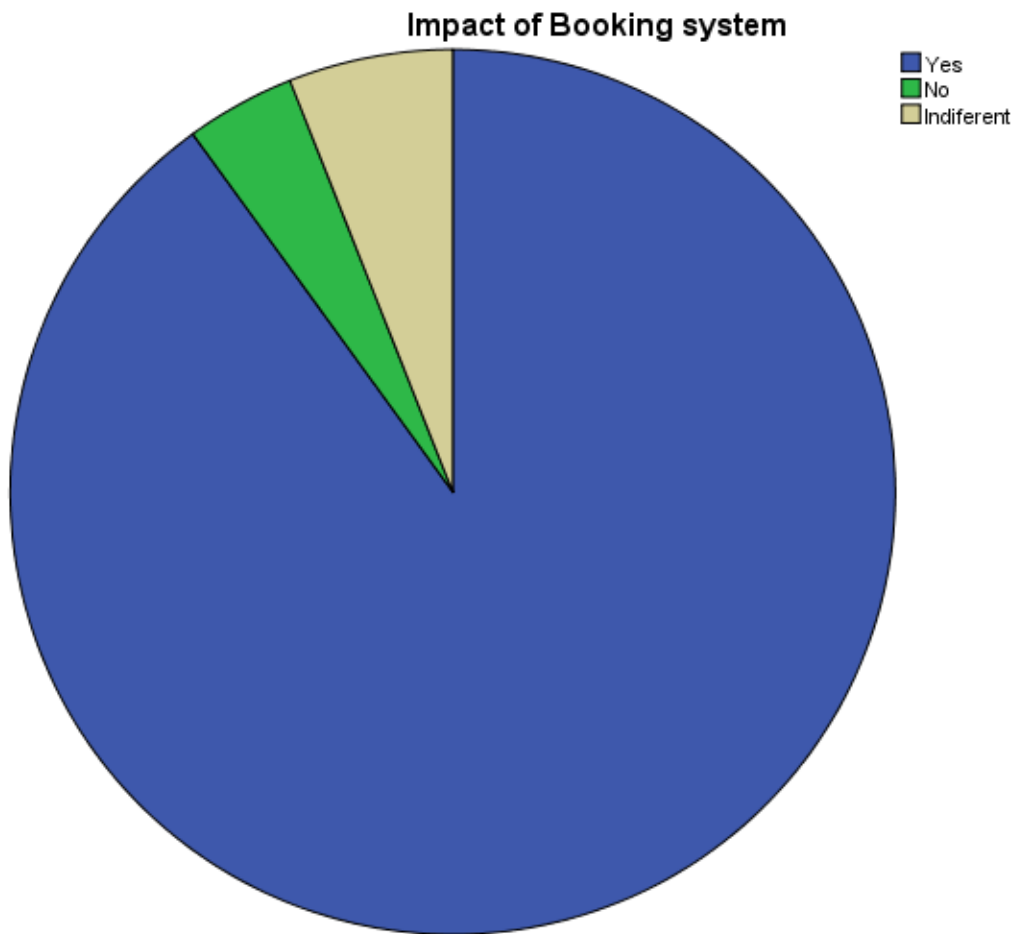
Variable	Frequency	Percentage
Yes	32	72.7
No	4	9.1
Indifferent	8	18.2



The above table and Chart 5.13.3, show that 72.7% of the students who use the WrC are satisfied and happy with the booking system while 9.1% are not and 18.2% are indifferent.

5.13.4: Impact of the Booking System Steve Biko

Variable	Frequency	Percentage
Yes	45	90.0
No	2	4.0
Indifferent	3	6.0

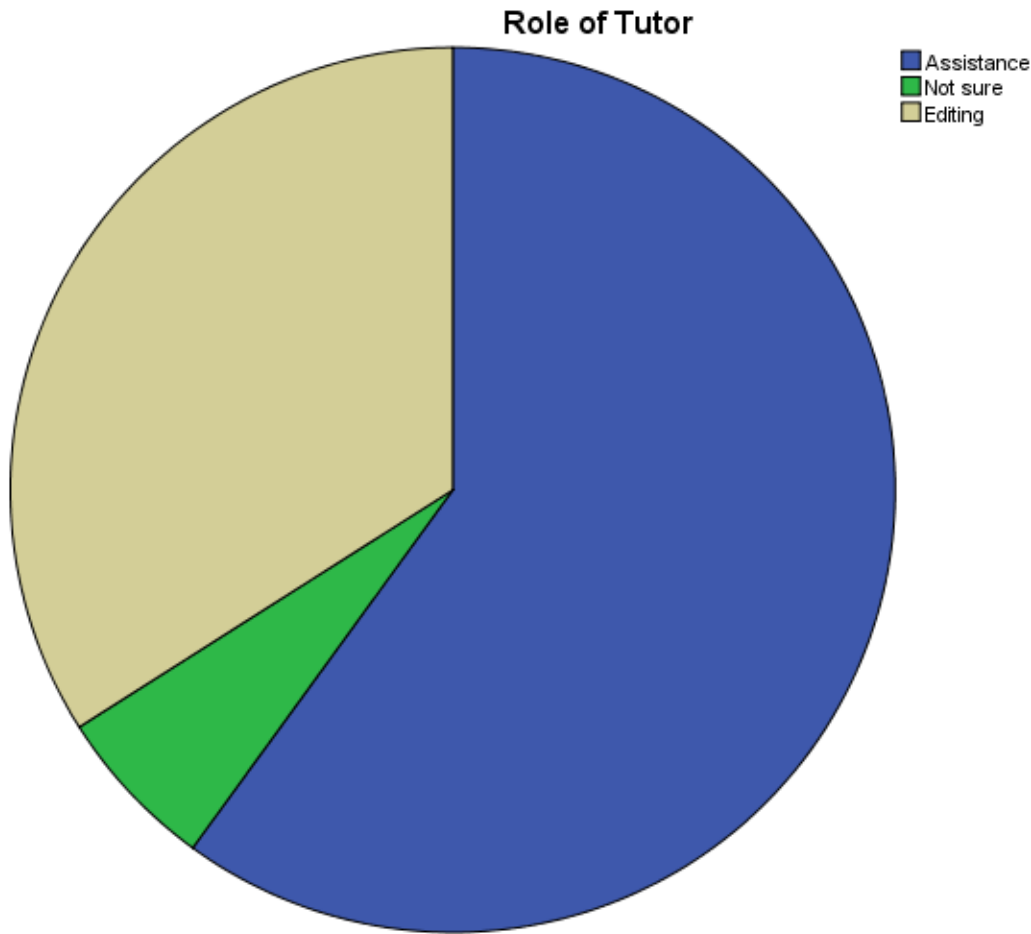


The above table and Chart 5.13.4, show that 90% of the students find the system useful and convenient while 4% disagree and 6% are indifferent.

5.14: Role of Tutor

5.14.1: Role of Tutor City Campus

Variable	Frequency	Percentage
Assistance	30	60.0
Not sure	3	6.0
Editing	17	34.0



The above table and Chart 5.14.1 show the perceptions of the students towards what the student learns from the WrC consultation the WrC. This part explores the role of the tutor. The above data shows that 60% of the students at City Campus believe that the role of the tutor is assist the student. In further observation of the students' perceptions, 6% are not sure hence they would have just walked into the WrC as a request from the lecturer or part of the fulfilment requirements for submission of a paper. Lastly, 34% of the students believe that the tutor is there to edit their work. This then moves away from the set up operational and administrative framework which is mainly built around the idea of writing to learn and learning to write.

5.14.2: Role of Tutor ML Sultan

Variable	Frequency	Percentage
Assistance	25	50.0
Not sure	7	14.0

Editing	18	36.0
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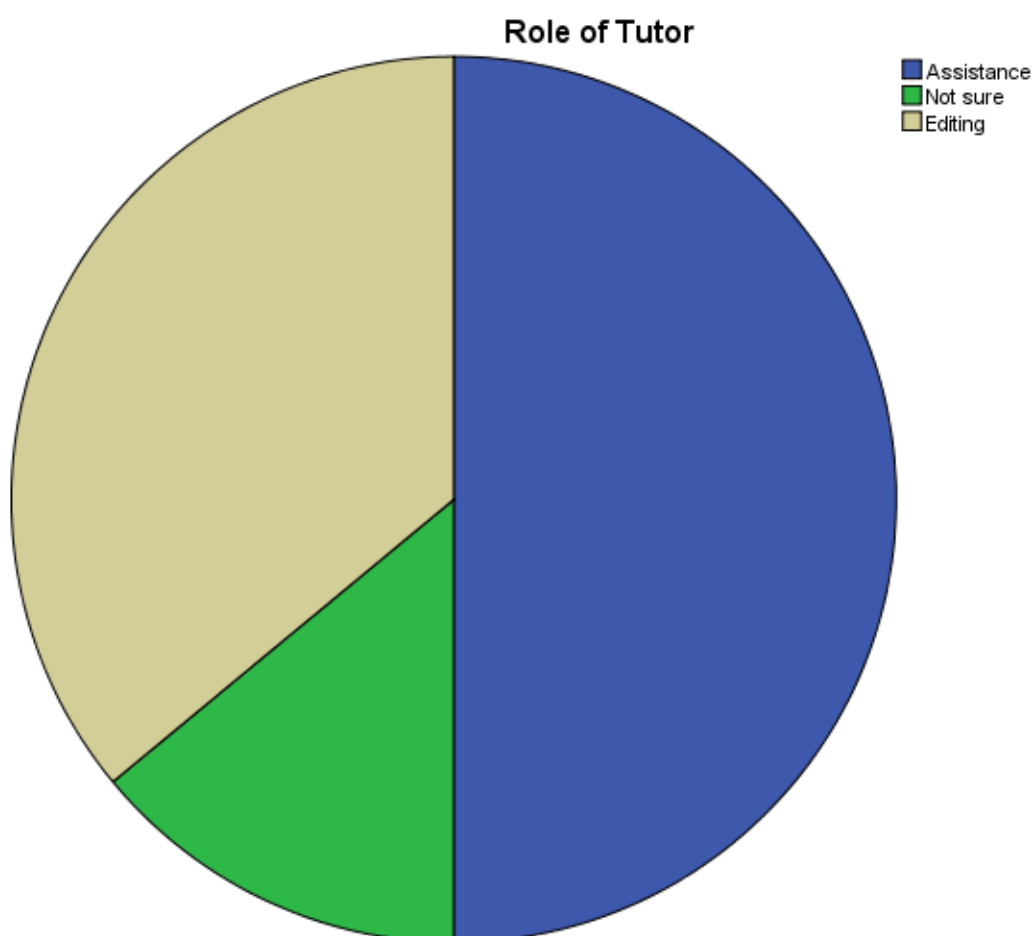
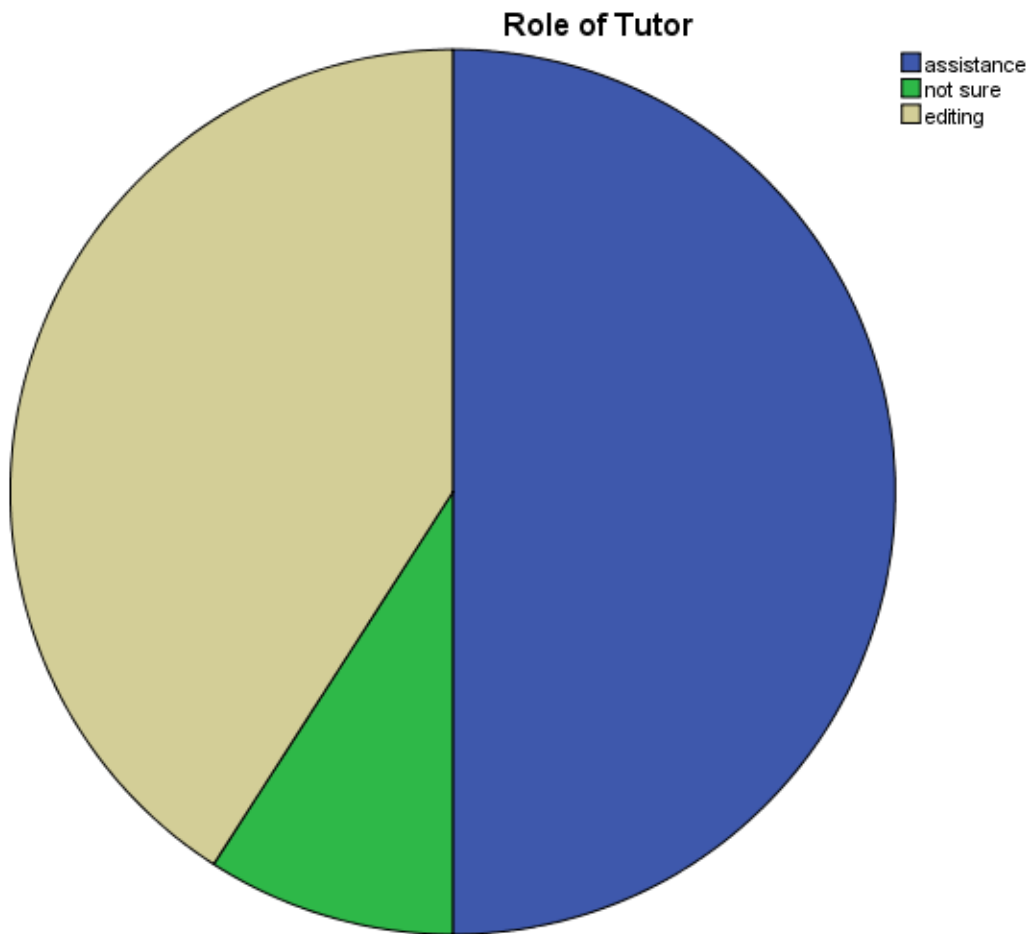


Table 5.14.2 above shows that 50% of the ML Sultan campus students believe that the tutor is to assist while, 14% are not sure of the duties of a tutor and 36% believe that the tutor is to edit their work.

5.14.3: Role of Tutor PMB

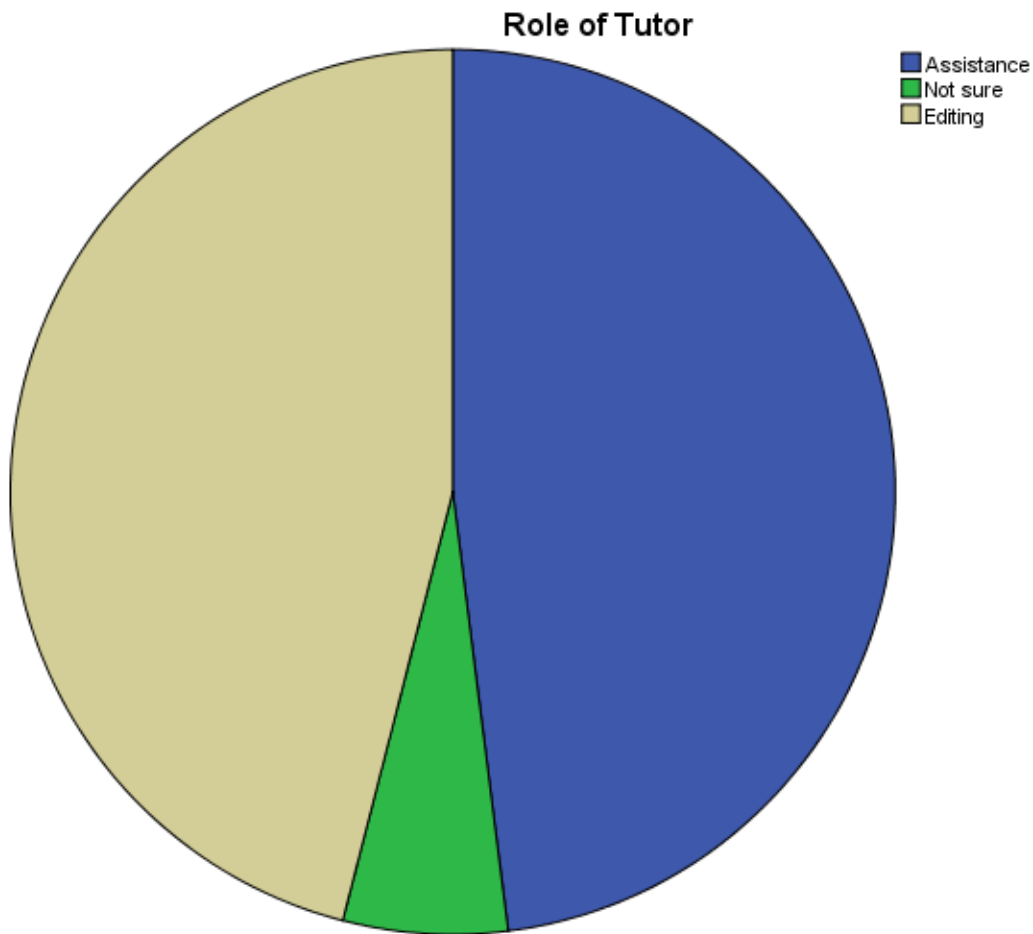
Variable	Frequency	Percentage
Assistance	22	50.0
Not sure	4	9.1
Editing	18	40.9



The table and Chart 5.14.3, illustrate that half of the students see that the tutor is to assist while 40.9% believe that the tutors role is to edit and 9.1% are not sure.

5.14.4: Role of Tutor Steve Biko

Variable	Frequency	Percentage
Assistance	24	48.0
Not sure	3	6.0
Editing	23	46.0

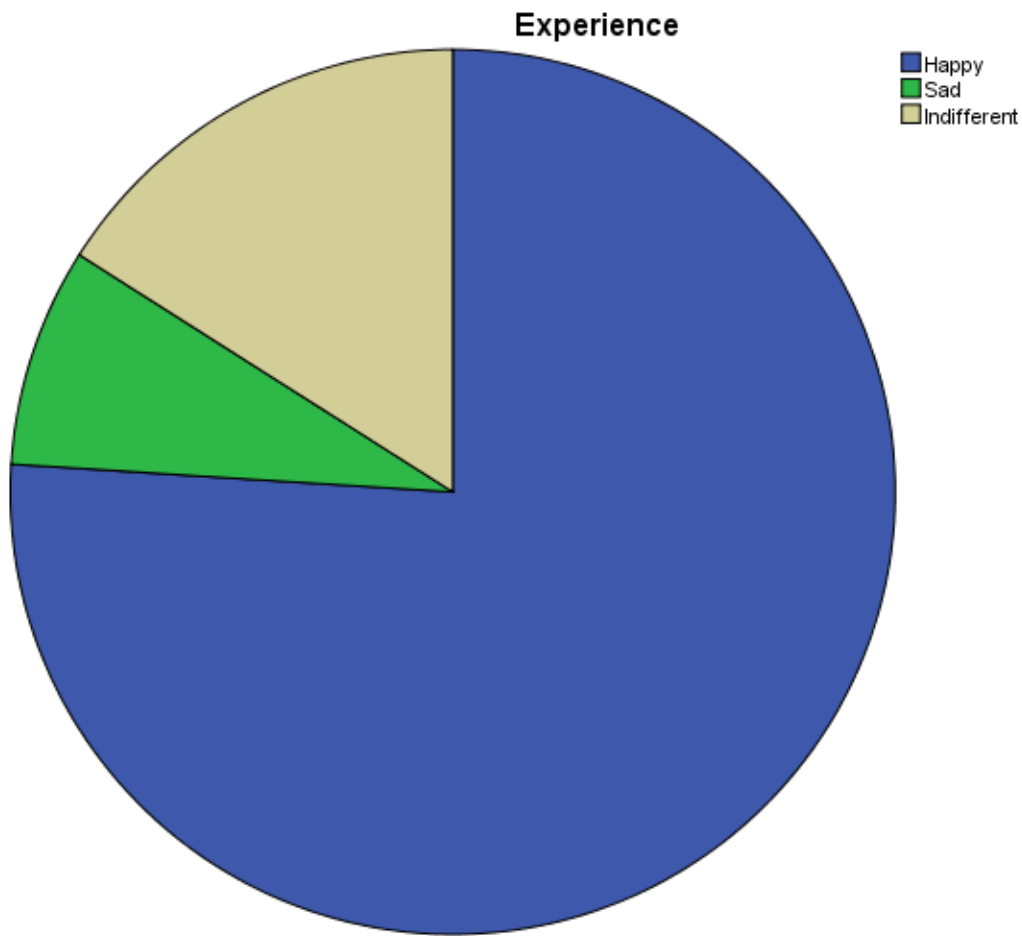


The above table and Chart 5.14.4, show that 48% of the students see the role of the tutor is to assist while 46% think that the tutor is to edit their work and 6% are not sure.

5.15: WrC Experience

5.15.1: WrC Experience City Campus

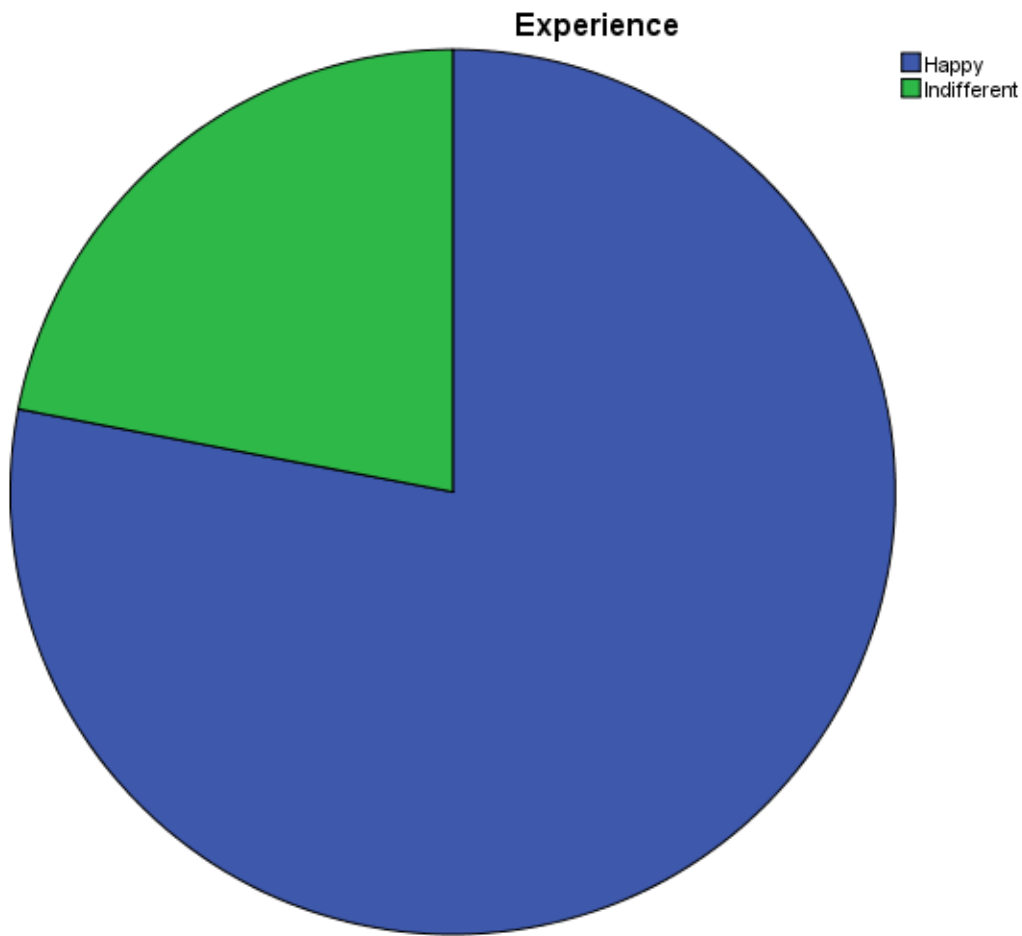
Variable	Frequency	Percentage
Happy	38	76.0
Sad	4	8.0
Indifferent	4	16.0



The above table and Chart 5.15.1, illustrate the experience of the students after a consult. About 76% of the students were happy, 8% did not find the experience helpful and 16% felt indifferent about the experience.

5.15.2: WrC Experience ML Sultan

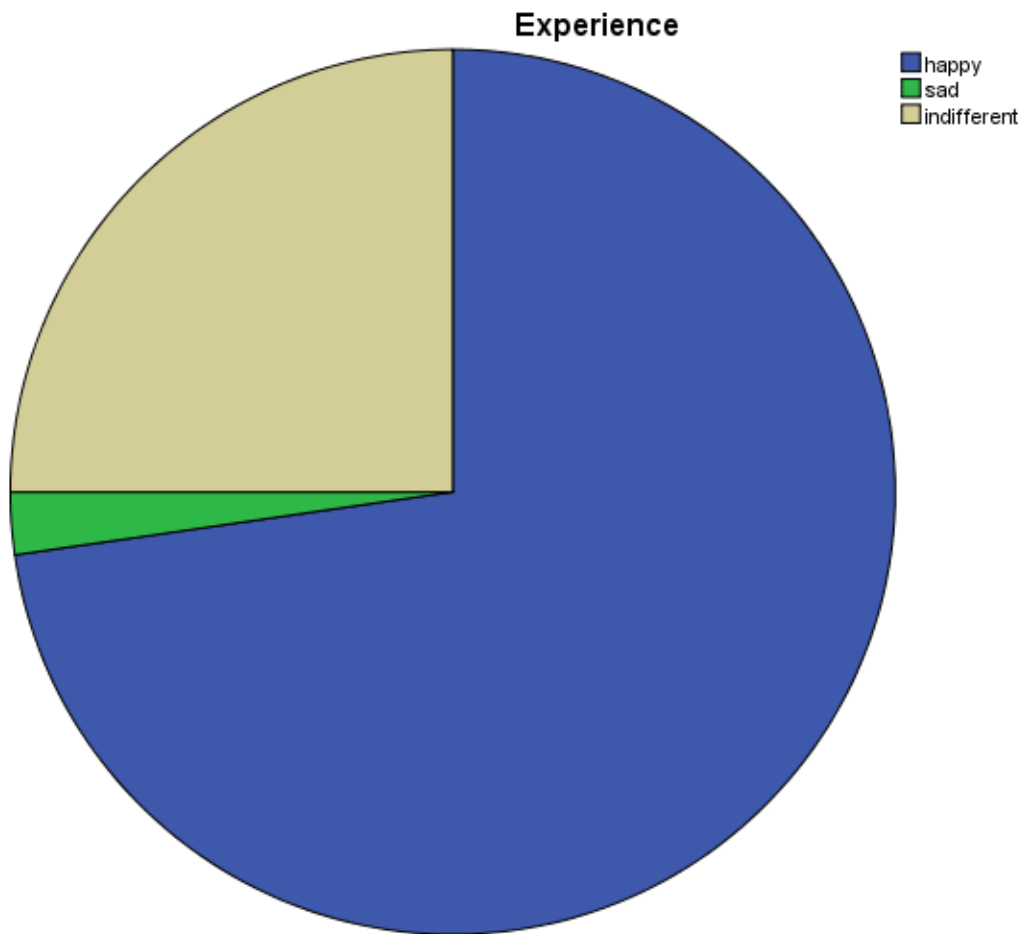
Variable	Frequency	Percentage
Happy	39	78.0
Sad	0	0
Indifferent	11	22.0



The above frequencies in table and Chart 5.15.2 show that 78% of the students were happy with the WrC experience while 22% felt indifferent about the experience.

5.15.3: WrC Experience PMB

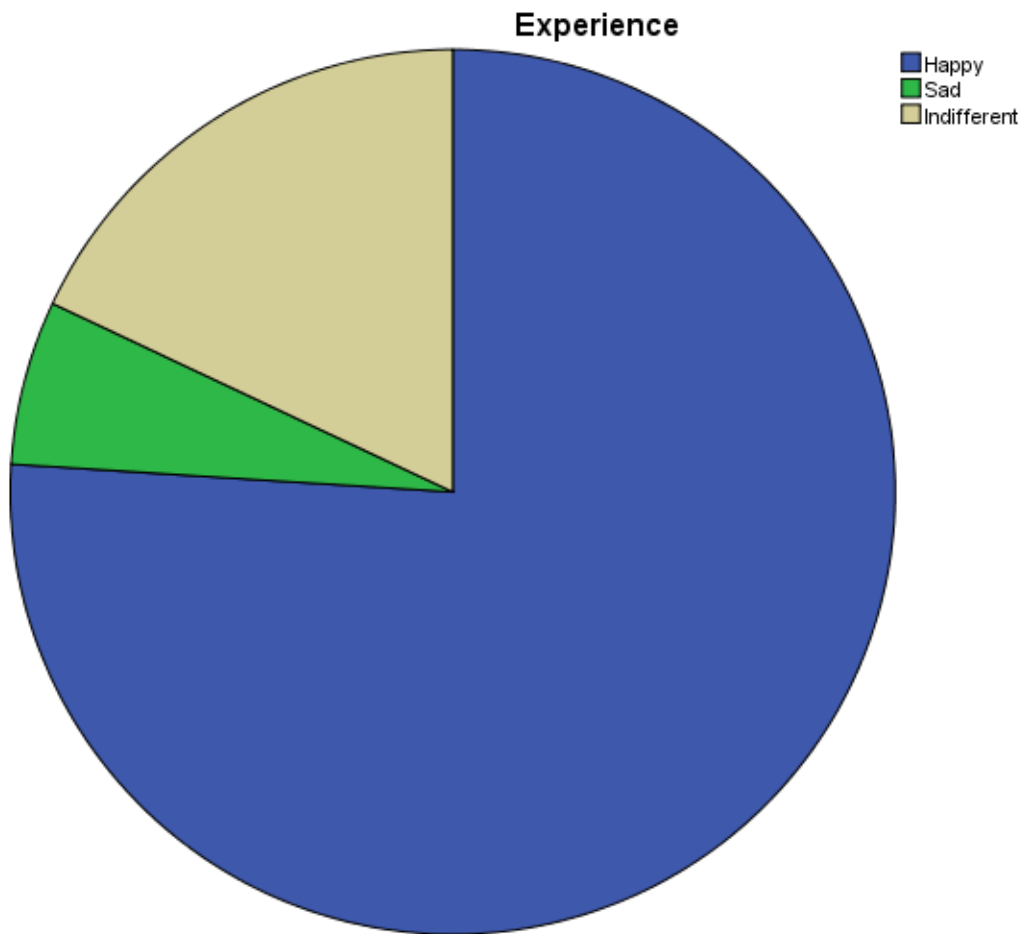
Variable	Frequency	Percentage
Happy	32	72.7
Sad	1	2.3
Indifferent	11	25.0



The above table and Chart 5.15.3 illustrate that 72.7 of the students are happy with the WrC services and see the facility useful. On the other hand, 2.3% are not happy while 25.05 are indifferent.

5.15.4: WrC Experience Steve Biko

Variable	Frequency	Percentage
Happy	38	76.0
Sad	3	6.0
Indifferent	9	18.0



The above table and Chart 5.15.4, show that 76% of the students are happy and satisfied with the WrC experience while 6% are sad and 18% are indifferent.

5.16: Role of the student in Consultation

5.16.1: Role of the student in Consultation City Campus

Variable	Frequency	Percentage
Assistance	17	34.0
Owner of work	19	38.0
Not sure	14	28.0

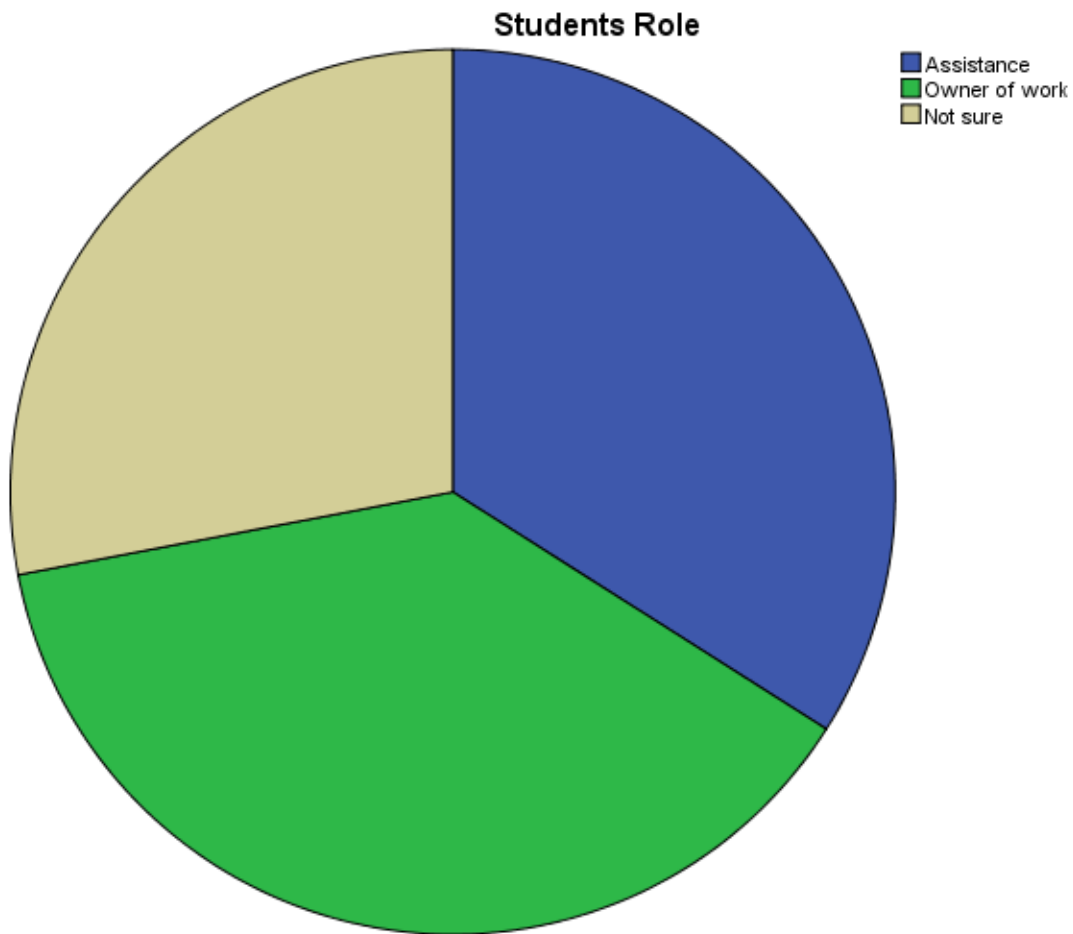
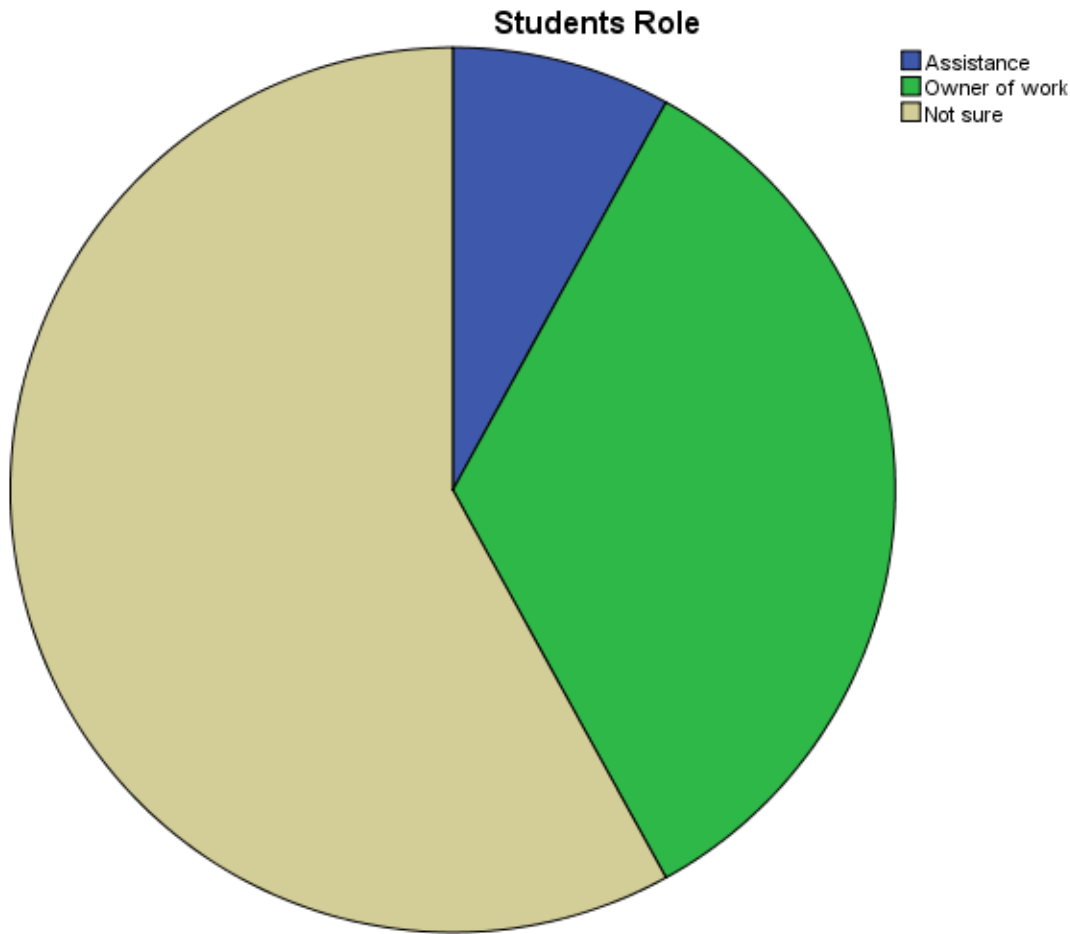


Table 5.16.1 illustrates the perceptions of the student's role in a consultation. The majority of the students, 34%, understand that the student is to own their work, while 34% understand that they are to be assisted and 28% are not sure what a student should expect in a consult in the WrC.

5.16.2: Role of the student in Consultation ML Sultan

Variable	Frequency	Percentage
Assistance	4	8.0
Owner of Work	17	34.0
Not sure	29	58.0

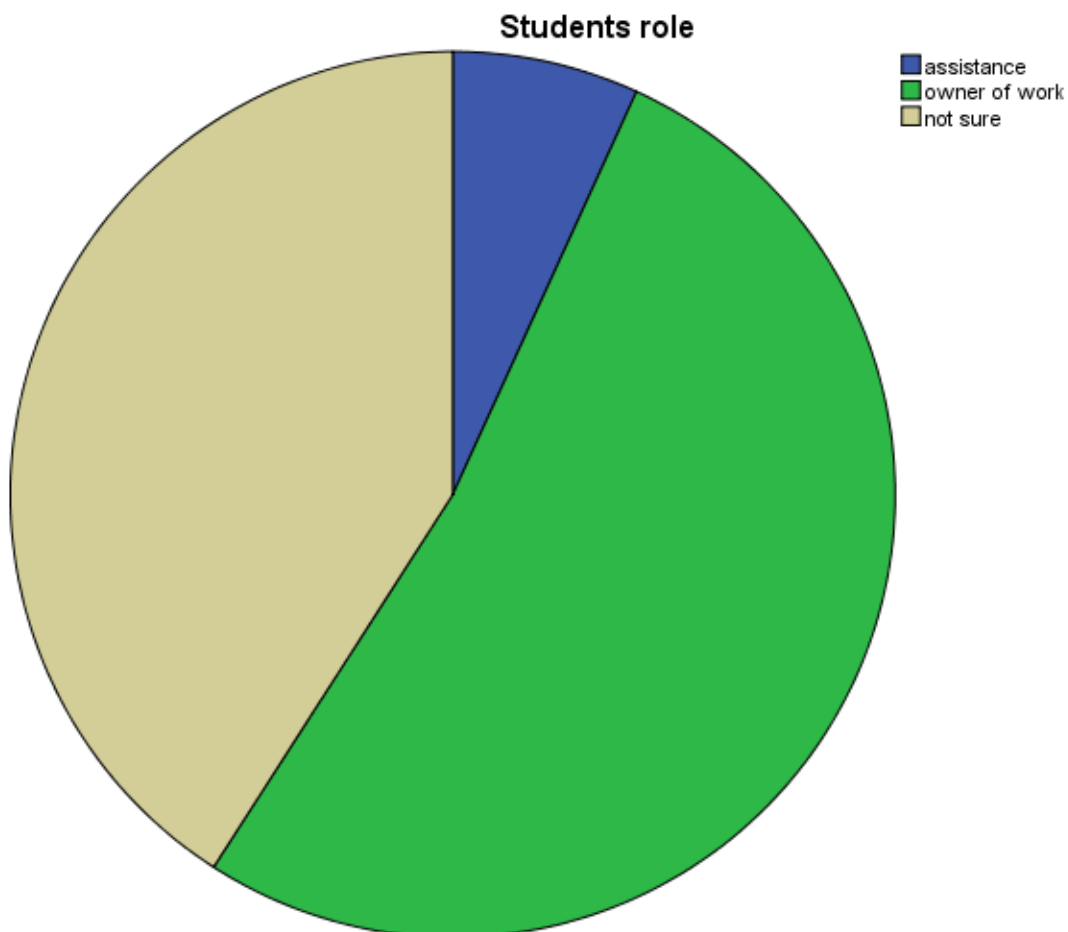


The above table and Chart 5.16.2 show that 58% of the students who use ML Sultan Campus WrC are not sure what the student's role in a consult is. This might be connected to the marketing techniques and communication between faculties and the WrC on the services offered by the WrC. This will also connect to the issue of service delivery and intangible assets students take home and also the contribution to pedagogic growth. The above statistics show the different dynamics that multiple campuses can have on the operational and administrative framework that contribute to the general curriculum development of the institution. On the other hand, 34% of the students believe that they own their work in a consult and 8% see the role of the student is to only seek assistance.

5.16.3: Role of the student in Consultation PMB

Variable	Frequency	Percentage
Assistance	3	6.8

Owner of Work	23	52.3
Not sure	18	40.9

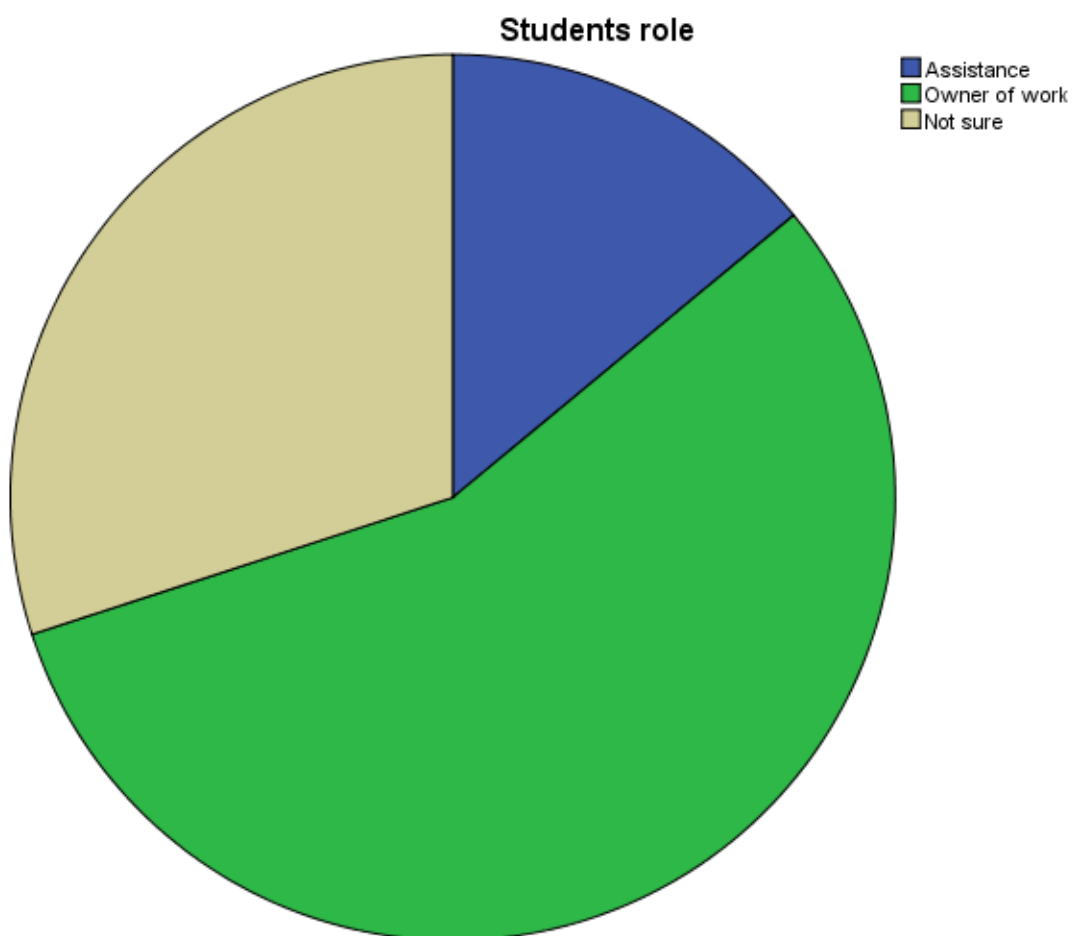


The above table and Chart 5.16.3, illustrate that 52.3% of the students believe that the role of the student is to own their own work and develop it from there. However, 40.9% are not sure what the student's role is and 6.8 believe that the role of the student is to be assisted.

5.16.4: Role of the student in Consultation Steve Biko

Variable	Frequency	Percentage
Assistance	7	14.0
Owner of Work	28	56.0

Not sure	15	30.0
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The above table and Graph 5.16.4, show that 56% of the students believe that they are the owners of their work, while 14 believe the role of the student is to seek assistance and 30% are not sure what the role of the student is.

5.17: Understanding the Writing Process

5.17.1: Understanding the Writing Process City Campus

Variable	Frequency	Percentage
Yes	46	92.0
No	4	8.0

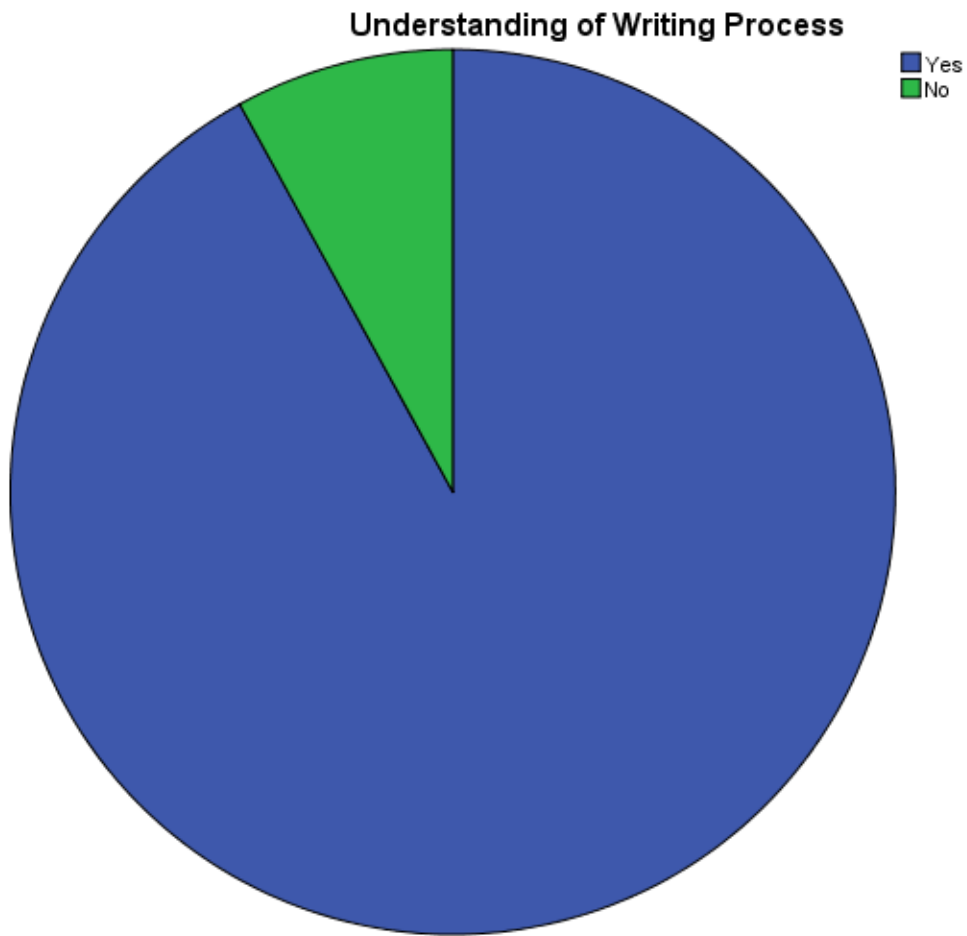
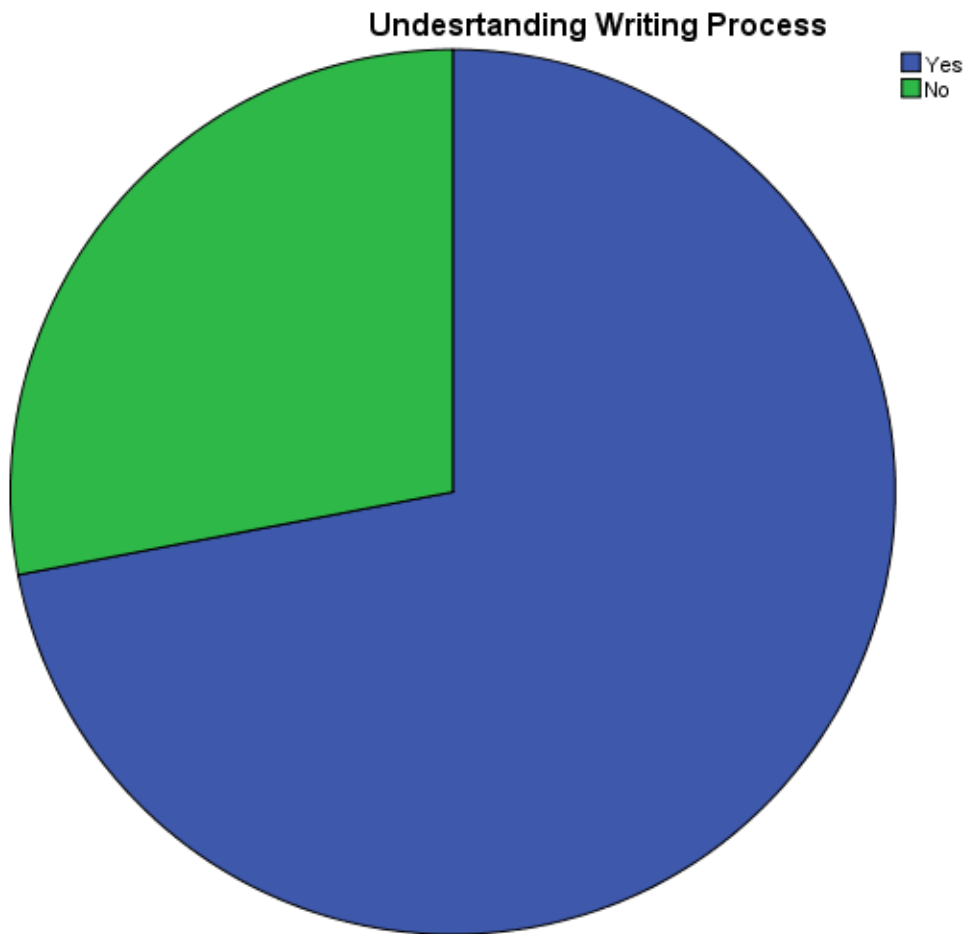


Table 5.17.1 above is drawn from the service delivery theory; it looks at the intangible assets that the student is to take home. In the case of the WrC, it is how they understand the writing process after experience in the WrC. About 92% of the students believe that after visiting the WrC they understood more the writing process while 8% did not share the same sentiments.

5.17.2: Understanding the Writing Process ML Sultan

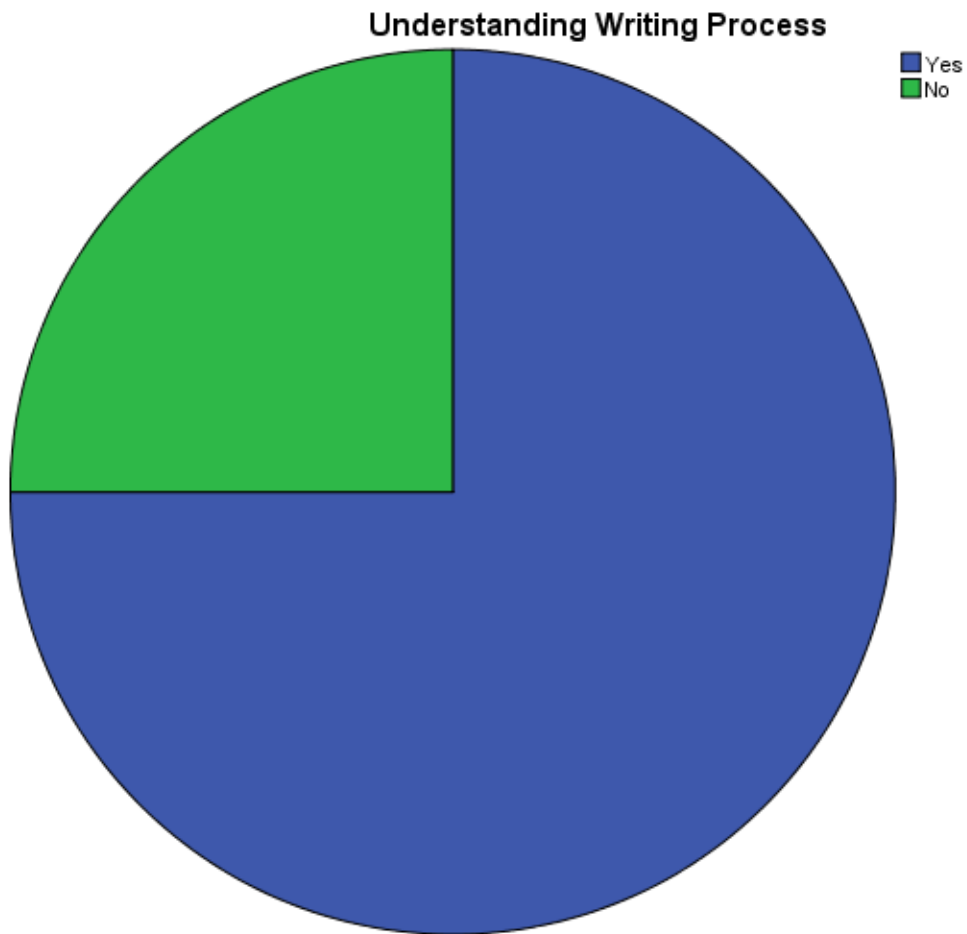
Variable	Frequency	Percentage
Yes	36	73.0
No	14	28.0



The above table and Chart 5.17.2 shows that 72% of the students understand the writing process after visiting the WrC while only 28% do not understand the writing process.

5.17.3: Understanding the Writing Process PMB

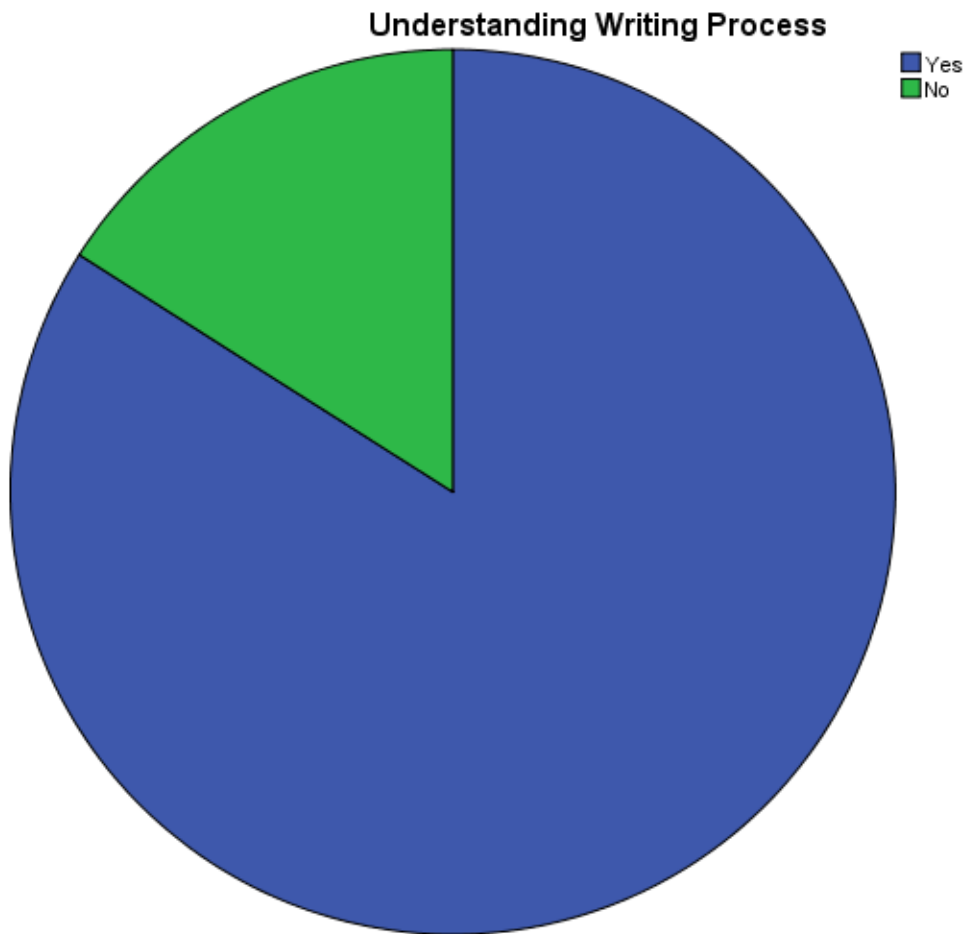
Variable	Frequency	Percentage
Yes	33	75.0
No	11	25.0



The above table and Chart 5.17.3, show that 75% of the students understand the writing process after visiting the WrC while 25% of the students do not understand the process.

5.17.4: Understanding the Writing Process Steve Biko

Variable	Frequency	Percentage
Yes	42	84.0
No	8	16.0

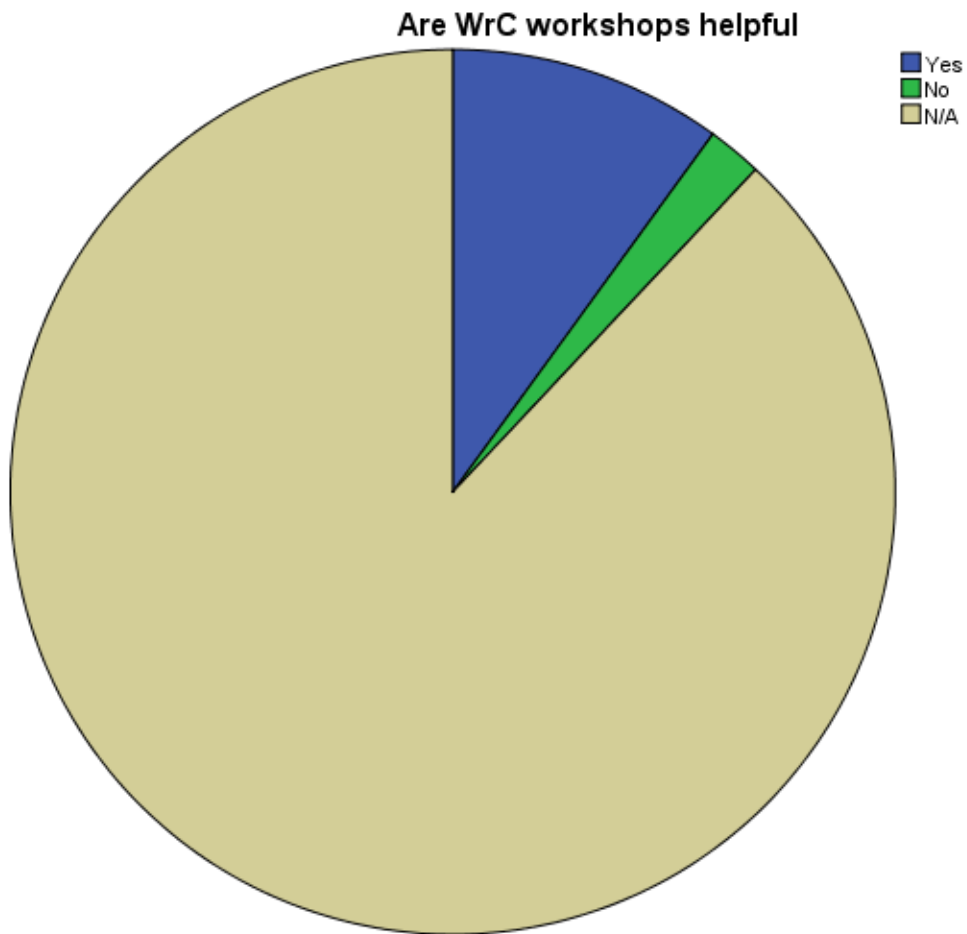


The above table and Graph 5.17.4, show that after using the WrC at Steve Biko campus 84% of the students understand what the writing process is while 16% do not understand it or grasp the concept altogether.

5.18: Are Writing Workshops Helpful?

5.18.1: Are Writing Workshops Helpful? City Campus

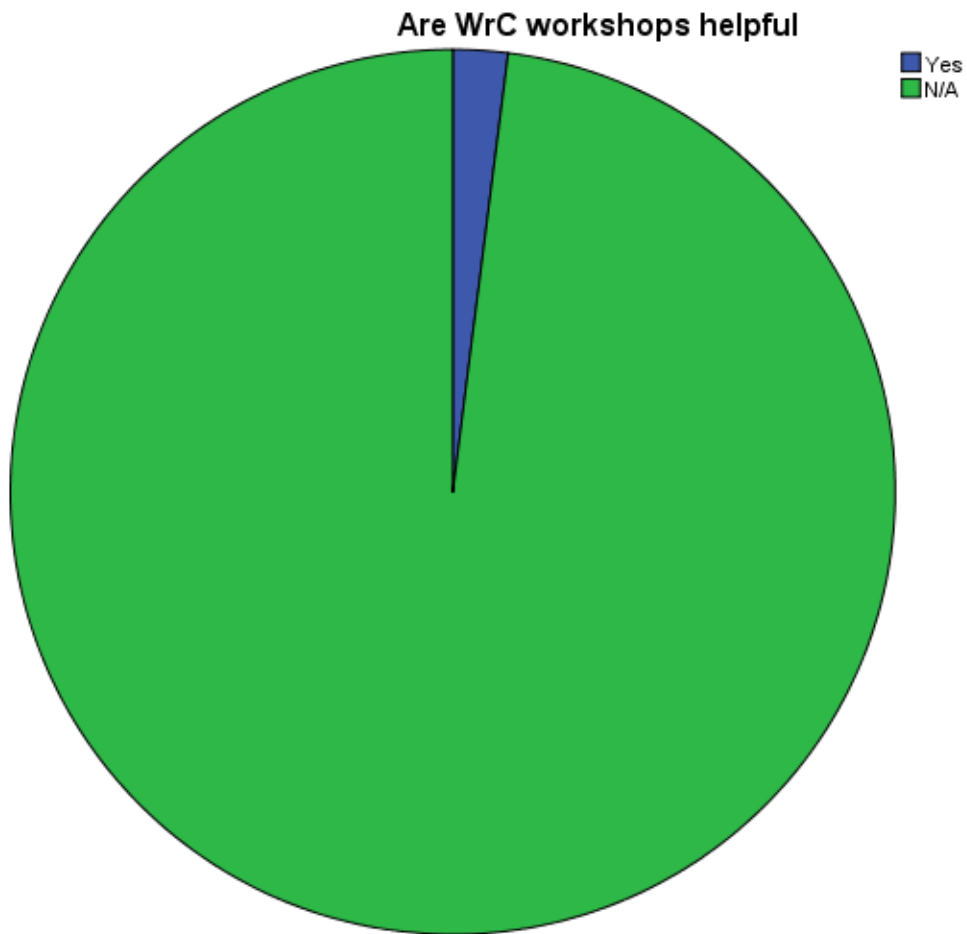
Variable	Frequency	Percentage
Yes	5	10.0
No	1	2.0
Not sure	44	88.0



As already illustrated above in the knowledge on workshops, the table and Chart 5.18.1 above show that 16% of the students saw the writing workshops as helpful, 2% did not see the workshops helpful and 88% of the students are not sure of what the writing workshop does and how it contributes to their academic development and growth.

5.18.2: Are Writing Workshops Helpful? ML Sultan

Variable	Frequency	Percentage
Yes	1	2.0
No	0	0
Not sure	49	98.0



The above table and Chart 5.18.2, illustrate the knowledge about writing workshops and their impact on pedagogic growth and development. The responses by the students show that 98% of the students are not sure of the workshops and what they offer and only 2% have knowledge of the workshops.

5.18.3: Are Writing Workshops Helpful? PMB

Variable	Frequency	Percentage
Yes	1	2.3
No	0	0
Not sure	43	97.7

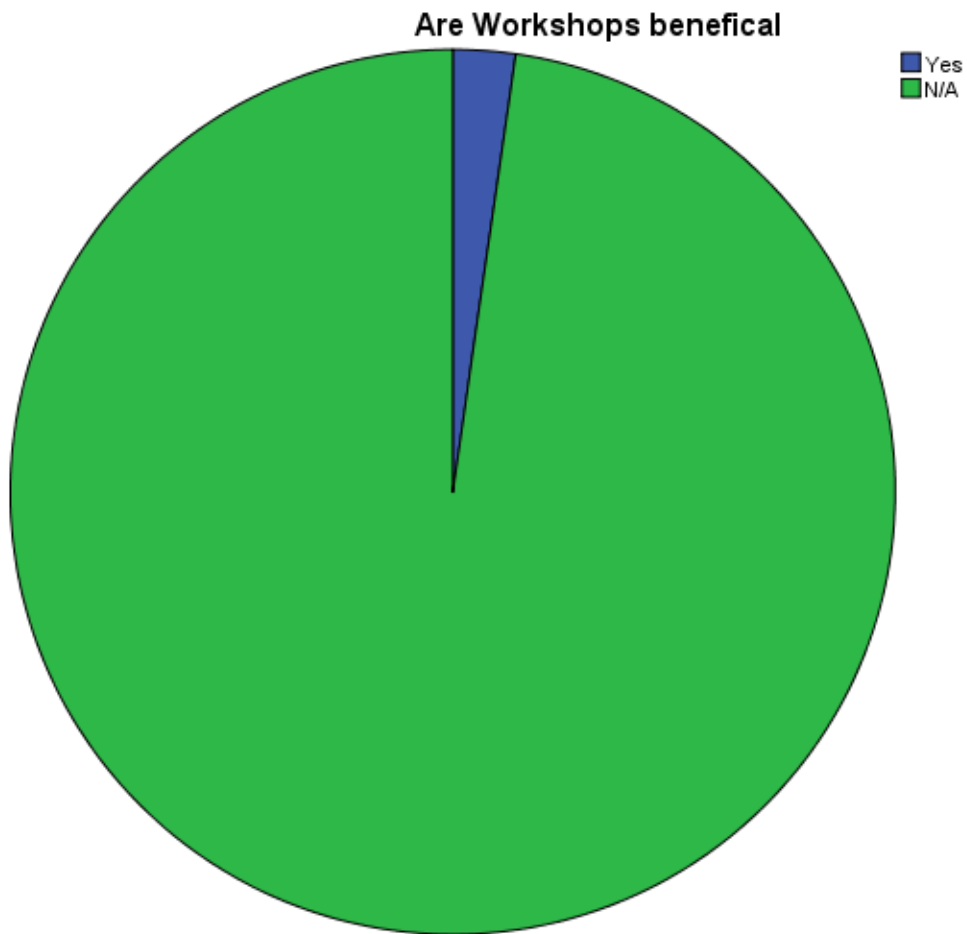
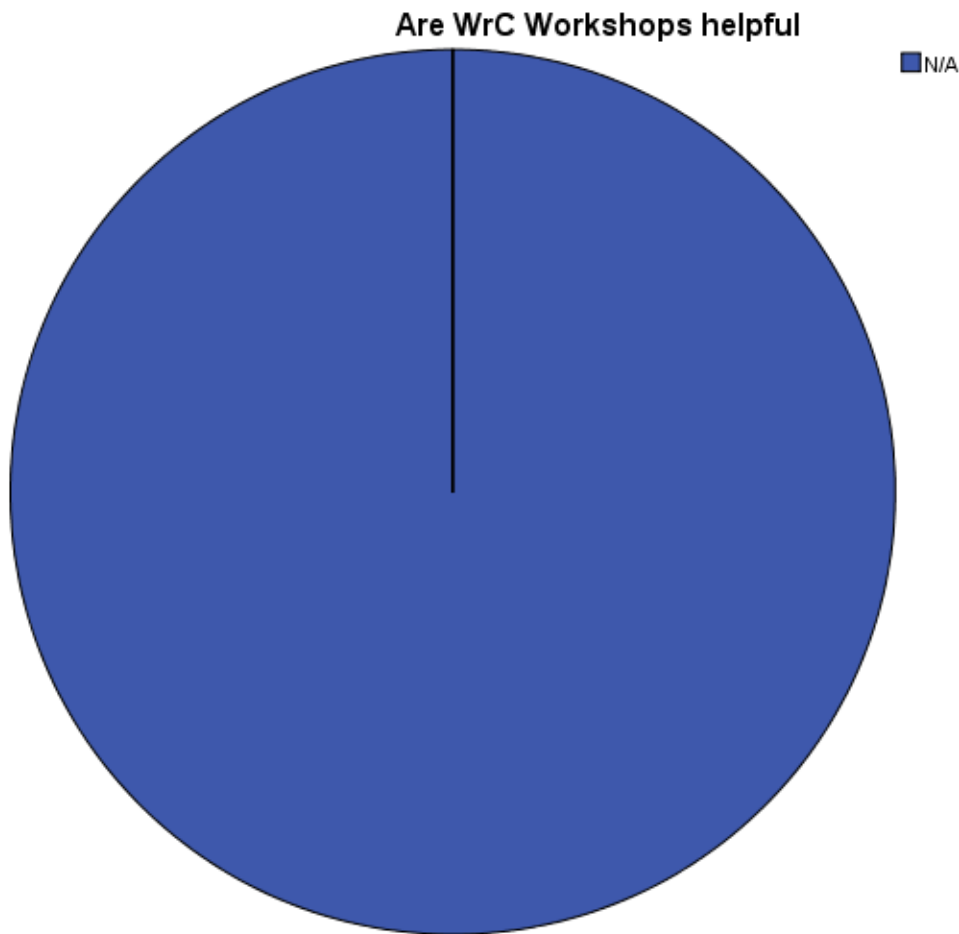


Table 5.18.3 above illustrates that 2.3% of the students at the PMB WrC know that writing workshops are beneficial while 97.75 are not aware of the existence of the workshops.

5.18.4: Are Writing Workshops Helpful? Steve Biko

Variable	Frequency	Percentage
Yes	0	0
No	0	0
Not sure	50	100.0



The above table and Chart 5.18.4, show that 100% of the students at Steve Biko Campus do not know about the writing workshops offered by the WrC. As a result, they do not know if they are helpful or not.

5.19: Inferential Statistics: Tests of Association

This section will look at the variables that were tested and examine and analyse how these have a relationship that builds towards growth and development of the curricular. The researcher has chosen four main variables that have been directed by two of the study's objectives to build on the contribution of the WrC to growth and development of pedagogy through the DUT WrC. The variables and objectives are;

Variables:

- WrC Role
- WrC Experience
- WrC Services
- WrC Workshops

Objectives:

- Examine through the critical discourse analysis in relation to student and staff, perceptions of the centre relative to language development.
- Understand how best academic writing and support can be used to create a basic model for the development of academic writing.

Table 5.19: Correlation of all campuses

	Workshop	WrC Role	WrC Services	Experience
Workshop	1			
WrC Role	.095	1		
WrC Services	.005	.272**	1	
Experience	.128	.042	.287**	1

**Correlation is significant at the .01 level (2-tailed)

* Correlation is significant at the .05 level (2-tailed)

Results obtained from Pearson Product-Moment Correlation (Pearson r) indicated that:

- There is a statistically significant, positive relationship between WrC services and WrC role (.272; $p < .01$).
- There was also a statistically significant, positive relationship between the WrC experience and WrC services (.287; $p < .01$)

In accordance with the results represented in the table above, it is evident that the WrC workshop has a positive and equal relationship with the workshop hence the value given to the relationship is one. The same pattern falls for the WrC role, Services and Experience who all when analysed and correlated with each other have an equally positive relationship.

In further understanding Table 5.19 above, it is imperative to note that one of the main objectives of the study was to understand how best academic writing and support can be used to create a basic model for the development of academic writing. The relationships in the above table therefore, illustrate the main aspects of the DUT WrC

model on how relations between the variables WrC role, WrC experience, WrC services and WrC workshops can be used to contribute to pedagogic growth and development of the DUT curricular.

Gathering from the descriptive statistics from the previous chapter, it is imperative to note that most students were unaware or oblivious of the existence of the WrC workshops for academic writing. As a result, if the responses of the students showed that they were unaware of the workshops, there is thus no relationship to be built upon the variable to explain its impact to curriculum and pedagogic growth of the institution.

As a result, while most of the above relationships show a significant, positive relationship. The WrC workshop seems to not have a relationship with any of the above variables. This can be attributed to the fact that most of these workshops are mostly done upon request from a lecturer to the WrC manager and staff who will then plan and arrange one for the given class. The relationship with any of the variables is as a result, dependant on the knowledge of the workshops existence. It is imperative to note that although there is no significant positive relationship of the WrC workshops with any of the variables it does not mean current WrC model does not contribute to the growth and development of DUT academic pedagogy. In order to understand how the workshop is structured to operate and help contribute to growth and development the researcher will look at the qualitative analysis in the next section.

5.20: Qualitative Analysis

5.20.1: Interviews from the Staff

The following data strands are responses from the interviews that were carried out with the WrC staff. The interviews sought to understand how long they had been with the WrC and also understand their views of the WrC pedagogy and how it shapes the WrC operational and administrative framework. This segment, of interviews sought to investigate and counter the weaknesses of the above statistical analysis to get into the details that shape service delivery and connects the WrC services to pedagogic growth. The questions asked and responses are:

Q: How long have you been part of the Writing Centre?

Manager 1: Started in June 2013 (3 years 5 months)

Manager 2: Started in August 2008 (8 years 3months)

Manager3: Started in April 2013 (3 years 7 months)

The above shows that all three managers have been employed by the WrC for almost the equal duration of the WrC and when it came into operation. However, Manager 1 had been with the WrC since 2008 when the Faculty of Arts and Design decided to establish a WrC as a faculty initiative and not an institution wide programme. The other managers started WrC project was up scaled and rolled out as an institutional project in 2012. Notably, no manager has less than three years of experience with WrC work and this gives credence to their views. Their views are based on practical experience, which stamps the validity and trustworthiness of the data they provided for this thesis.

Q: What do you understand about the operational and administrative framework?

Manager 1: The WrC administrative framework is highly influenced by the fact that WrC is a new University project. It is as a result, built around integrating and developing the already existent curriculum growth and development. Hence, there has been many tests done for each campus as they all have different dynamics.

Manager 2: The WrC started as a TDG project as part of the University priority projects. The WrC organogram falls under Deputy VC Gwele who appointed a coordinator Dr Mheta and 3 managers and tutors and a secretary in charge of all general issues and deals with staff procedures, policies, identity, culture etc., that guide the day to day operations. For example, at the writing centre, it is our core business, one-to-one consultations. Administrative framework has to do with promotion of the department, our services at the writing centre and that integrated collaborative work with other stakeholders.

Manager 3: My understanding of operational framework is that, it is the organisation's procedures, policies, identity, culture, etc. that guide the day to day operations... Administrative Framework is to do with promotion of the department, our services at the writing centre and that integrated collaborative work with other stakeholders.

Q: What are the instruments the Writing Centre has used to clarify the current model?

Manager1: History notes that the common issue is that students see it as a one stop fix shop. But it is through our relationships with different faculties that we can convey

what we do. This communication is done through staff and tutors. The main problem is students and academics see the WrC as a one stop shop. Hence we communicate that the WrC is there as a developmental and writing process facility which is through our marketing procedures online and on the ground activities. However, many students and academics still struggle to understand the purpose, structure or model of the WrC.

Manager 2: The current model is built to explain to students and communicate with them to understand and know what they seek. This idea goes back to chapter 3 “What student wants” instruments used is one-on-one and individual interaction. Relationships with lectures and offering workshops to help their individual workshop and interpersonal interaction faculty and WrC. Sometimes relations come through tutors. However, it is not a perfect understanding because some of the lecturers view the WrC is only to edit the students work only. Also road shows are just a party; they don’t really get the message and usually reaches a particular group which might all be graduating.

Manager 3: There is a Writing Centre policy, tutor guide, trainings, that guide our daily operations. Also we constantly market writing centre services through roadshows, orientations, attending faculty meetings, departmental staff meetings, class visits, offering workshops, working collaboratively with other departments and academics.

Q: Do you understand what Transdisciplinarity is and how has it been used in the DUT Writing Centre?

Manager 1: There are many challenges associated with dealing with different disciplines and students. But we however focus on writing and developing a student as a whole. These skills help develop and mould them in general academic pedagogy of the institution.

Manager 2: Yes, and that is our strength in using different readers as opposed to an informed reader because we are from different disciplines; we are able to be the outside reader and not informed reader.

Manager3: My understanding of **Transdisciplinary** is having different people from different disciplines working together in resolving a common problem. For example, academic writing is a common problem for the majority of students from different

disciplines. So the Writing Centre working jointly with academics and other support departments to conceptualise and come up with innovative ways of supporting students to be better writers in order to succeed academically.

Q: What is the structure of the WrC pedagogy and how can you relate it to the operational and administrative framework?

Manager1: Our WrC approach is constantly changing; one main thing is the ability to be able to get students to be more comfortable to express themselves as students. The aim is to look at a very humanising approach to talk about any type of writing needs they have. Which is important to be able to offer a different experience from the classroom in which the WrC is very relaxed.

Manager 2: WrC pedagogy is founded on non-hierarchical interpersonal interaction which serves to grow the voice and agency of any writer and through this to challenge and build their criticality. And I like to foster that kind of engagement and relationship amongst the staff in my WrC.

Manager 3: Writing Centre pedagogy being is based on one-to-one tutoring to support and develop the writer not the writing. We believe that writing is a process, main focus is on Higher Orders of Concern (HOC) before Lower Orders of Concern (LOC). Students view peer tutors as their mentors rather than their lecturers and able to work collaboratively in the development of writing skills. Students are different and have different experiences of writing and what influence their writing. Hence at the Writing centres, we offer safe spaces that students are free to be nurtured without being judged.

5.21: Analysis of the Data

The responses were analysed using the latest version of the Statistical Package for the Social Sciences (SPSS) version 24 for Windows. The statistical analysis was conducted in two phases, namely, the first phase consisted of the descriptive statistical analysis which looked at cross tabulation and frequencies in tables and graphs. The second phase comprised a combined correlation and analysis of all campuses that had been examined. Then finally as the research was mixed methods the third phase was mainly qualitative which included interviews with the staff to understand the operational and administrative framework of the DUT WrC. Pallant (2011) goes on to

explain that correlation is used to describe the strength and direction of the linear relationship between variables.

5.22: Coding and Editing

Editing involves an in-depth and serious examination of the finalised questionnaires. Therefore, once all responses from the questionnaires were collected data was edited and cleaned up. The researcher ensured that the data was checked for completeness and accuracy before it was entered into the computer to formulate data sets for statistical analysis.

5.23: Conclusion

In conclusion, the above statistics reveal the main aspects of the study that is related to how the WrC contributes to the DUT curriculum growth and development. The above descriptive statistics sought to explore the issues below:

- **The type of service delivery system institutionalised in the WrC and how it responds to a student setting**

The type of service delivery in the system institutionalised by the WrC is illustrated by the tables, bar graphs and charts that explored the student's perceptions on experience of the WrC, booking system, knowledge of writing competition, workshops, and roadshows. An overall look at the responses from all campuses shows that although the service delivery system and response to the services seemed positive, there are certain issues to be given stern attention. The fact that the apathy of students from all campuses to not have any knowledge of services that increase and contribute to the pedagogic and curriculum development of their studies is highly concerning.

- **To Examine through the Critical Discourse Analysis (CDA) in relation to student, perceptions of the centre relative to language development**

As explained in previous chapters CDA has to do with exploring power relations between the receiver of services which in this case is the student and the giver of services which is the WrC tutor (hence tutor and tutee). The descriptive analysis above as a result, looks at the students' perceptions by analysing their statements and responses that then impact their awareness, experience and expectations of the WrC. This particular objective of the study although addressed by the quantitative responses given by the students it is largely addressed by the structured interviews with the managers. The above descriptive statistics show that the student is indeed set at the centre stage to acquire intangible assets that not only contribute to the general academic development of the student but also to the institutional development of pedagogy. The above statistics paint in a descriptive manner of all campuses and how the students perceive the WrC majority see it mostly as a space to negotiate assistance while part of them see it as an emergency clinic as previously alluded in Chapter 2. To further understand the statistics that build this research more explanation is illustrated in the next chapter.

Chapter 6

Discussion of findings

6.1 Introduction

This chapter is a sequel of Chapter 5. It is a continuation of the analysis of the research findings of the data gathered from mixed methods techniques of investigation. The main aim of the study was to understand how best a WrC model in an institution of higher education can contribute to pedagogic growth and development of the general curricular. The research to this effect looked at the DUT WrC model as a case study and how it can contribute to the pedagogic growth and development of academic writing within the DUT community. The research also looked at the operational and administrative framework of the facility and how it influenced growth in academic literacies.

The data collected from the sample respondents was mixed in nature. The qualitative data was gathered through structured interviews (Appendix A) with the DUT WrC staff to understand the operational and administrative framework. The quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) version 24 for Windows.

The research design was therefore mixed methods, the questionnaire (Appendix B) comprised two sections, Section A questioned on the nominal values of the respondent investigating into their identity as a student while section B examined at the overall WrC experience. The structured interviews explored more on the structure of the administrative and operational framework of the WrC and how it is connected to pedagogy and curricular development. This chapter also displays the analysis and discussions of the findings compatible with the various statistical tests. A letter of approved Ethical Clearance was also granted by the DUT Institutional Research Ethics Committee (Appendix C) after the initial research proposal and the questionnaire was assessed by the Ethics Panel to conduct this in-house investigation at the DUT. The target population for the study consisted 200 of the walk in students in the WrC. However, due to limitations the final respondent pool was 194. A total of 200 questionnaires were distributed but only 194 were returned without mistakes. The

structured interviews purposively selected managers of each WrC and all interviews were carried out as planned.

The preliminary compilation of results for Chapter 5 involved the use of descriptive statistics for the general information and demographic variables using Microsoft Excel. As the research was mixed methods, for both sections of the questionnaire, the researcher used graphs, tables and pie charts to explain the frequencies and nominal and ordinal values of the findings. And while quantitative techniques could not tabulate or give percentages on the administrative and operational framework the researcher employed qualitative techniques to answer and examine in depth the type and model of the DUT WrC and how it contributes to the general pedagogy. The rationale for this was used based on the epistemological views of the students and staff knowledgeable of the WrC and its services. While on the other hand, the nature of research sought to understand the different ontologies associated with the core existence of the WrC in higher education.

6.2 Analysis of Data

Pallant (2011) posits that inferential statistics comprises two branches, namely, Parametric Statistical Tests and Non-Parametric Statistical Test. This study as a result used parametric tests which are explained by Pallant (2011) as tests which are assessments that make assumptions about the population from which the sample has been drawn. In order to understand the structure of the analysis for this research, Table 6.1 below illustrates the different sections and the research techniques that were employed.

The questionnaire used for the study had two sections: A and B. Table 6.1 below illustrates the analysis for all data which is mixed methods investigation.

Table 6.1: Summary of the Statistical Tests and Methods Used for Analysis of Data

Sections	Analysis of Results
Quantitative Analysis	
Sections A and B	<ul style="list-style-type: none"> • Non-Parametric Tests Descriptive and inferential tests using cross tabulation and frequencies and percentages to compare the different variables • Correlations of the combined campuses to look at the strengths of the relationships of main variables as explained in Chapter 5
Qualitative Analysis	
Interviews	Narrative analysis

The analysis of Section A of the questionnaire (Appendix B) highlights the use of descriptive statistics making use of cross tabulation and frequencies and bar graphs on student's responses, reactions and perceptions to the main variables. The researcher chose specific non-parametric tests to combine the different data sets of each campus to analyse and compare the different variables. Table 6.1 above explains in detail the individual tests done for each campus drawn from the questionnaires responses. Table 6.1 above in sections A and B also indicates how the relationships between the main variables are tested through correlations. The main variables are:

- WrC Role
- WrC Experience
- WrC Services
- WrC Workshops

As a result, these variables present the main findings of the research and how the WrC contributes to the growth and development of general pedagogy.

6.3 Section A and B Analysis of General Information and Students' perceptions, Responses and Views of the WrC services

This section examines at the data gathered from the questionnaires and explains the different statistics generated from all campuses. Table 6.2 below illustrates the highest data from all campuses and their different percentages

Table 6.2: Summary of Highest Percentages of Variables throughout all Campuses

Variable	Steve Biko	ML Sultan	City Campus	PMB
Gender	Male 52%	Female 58%	Male 60%	Female 61.4%
Faculty	Applied Sciences 40%	Management Sciences 64%	Arts 98%	Health 54.5%
Level of Study	Diploma 64%	Diploma 60%	Diploma 68%	BTech 54.5
Booking System	Online 96%	Manual 70%	Manual 98%	Manual 68.2%
Road Show Awareness	No 98%	No 98%	No 90%	No 97.7%
Writing Workshop Awareness	Never heard 100%	Never heard 94%	Never heard 90%	Never heard 95.5%
Writing Competition Awareness	No 98%	No 98%	No 98%	No 97.7%
Main Course of Study	Maritime 16%	Public Relations 14%	Fine Art 56%	Nursing 52.3%
Role of WrC	Assist 64%	Assist 66%	Assist 78%	Assist 61.4%
WrC services	Yes 96%	Yes 86%	Yes 92%	Yes 72.7%
Impact of Booking System	Happy 90%	Happy 74%	Happy 86%	Happy 72.7%
Role of Tutor	Assistance 48%	Assistance 50%	Assistance 60%	Assistance 50%
WrC Experience	Happy 76%	Happy 78%	Happy 76%	Happy 72.7%
Role of Student	Own work 56%	Not Sure 58%	Own work 38%	Own work 52.3%

Understanding Writing Process	Yes 84%	Yes 73%	Yes 92%	Yes 75%
Are Writing workshops helpful	Not sure 100%	Not sure 98%	Not sure 88%	Not sure 97.7%

6.4 Analysis of Demographic information

The table above illustrates the positive and highest frequencies of the responses of students from the data set collected. In observing the results, it is imperative to note that there is an equal distribution of the demographics in males and females who visit the WrC from all campuses. This therefore, means that the administrative and operational framework that has been set up by the facility which is the WrC, has equally attracted both male and female students. The almost equal balance supports the ideas purported to by Fiske and Ladd (2004) who in chapter 2 explained how opportunities in tertiary education increased interest in the need and worth on an institutional WrC. This further illustrates and supports the ideas by Lovelock (1983) that writing academically is an important intangible asset for an individual hence, both male and females will seek it equally as fulfilment of their academic qualification and also positive contributor to academic development and growth at DUT. Table 6.2 thus, illustrates that the WrC has an equal and balanced impact to development of the curricular for both male and female.

After asking the gender of the respondents they were required to provide demographic information that is strongly connected to the institution and what they are studying. This information is meant to understand how the model of the WrC is seen and utilised by the university community. Many discussions around the existence of the WrC have noted that the model of the WrC is institution specific and is defined and shaped by the needs of the specific institution (Hutchings 2002; Hutchings 2006; Archer 2011). Findings of the research with reference to chapter 5 revealed that a total of all the DUT faculties utilised the WrC meaning that there has been adequate communication on what this facility is within the institution. It is however, imperative to note that although all faculties utilise the facility, there is however a filtering of the main courses of study. Table 6.2 above shows the highest main courses of study in each campus range in the format Steve Biko Maritime Studies 16%, ML Sultan Public Relations 14%, City Campus Fine art 56% and PMB 52.3% respectively. From the researcher's point of

view, the above data presents that in campuses like ML Sultan and Steve Biko, there is an equal distribution of students across all courses of study who utilise the WrC, hence lower percentages represent equal distribution of use. However, on the other hand PMB and City Campus have an influx of students from a specific course meaning that more than half of the students that utilise the WrC from these campuses are from one program. This therefore, raises the questions on the administrative and operational frameworks of these campuses administration. It then asks on the interactions that these campuses have with the different courses at their campuses and if or they are viewed as a place for curriculum development or an institutional white elephant.

Furthermore, a look at the level of study that use the WrC is also of importance. The three campuses are utilised by mainly Diploma students while PMB is mainly used by the BTech students. This data set represents the communication that is existent with the students on what the WrC offers. It explains and illustrates in numbers that the students who use the WrC less either see it as an emergency writing clinic as is explained by (North 1984); Bacha (2002); (Hutchings 2006) or actually know it is to help them but never have the time to visit the WrC. A student while responding noted that *"If you put something in writing to communicate with us we do not see...try to put it on social media or in pictures that attracts us more than words, as words are boring and only come in handy during exam time..."*. Hence this might explain why few students from other levels which are National Certificate, BTech, MTech and DTech use the WrC less. This may be attributed to the idea that they need to see the pictures illustrating the WrC. However, in as much as the student did make a valid point in expressing how they would like communication and convincing to draw their daily attention to the WrC, it is imperative to note that this can apply to only undergraduate students as compared to postgraduate students. In explaining better on the levels of study and their responses to the WrC, Hutchings (2002: 96) gives a differentiation on the attitudes of undergraduate and postgraduate students responses to WrC services she notes:

"I have distinguished between undergraduate and postgraduate, mainly due to the facts that generally, (certainly not always), fulltime undergraduate students come to the university soon after finishing school, whereas postgraduates would have had longer periods of time since school and possibly since previous

studies and are therefore generally more mature...It is therefore important to note that the need of undergraduate and postgraduate students are not the same."

Hutchings (2002) explains and elaborates explicitly how undergraduate students in terms of writing and assistance seem to have more Lower Order Concerns (LOC's) as they are mainly still trying to understand the process of university educational structures of learning. The postgraduate students however, are more involved in the Higher order concerns (HOC's) as they need more detailed assistance in not only academic writing but also thesis, dissertations and article writing. This avenue then represents how the WrC is a strong transdisciplinary entity in that it does not give a specific set of students' access to the WrC and its services but rather offers academic assistance to all faculties. The issue of transdisciplinarity is illustrated by the responses by the staff which brings more understanding in how it contributes to the curricular. A look at their responses will explain the significance of transdisciplinarity.

Manager 1: *There are many challenges associated with dealing with different disciplines and students. But we however, focus on writing and developing a student as a whole.*

Manager 2: *Yes, and that is our strength in using different readers as opposed to an informed reader because we are from different disciplines. We are as a result, able to be the outside reader and not informed reader.*

Manager3: *My understanding of **Transdisciplinary** is having different people from different discipline working together in resolving a common problem. For example, academic writing is a common problem for the majority of students from different disciplines. So the Writing Centre working jointly with academics and other support departments to conceptualise and come up with innovative ways of supporting students to be better writers in order to succeed academically.*

Manager 1 clearly expresses how the different order of concerns are associated with different disciplines and students (which will refer to postgraduate and undergraduate differences). Manager 2 on the other hand illustrates and brings out the idea of the inside reader and informed reader. This explains how different angles of reading and approaches can influence the final work of a student's paper hence a strong need to emphasise on transdisciplinarity within the WrC. Manager 3 goes on to explain how

jointly working with the different departments helps enhance academic development. In terms of joint work and collaboration Stokols (2006) explains that, an advantage of transdisciplinary collaborations is that they often lead to fundamentally new angles in research and development of academic writing. Stokols (2006) further explains the effect of collaboration through transdisciplinary approaches by building on Lewin (1951) analysis on transdisciplinary research he outlines three types of collaboration which are:

- collaboration among scholars representing different disciplines;
- collaboration among researchers from multiple fields and community practitioners representing diverse professional and lay perspectives; and
- collaboration among community organizations across local, state, national, and international levels (Stokols 2006).

In examining the views of Stokols (2006), one would note that the author makes references to the importance of collaboration among scholars. This notion supports the idea by Manager 2 of the informed and inside reader; it shows how the improvement in not only research but academic writing is improved by collaboration and joint working.

The responses of all three managers are taken from the view point of an insider but however not a tutor. This is because in most instances a manager is able to decipher the problems associated with a situation from collecting and gathering information from outside. The manager is as a result, able to theoretically put together the dynamics that hinder service delivery and also those that hinder growth of pedagogy and development. They are however, not in a position to understand the exact dynamics that influence the level of awareness that has brought the student to the WrC nor do they have knowledge of their expectations and the resultant or expected experience.

Waring (2005) argues that the pattern of resistance can be accounted for by the tutees identity claim as well as the competing expertise carried by the tutor to the tutee. This shows that although there would be a clear understanding of the dynamics in administrative and operational frameworks that build up the challenges that would have resulted in the data collected, the only possible understanding of the situation in a consultation, would be those involved in the consult as they not only apply theoretical approaches but also handle them practically.

The services offered in the consult as a result, are those that are explained in Chapter three and four building on the intangible assets of the student. The services not only give focus to the fact of the level of study of the student but also their main course as it will direct them in assisting the student adequately. These skills help develop and mould them in general academic pedagogy of the institution.

6.5 Analysis of Awareness

This section will analyse the perceptions of the students and their responses to knowledge and awareness of the structures that build up the marketing that supports the operational framework of the WrC. In order to communicate what the WrC is to the larger student body, the facility has set up road shows, workshops and writing competitions. The roadshow is meant to inform the students in an interactive fun way what the WrC is, what it offers, how the student can be helped, where the WrC is located and also how the student can access the WrC. In interviewing the WrC staff one of the managers noted that: *“road shows are just a party they don’t really get the message and usually they manage to inform only a section of students who are available during that time, which might all be graduating”*. Therefore, the roadshow serves in informing only the students that are on campus during that time. The data collected revealed that each campus had at above 90% of students who did not know or had any knowledge of the roadshows. This shows that the road show is indeed a good marketing tool as part of the operational and administrative framework but however, only manages to reach a limited number. The roadshows that have been done reveal that they only managed to get to less than 10% of the student body whom might have been leaving or graduating in that semester hence validating the statement above by the WrC staff.

Responses to the workshop revealed that above 90% of the students from all campuses have never heard about the workshops and also the writing competition. This lack of knowledge explains how the lack of knowledge in what the WrC services offer the students can disrupt the service delivery theory and CDA when applied to the WrC. This lack of knowledge moves the idea in which the student is central to the core business of the WrC from the centre stage as they are not aware or knowledgeable of the services and how to use them. This affects the end product which might affect the facilities contribution to pedagogic growth. As part of the development of the administrative and operational framework of the DUT WrC the facility has put in place

workshops and roadshows. This explains the data given for roadshow, workshops and the writing competition is not based on a faulty administrative and operational framework, but rather greatly influenced by the student apathy towards writing and development towards the general pedagogy. This apathy is then what influences the views of the WrC as an emergency room waiting to attend to dying or stricken thesis, dissertations and papers few hours before submission. This then, goes on to look at how this apathy influences the responses to understanding the writing process and also the role of the student and the tutor. Table 6.2 above illustrates high positive results illustrating that the operational and administrative framework has done much in providing means to understand the writing process.

6.6 Expectations

This section refers to what the students saw their needs to be. It explores their hopes when walking into the WrC and what they hoped to gain from the consultation. This section will look at the responses to the role of the WrC, WrC services, role of tutor, understanding of the writing process and the role of the student. In understanding the expectations of the students, the researcher is able to decipher how other students are able to attain intangible assets which contribute positively to curriculum growth and how the reverse can be equally detrimental to the existence of the WrC facility.

Table 6.3: Students' Expectations

Variable	Steve Biko	ML Sultan	City Campus	PMB
Role of WrC	Assist 64%	Assist 66%	Assist 78%	Assist 61.4%
WrC services	Yes 96%	Yes 86%	Yes 92%	Yes 72.7%
Role of Tutor	Assistance 48%	Assistance 50%	Assistance 60%	Assistance 50%
Role of Student	Own work 56%	Not sure 58%	Own work 38%	Own work 52.3%
Understanding Writing Process	Yes 84%	Yes 73%	Yes 92%	Yes 75%

Table 6.3 above displays the expectations of the students in numbers. Before the researcher examines the responses, it is imperative to understand the dynamics associated with the expectations of students. Hutchings (2002) explains that it is important to point out that the WrC is a doorway through which students enter seeking

advice. Based on the knowledge and awareness offered by the roadshows, workshops and writing competition, a student enters a WrC seeking assistance or editing. If the student is knowledgeable of the services offered by the WrC, their first point of call is to seek assistance. But if the reverse is true, the student will be seeking editing services. This has been the case with most walk in students entering the WrC to drop an incomplete assignment, thesis or dissertation with the phrase “please edit for me I will collect in an hour”. The expectation that the student walks in with will define what they view as the appropriate role of the tutor, the student and the services that they will receive upon entering the WrC and how they understand the writing process. The expectations of the student as a result builds up a cycle in which understanding of the later results in a positive step to the next stage which creates understanding of the process of writing. This cycle then results in the build up towards development and growth of the curricular. The process is illustrated in Figure 6.1 below.

The cycle is such that when a student understands the services of the WrC they are able to walk into the centre knowing what the WrC’s role is, which will give them understanding of the difference between assisting and editing. This understanding will give a clear picture as to what the role of the tutor is and also what the student is to be during the consult. At this stage, the tutor and student in their rightful positions are able to negotiate understanding of the writing process. This cycle is as a result constructed on the main policy build-up of the WrC which seeks to contribute to curricular and pedagogic development that is established through the operation and administrative framework of the WrC.

Furthermore, to understand this better, there is need to connect to the main theories of the study. Lovelock (1983) explains that services should be directed to the customers (students) bodies, minds, belongings and finally, contributes to their intangible assets. Therefore, in negotiation of the writing process, the tutor as the service provider is tasked with the job of ensuring that all interaction is directed to attaining solid intangible assets for the students. Tutors as a result, focus on guiding, advising, supporting, listening and helping the student with their work. It is important to remember that in all these instances, the tutor will not edit the work DUT (2015c) for the student, but rather assist to grow; hence, learning to write and writing to learn. Thus, in order to give the best service, the service provider is required to be in extreme

contact with the services that are directly connected to the customer's intangible assets.

Furthermore, in relation to CDA Blommaert and Bulcaen (2000) explain CDA as a discourse that concerns itself with issues of power and inequality in language. His notion relates to the interview with staff that reveals that the setup of the operational and administrative policy of the DUT WrC ensures that the student wields power in the consult and is the main focus of the goal towards achievement of academic literacies. An example would be a response from one of the managers who notes:

“WrC pedagogy is founded on non-hierarchical interpersonal interaction which serves to grow the voice and agency of any writer and through this to challenge and build their criticality. And I like to foster that kind of engagement and relationship amongst the staff in my WrC.”

The above statement reveals that the centrality of the operation and function of the WrC wields all power to the student by ensuring and focusing that the student is not only grown as a writer but the WrC staff are prepared and ready to cultivate and nature this asset to the student. Furthermore, the WrC brochures indicate that the student is the centre of the consult. The brochure conveys an important message and value to the intangible assets of the student by emphasising on support and assistance by the student to the tutor. This is done through statements such as: *“In all instances, you will make the decisions and direct your writing.”* This shows how CDA is active in the policy formulation of the WrC as the main emphasis and wield of all power in the WrC is given to the student a main tenant and attribute of the WrC. Table 6.3 above shows that most students believe that in a consult, the student is the owner of the work and the tutor is there to assist. The mean value of this analysis is:

Owner of work: 51%

Tutor is to assist: 52%

The above mean calculations reveal and explain what is supported by Fairclough (2013) that CDA is not analysis of discourse but is also an observation of dialectical relations between discourse and other objects, elements or moments, as well as analysis of the internal relations of discourse. Table 6.3 above as a result, looks at the expectations of experiences of the students using WrC to analyse how the operational

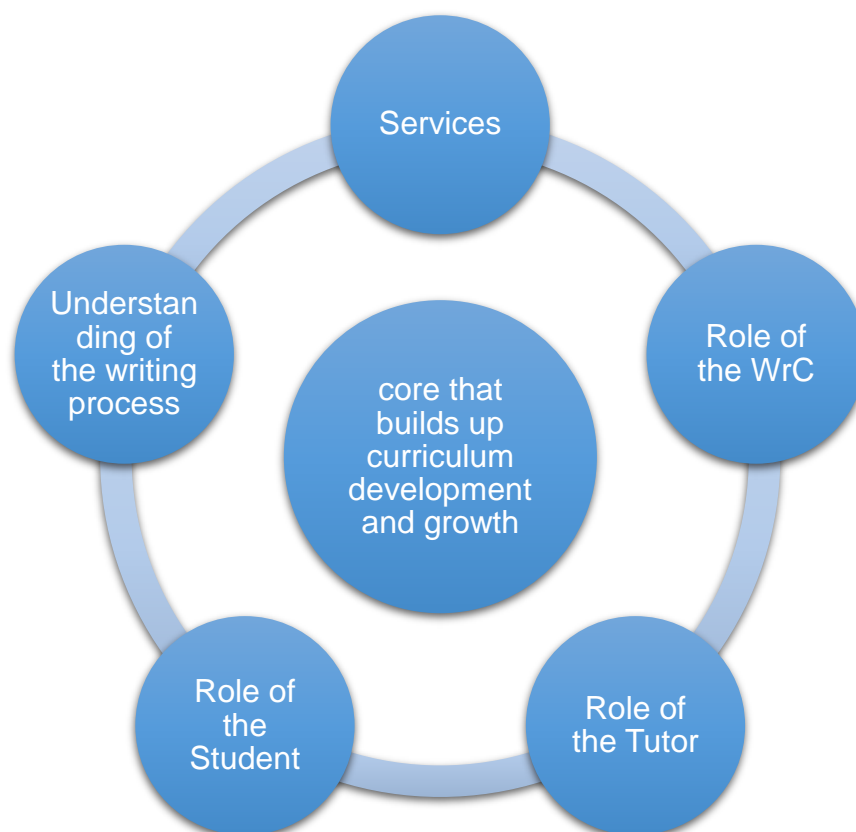
and administrative framework is helping balance the power relations that are existent in a tutor student relationship in a WrC consult. CDA in this case, does not only look at the experiences but also explores role, services rendered and the impact of the WrC workshops. CDA connects the dots that intertwine the expectations of the managers as the main output tools of the operational and administrative framework of the WrC, to the policy framework that is illustrated in the WrC brochures that centralises and gives all power to the student (DUT 2015c). Finally, CDA connects the expectations, experiences and understand of the WRC role by the students to the overall output of the WrC as a facility and university priority project.

As a result, this explanation is inextricably connected to the aim of CDA by Fairclough (2013) which posits that CDA is aimed at:

systematically exploring often opaque relationships of causality and determination between (a) discursive practice, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power struggles over power” (Fairclough 1995).

The above quotation expresses how CDA goes beyond trying to understand the basic relationships in any power connection in society. CDA seeks rather to connect the dots between discursive practice and all it stands for to the wider social and cultural relations and process and how they impact the growth and development of discursive pedagogy. Therefore, the relations that are influenced by understand the role of CDA and how it goes beyond just and analysis of discourse in understand how the students perceive the impact of the operational and administrative framework of the WrC is illustrated in Figure 6.1 below. This figure explains cycle of expectations by the students which in this case builds up a solid foundation to understand the ideological shape of the power relations that are experienced in a WrC consult.

Figure 6.1: Cycle of Expectations



In discussing the expectations of students with regards to the consultation noted that consultations are often faced with a passive student oblivious of what the need with regards to their work- with more expectation that the tutor will do the work for them (Hutchings 2002). This kind of character will resultantly break the above cycle contributing less to development of the core which builds on the students' expectations. When the cycle is disturbed, the consultation is disrupted and results in what is explained by Harris (1995: 36) as:

When students recognise problems, they normally do not have the meta knowledge that Flower says is needed or the necessary metalanguage to locate the appropriate section of a textbook, ask a teacher, or tell a tutor. Students coming to a writing centre do not-most often cannot-say they want to work on invention strategies or sharpen their focus or improve on coherence of a paper.

They come in saying they need help or that the paper doesn't flow. It's more likely that they give the paper to the tutor, hoping the tutor can give names to their internal sense that something is needed.

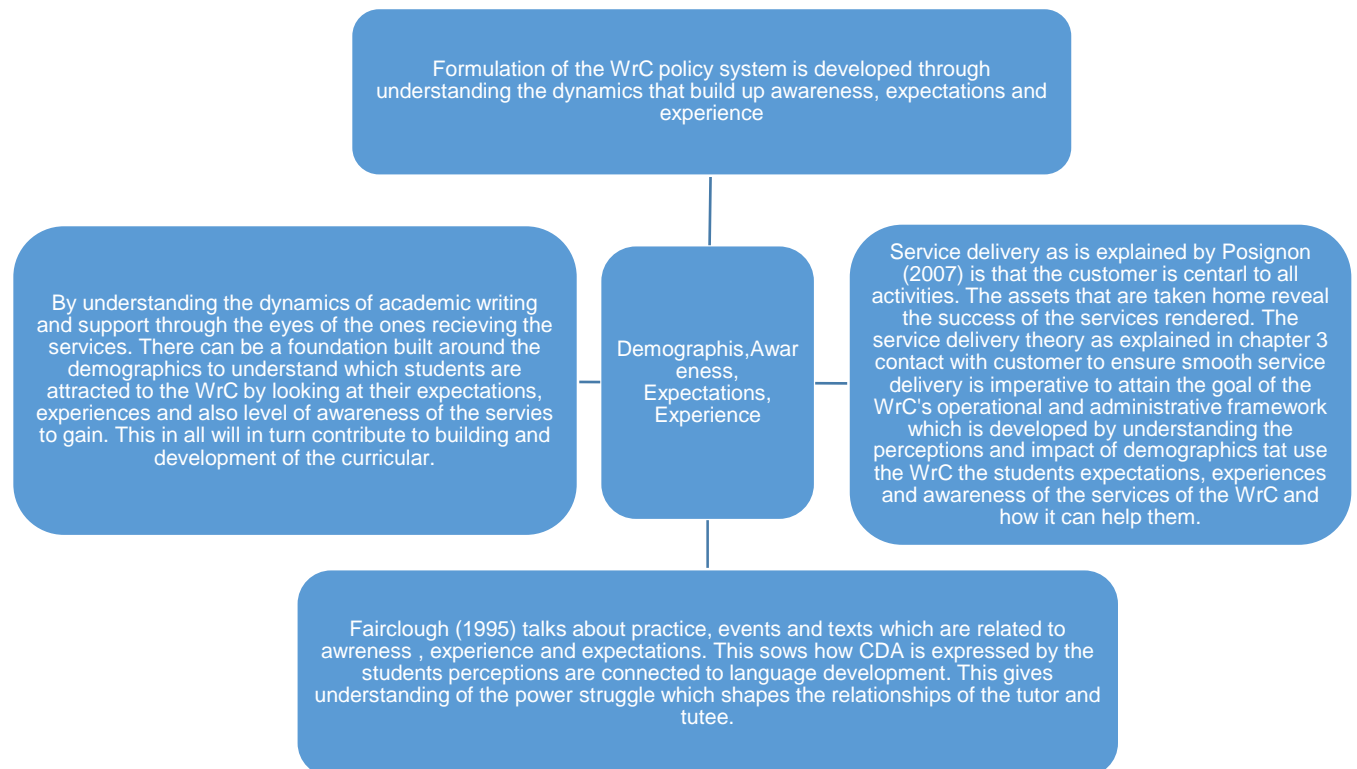
The above as a result disrupts the cycle and does not add to the development of the student nor the institutions curricular development. In looking at this type of attitude and apathy Leibowitz et al. (1997) explains that it was more common in undergraduate students who as explained previously by one of the respondents understood more information in pictures than in writing. The responses from demographics and awareness reveal that the expectations of undergraduate students were less mature than those of postgraduate students hence, there were lesser consults with the postgraduate students as they took the information and understanding gathered from one consultation more seriously.

6.7 Experience

The idea of experience is strongly related to the expectations of the students. This facet covers not only expectations, but also the responsibility of both the tutor and tutee and how it has come closer to realising pedagogic growth and development. In observing the different responses above the researcher examined at how students responded to awareness and expectations to evaluate how the WrC was contributing to pedagogic growth and development of academic literacies.

The experience is as a result, measured by the students' perception on whether or not the workshops were helpful, the booking system was efficient how the students felt about it and the overall WrC experience. This section however, has little to be explained as it is a sequel of the responses of the previous sections. Because the students did not know about the workshops they as a result, do not know the impact of the workshop. The booking system and its impact is however, a positive experience as they are able to plan a consult and actually find time to gain and receive assistance from the tutor-tutee experience. The overall WrC experience is then what will build on its contribution and growth to pedagogy and curriculum development. Figure 6.2 below illustrates how the above data impacts the goal of the study.

Figure 6.2: Objectives of the study in relation to data analysed



6.8 Analysis and Discussion of main variables (correlations explained)

The following data represents what is and what ought to be. This relationship is illustrated in the Figure 6.3 below.

Figure 6.3 What ought to be:

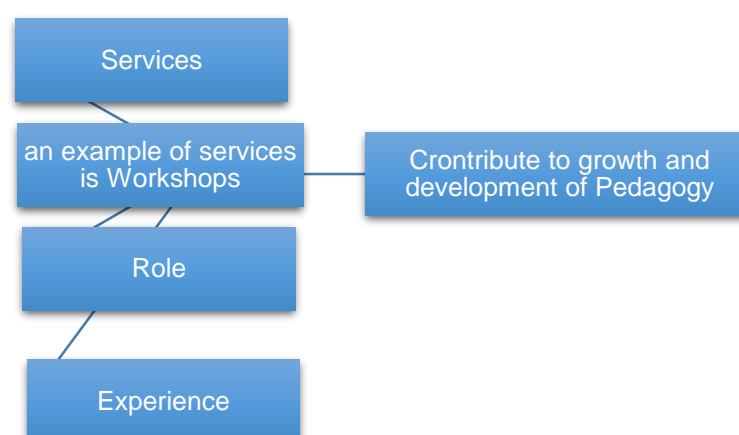


Figure 6.4 What is:

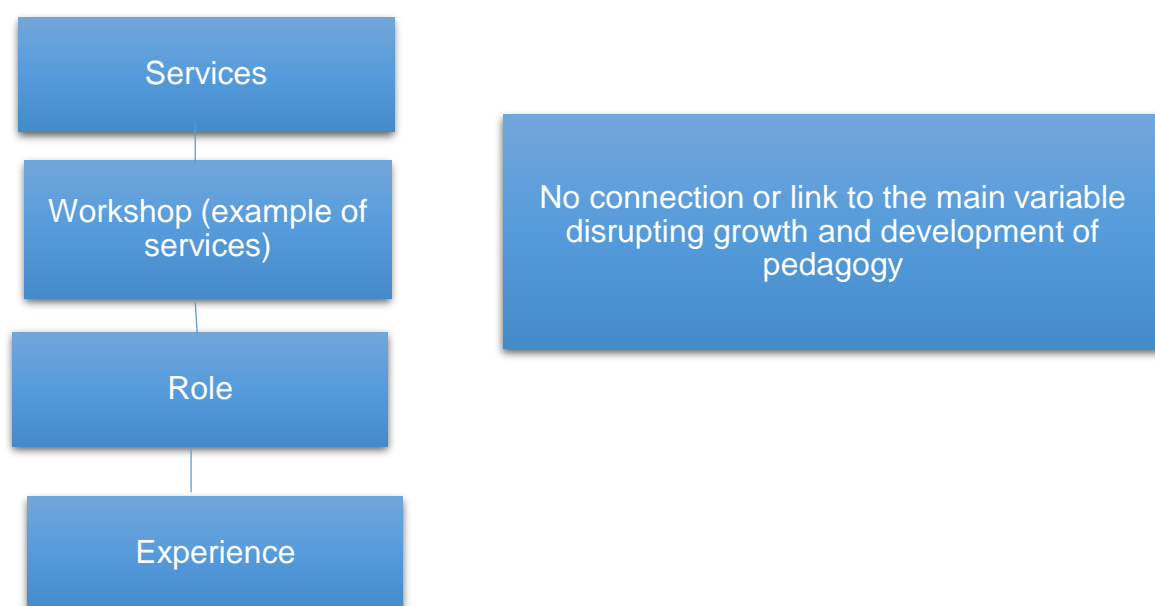


Figure 6.3 and 6.4 above, illustrate the relationships of the main variables of the data collected. The data given in chapter 5 illustrate how the above relationships impact on the growth and development of pedagogy at DUT. In order to understand the impact of these data sets the researcher will look at the data in relation to two main points which are:

- The state of critical discourse analysis in relation to student and staff, perceptions of the centre relative to language development.
- The understanding of how best academic writing and support can be used to create a basic model for the development of academic writing.

Chapter 2 of this study looked at CDA and its focus on empowerment of the student, it also discussed the service delivery theory which also focused on the services that the student is receiving and how they impact their future.

Figure 6.1 illustrates what ought to be for the four main variable of the WrC collected from the data set. It shows that the WrC workshops are connected to the services, role and experience. This is such that by informing the students about the WrC and its services through the workshop there is an emphasised focus on the intangible assets (Chase 1981); Lovelock (1983) that the student gains through the services which are informed by the perceptions of the students of the WrC resulting in a positive view of

the WrC. Relating to the service delivery theory a strong positive relationship enhances the overall role of the WrC hence, gives value to the contribution made by the facility to pedagogic growth and development. It further goes on to show how academic writing and support can only function within a cycle in which significant relationships support each other to bring about a positive outcome. A look at the table below will explain what ought to be:

Table 6.4 Correlation of all campuses

	Workshop	WrC Role	WrC Services	Experience
Workshop	1			
WrC Role	.095	1		
WrC Services	.005	.272**	1	
Experience	.128	.042	.287**	1

**Correlation is significant at the .01 level (2-tailed)

* Correlation is significant at the .05 level (2-tailed)

The blue area represents the relationships that would signify what ought to be. This signifies that if the workshops, WrC role, services and experience all have a positive significant relationship the set up operational and administrative framework of the DUT WrC over and above contributes positively in all aspects to the general pedagogy. However, if the results show a negative relationship it means that there are a large number of students whose perceptions, and views boil back to the idea of an emergency clinic. This idea shows a huge amount of apathy towards curriculum development of the students in the direction of trying to understand the role of the WrC hence, fails to develop a significant relationship or understanding of the role to the other variables.

6.9 Narrative Analysis

The following analysis is collected from the data strands that were gathered from interviews with the WrC staff on their views of the operational and administrative framework. Cortazzi (2014) explains that narrative research is an opportunity to hear the voices of those involved and to begin to understand their culture and structure from

inside. The researcher as a result investigated the views and perceptions of the staff in relation to the operational and administrative framework of the WrC.

Q: What do you understand about the operational and administrative framework?

Manager 1: *The WrC administrative framework is highly influenced by the fact that WrC is a new University project. It is as a result, built around integrating and developing the already existent curriculum growth and development. Hence, there has been many tests done for each campus as they all have different dynamics.*

Manager 2: *The WrC started as a TDG project as part of the University priority projects. The WrC organogram falls under Deputy VC Professor Gwele who appointed a coordinator Dr Mheta and 3 managers and tutors and a secretary in charge of all general issues and deals with staff procedures, policies, identity, culture, etc., that guide the day to day operations. For example, at the writing centre, it is our core business, to conduct one-to-one consultations. Administrative Framework is to do with promotion of the department, our services at the writing centre and that integrated collaborative work with other stakeholders.*

Manager 3: *My understanding of operational framework is that, it is the organisation's procedures, policies, identity, culture etc. that guide the day to day operations. For example, at the writing centre, it's our core business, to conduct one-to-one consultations.*

Administrative Framework is to do with promotion of the department, our services at the writing centre and that integrated collaborative work with other stakeholders.

The above information answers the question on the structure of the WrC administration. All three managers acknowledge that the WrC is a new university project. They as a result, articulate the fact that it is a new project hence the structure is influenced by the needs that built the university projects which are curriculum development. Furthermore, the researcher observed the views of the staff in relation to the instruments that are used to clarify the WrC model. All three managers alluded to point that students saw the WrC as a one stop shop and that in many instances usually distorts the model of the WrC and its contribution to curriculum development which is one of the main goals of all university priority projects (Mheta 2016). Below is

the managers responses and how they can be explained in relation to the goals of the study:

Q: What are the instruments the Writing Centre has used to clarify the current model?

Manager1: History notes that the common issue is that students see it as a one stop fix shop. But it is through our relationships with different faculties that we can convey what we do. This communication is done through staff and tutors. The main problem is students and academics see the WrC as a one stop shop. Hence we communicate that the WrC is there as a developmental and writing process facility which is through our marketing procedures online and on the ground activities.

As a result of the above information, it is imperative to note that although the staff can continue to work towards a prototype model if students still see it as a one stop shop there might be obscurities in the operational and administrative framework. The obscurities experienced would be those that resulted in data sets above in which awareness, experience and expectations did not correlate. However, many students and academics still struggle to understand the purpose, structure or model of the WrC.

Manager 2: The current model is built to explain to students and communicate with them to understand and know what they seek.

This idea goes back to chapter 3 on the issue on “What a student wants”. The instruments used is one on one and individual interaction. Relationships with lectures and offering workshops to help their individual workshop and interpersonal interaction faculty and WrC. Sometimes relations come through tutors. However, it is not a perfect understanding because some of the lecturers view the WrC is only to edit the students work only.

Manager 3: There is a Writing Centre policy, tutor guide, trainings, that guides our daily operations. Also we constantly market writing centre services through roadshows, orientations, attending faculty meetings, departmental staff meetings, class visits, offering workshops, working collaboratively with other departments and academics.

The last manager simply articulated the processes that the previous managers had highlighted showing that all staff do have the same goal and even though the dynamics

of campuses and students differ the notion of transdisciplinarity allows a similar set of approaches to move towards the betterment of the DUT academic pedagogy.

6.10 Conclusion

This chapter examined and analysed the data sets that were developed from the information gathered. The researcher extensively discussed the given data sets which were reliant on mixed methods. The researcher observed how the main variables affected the objectives of the study and how they impacted what ought to be and also defined what is of the WrC model. This chapter, in tables graphs and diagrams illustrated the goals and objectives of the study and strongly connected them to the data sets to create a link and sequence of the study. Finally, the chapter looked at the narrative analysis of the data with the staff to understand the information that could not be quantified to give descriptions of the administrative and operational framework of the WrC.

Chapter 7

CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

This chapter presents the conclusion and recommendations drawn from the empirical findings of the study. A mixed method research design was adopted for this study. The aim of the study was to critically investigate the contextual and transdisciplinary analysis of pedagogic, operational and administrative frameworks of the DUT WrC. The DUT WrC was used as a case study to understand the model type and how its structure, administration and operational framework contributed to the growth and development of the general curricular. The study involved a close-ended and open-ended questionnaire which was divided into Section A and Section B. The questionnaire investigated on the demographics of students who utilised the WrC, their expectations, experiences and responses to services. In order to understand the main objectives of the study the researcher tested the service delivery theory by (Chase 1981); Ponsignon, Smart and Maull (2007) and how it applied to an academic setting and also looked at CDA by Fairclough (1995) to understand better the power relations between the tutor and tutee in a WrC consultation.

The sample chosen included 200 walk in students in all five campuses with each campus collecting 50 questionnaires. The researcher also included in-depth interviews with the managers who had been purposively selected to gather in-depth information about the pedagogic, operational and administrative framework of the DUT WrC.

The analysis of data was conducted using the Statistical Package for Social Science (SPSS) version 24. The initial number of questionnaires distributed was 200, but only 194 were returned for analysis and study. The remaining 6 were incomplete and not suitable for analysis; as a result, they were not added as part of the data set. Consequently, the total number of questionnaires returned was n=194 with 50 from Steve Biko Campus, 50 from City Campus, 50 from ML Sultan campus and 44 from both PMB campuses as the researcher combined the data from both campuses. From the administrative staff, the researcher used narrative analysis for the in-depth interviews. The researcher besought the services of an expert statistician who used the SPSS version 24 to investigate and explore the relationships that build up the pedagogic operational and administrative frameworks of the DUT WrC. It should be

mentioned that the completed thesis was edited by a competent language editor. The certificate for editing of this thesis is illustrated in Appendix E. More importantly after the thesis was completed the researcher submitted the work through Turnitin with the help of the supervisor, have an originality check. The TURNITIN programme produced a highly significant value of a minimal of 5%.

7.2 Conclusion

The main aim of the study was to understand how the model of the DUT WrC contributes to curriculum growth and development. The investigation and analysis that was done for each section was rigorous and thorough given the data sets that were produced. The study was mixed methods and as a result, produced both ordinal and nominal forms of the given data sets. The investigation utilised various non-parametric tests to understand the different relationships and that were existent with the variables associated with the objectives of the study. The researcher managed to come up with many significant results that explained certain perceptions and built up and understanding of the model of the DUT WrC and how it contributes to the institution's pedagogy. The information found was corroborated by researchers who have investigated on similar and like phenomena in relation to pedagogy and the WrC facility and its role in higher education. The investigative framework designed for this study was able to fulfil the aims and objectives of the study by understanding the dynamics that build up a WrC and then later reveal the dynamics that can create a distinction between what is and what ought to be in curricular development. The researcher however, explains it is important that these findings cannot be generalised as it is an investigation pertaining to a specific case study of the DUT WrC in which results just like the model WrC can be institution specific.

7.3 Relating the findings of the research to the Objectives of the study

For every given study and research, it is imperative to understand if the objectives and goals of the study were met. As such, it is important to relate the findings of this study to the objectives of the study. It is hoped that the following explanations relating to the research objectives can contribute to the conclusions and recommendations envisaged in the study.

7.3.1 Research Objective 1: Analyse the WrC policy formulation building up the Centre

This is the key objective in the study as it seeks to understand the policy that formulates and builds the foundations that make up the DUT WrC model. To this effect interviews with the staff and documentation on WrC policy formulation Anon. (2008b); (DUT 2015c) reveal that the facility was built around improving the pedagogy of students within the institution. It is also connected to the ideas of Lovelock (1983) who purports that when services are rendered, there is a need to give intangible assets to the service receiver that go beyond the service room.

This as a result, illustrates that pedagogy in academia is not only crucial for institutional pedagogy, but also goes to contributing to the growth and development of social and political structures in which the students who have received the services will be incorporated into.

7.3.2 Research Objective 2: Decipher the type of service delivery system institutionalised in the WrC and how it responds to a student setting

This objective is also imperative to the study and its build up. This objective looked at the perceptions of the students and how they responded to the service delivery system. Chase (1977) in previous chapters looks at the position of the customer and how the service is rendered and impacts on the operational and administrative framework.

To this effect, response from the data set collected reveal that perceptions, expectations and experiences of the students are what help decipher the type of service delivery given. These reactions also reveal the different impacts given to the operational and administrative frameworks which then generate the recommendations and lessons of the study.

7.3.3 Research Objective 3: Examine through the Critical Discourse Analysis in relation to student, perceptions of the centre relative to language development

The Critical Discourse Analysis (CDA) looks at the positions of power in a relationships and how they can impact constructive relationships. CDA in education can be viewed as a framework and a means of exploration within the imbrications between language and social-institutional practices beyond which, the intimate links between language

as discourse and boarder socio-political structures in society can be understood (Fairclough 2013).

The researcher thus, saw it fit to understand the power relations between tutor and tutee to understand how this relationship empowered which was constructed through understanding the student's experiences shaped by their perceptions to services of the WrC.

7.3.4 Research Objective 4: Understand how best academic writing and support can be used to create a basic model for the development of academic writing

The phenomenon of education has often been built around improving not only students, but developing the social and political structure that they will spend the rest of their lives contributing to. It was as a result imperative for the researcher to understand how academic writing was to achieve this through the existence of a WrC.

The structures in education and how it can contribute to the broader picture are built by the environment in which it is initiated. This is mainly because the different needs and requirements to educated are strongly influenced by culture and society hence define the methods in which development is structured to produce results and meet goals and objectives. The researcher in this study used demographics, awareness and knowledge, expectations and experiences of the students to understand how a functioning and progressive model was designed for DUT.

7.4 Significance of the Study

This study is about understand how University priority projects such as the WrC contribute to the growth and development of the institutional curricular. To this effect, it can give an understanding of the operational and administrative frameworks that build up the facility and staff and student perceptions define its contribution to the institution. It may also give the reader insight into how the model of the DUT WrC operates and how it is responsive to a student setting. In other words, the study can shed light on the facets in operations and administration that are progressive to grow and institutional WrC and also show those that are retrogressive to the goals and objectives of having an institutional WrC.

It is important to understand that in tertiary education, learning seeks to go beyond the classroom and establish assets that will mould and build not only the student but the society in which they are placed. Therefore, the choice of research methods and

objectives that have shaped this study were built around understanding how best this asset can be developed and grown within institutions given pedagogy and its structure is imperative to learning and development. This research is thus important in understanding how best curricular growth and development can be improved and developed.

7.5 Summary of Main Findings

Having gone through the literature, collected the data and discussed and analysed the findings of the study the following conclusions can be:

7.5.1 Demographics

The responses that are drawn from male demographic information are pivotal to show how the model and operational framework of a facility are being responded to. In the case of an institution of higher education, it is imperative to understand and know the students who utilise a facility. The researcher saw it important to measure the gender, faculty, levels of study and main course of study to realize how the facility was helping and how it is contributing to pedagogic growth and development.

7.5.2 Awareness

The findings of the study revealed that due to student apathy and ignorance, there was lack or little awareness of the main programs of the WrC. Awareness of the programs of the WrC stands in the gap of marketing and informing the student on what the WrC does and offers. These programs include, Road shows, Writing workshops and the Writing competition. These are meant to not only inform the students of the WrC but also encourage the students through interaction to grow and develop as writers. The researcher as a result, saw it fit to understand the levels of awareness of students as part of the investigation of the study.

7.5.3 Expectations

It has been argued that expectations are the main reason students walk into the WrC. The expectations of a student represent their needs and what they seek. Their expectations too, it is imperative to note also reflect on and are influenced by the level of awareness hence direct them to the facility. Expectations of the students are built around what the students perceive as:

- The role of the WrC
- What the WrC services are and what they think of them

- What the role of the tutor is.
- How they understand writing after the consultation.
- What the role of the student is.

The above variables present what the students have learnt and have been communicated through marketing and communication by the WrC. This entails what the facility is and what services it offers. The expectations are as a result shaped by the above variables which are the ones in which the operational and administrative framework have put together as informed by the WrC policy. The researcher as a result saw it imperative to look at and examine the expectations of the students to understand how perceptions of the students communicate and inform the WrC model and its subsequent contribution to pedagogy.

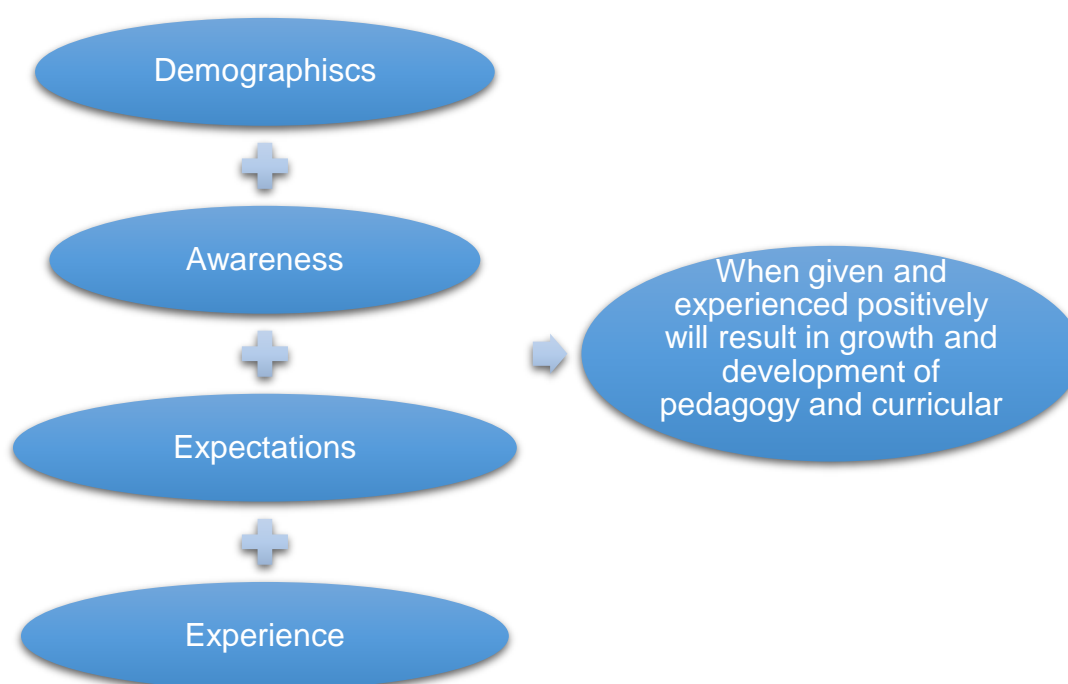
7.5.4 Experience

It has been emphasised that in service delivery and service organisations, the experiences of the receiver are of paramount importance. The experience is the key aspect in which a service provider is able to understand how best they can improve their services or change them to suit their customer and service base. This aspect is mainly linked to the policy and operational framework as it feeds to the outputs of the organisation/facility and how it plans to contribute and increase in development. The researcher in seeking to achieve the objectives of this study investigated on variables that show and express the experiences of the WrC from using the WrC. The variables investigated are:

- Are writing workshops helpful?
- Was the booking system effective?
- A look at the impact of the booking system?
- What was the overall WrC experience?

A look at these variables also informed the objectives and goals of the study as is explained in Chapter 5. Therefore, the researcher saw it imperative to understand the experiences of students to understand how the WrC contributes to curriculum development. Figure 7.1 below, illustrates the summary of the main findings:

Figure 7.1 Summary of main findings



The above figure illustrates the summary of the main findings as explained in Chapter 5. It illustrates that when the main variables are all related and are experienced positively there will as a result, be a positive impact on the growth and development of pedagogy. However, it is imperative to note that failure to have the variables relate does not mean that the WrC model does not contribute to the growth and development of the curricular. It simply illustrates that there are issues of concern that need to be worked on in order to create a perfect model. These issues are as a result, which the researcher discusses in detail below on recommendations developed from the study.

7.6 Recommendations

The following recommendations are developed from the data sets collected and gathered from the study above. The intention is to understand how the operational and administrative framework of the DUT WrC model contributes to the growth and development of the general curricular (which includes academic literacies and writing). The recommendations for this study are based on findings of the questionnaire (Appendix B) and information gathered from the interviews (Appendix A). The recommendations are discussed in detail below and have been developed from structure and framework on approach to analysis illustrated in Figure 6.1 in Chapter 6.

7.6.1 Demographic Responses to the WrC by Students

It is suggested that the senior management should be aware of the students, faculties, levels of study and main courses that utilise the WrC. This is because findings of the study revealed that in some campuses there were high volumes of students coming in from one faculty. This resulted in an influx of only one faculty benefiting from the WrC and its services. When only one faculty utilises the WrC the facility's contribution to pedagogic growth and development will as a result be largely ordinary. Awareness of the students, faculties, levels and main course can be done by increasing interaction to not only those who request the WrC services, but making it a prerequisite and part of each faculty, course and levels requirement. This move will ensure that all students levels and courses will benefit from the WrC services which will contribute to the general growth and development of the curricular.

It is suggested that senior management creates a separate information portal and service framework for postgraduate students. Information gathered revealed that in each campus, there were less than 10% postgraduate students utilising the WrC. As a result, top management should create a separate framework and service outline for postgraduate students that clearly shows how postgraduate students can interact and benefit from the WrC. The advantage of this action will see more postgraduate students using the WrC.

Furthermore, the senior management should spread the word through distributing WrC flyers during registration and orientation week, and interact more with faculties and lectures to educate on the services of the WrC. This action will work to increase their visibility and use, on all campuses as all students (i.e. all faculties, courses and levels of study) should equally use the WrC and its services. The advantage of this action will be that more students will know about the WrC from the beginning of the year as opposed to learning about it in the course of the year.

7.6. 2 Awareness and responses to WrC Writing Programs

It is suggested that the senior management should open the writing workshops to all and not only to those who request the services. It is suggested that the writing workshop be included as part the curricular for all students. This is because findings of the study suggested that at least 5% of students in each campus knew about the writing workshops. As a result, if top management are to ensure that each department,

faculty and course have writing workshops as part of their curricular more students will be aware of the WrC hence contributing to development and growth of the curricular.

Furthermore, it is suggested that the senior management should shift the focus and framework of the WrC road show to be more academic in content than fun and learning. Findings of the study suggest that the road show is merely a party that does not get the job done as it only reaches and informs a certain group of students and not all. It is therefore, suggested that the frequency of the road show be increased and extended to orientation week and also other important events in the university calendar where all students are able to learn about the services of the WrC. The advantages of this action will be that the road show will then reach more students and will be more frequent hence informing more students.

It is suggested that top management inform all faculties at the beginning of the year about the writing competition and encourage the students to enter. This can be achieved through having a section in student's activities list, emails and events of the year informing them of the competition and that all students are legible to enter. Also it is suggested information of the competition be circulated and advertised throughout the year. This will help increase the number of entries for the competition hence encourage writing among all students.

7.6.3 Experiences of the WrC and its impact to growth and development of pedagogy

It is suggested that the senior management should increase the number of workshops to not specific students but all students in their first year. An example of collaboration is illustrated by the WrC's interaction with the Cornerstone module in which as part of their curricular and workbook the course included a poem "*Let Me Untie My Shoes*" by a Writing competition winner. Through this all first year students, are able to as part of the curricular of the course analyse the poem and also interact with the WrC. Therefore, the WrC is encouraged to also work with the First-Year Student Experience (FYSE) to increase knowledge and also ensure that as the students start in their first year, they are aware and knowledgeable of the WrC and its services. This move encourages knowledge of the writing competition with first year students. This is recommended on the basis that the WrC is a university priority project and hence its contribution to growth and development of pedagogy is pivotal to the priorities of the

institution. The findings of the study suggest that the majority of the students could not respond to how writing workshops help them as they were not aware of the workshops. As a result, top management should ensure that these workshops are available to all students so as to not only increase the positivity around the WrC experience but also support the policy formulation that builds up the WrC by emphasising on good and adequate service delivery, which will encourage balanced power relations between the tutor and tutee. All this when viewed from the researcher's point of view will contribute broadly to the growth and development of the DUT pedagogy.

7.7 Conclusion

In conclusion, this study has explored the theories that shape the model WrC and service delivery theories and how they can be applied in an academic setting. The study has further explored how CDA is mainly a theory that concerns itself with issues of power and inequality in language (Blommaert and Bulcaen 2000). The main aim of this study was to examine how the operational and administrative framework of a model WrC (DUT) contributes to curricular and pedagogic growth and development in an institution of higher education. In pursuit of this goal, the study guided by objectives and goals that shaped the conceptual, theoretical and analytical framework was able to unravel and learn interesting facts about the build-up, policy and operations of the DUT WrC. Through a rigorous mixed methods investigation, the researcher was able to draw relations and correlations in demographics, students experience, expectations and the level of awareness of the operations offered by the WrC for students. Through this knowledge, there were recommendations developed from responses gathered and analysed from the collected data.

As a result of the recommendations made thus far, there is and are possibilities that in future, researchers will investigate on the gaps that this research has opened up. This conclusion is in the view that WrC's are defined by place and institution and also change is a gradual process which takes time. In this regard, the researcher hopes that this study has given more light and understanding to the role of the WrC and how students' perceptions and views impact WrC operational and administrative frameworks. The researcher also perceives that the study has shown that the ideal model of a WrC is largely influenced by the institution in which it is housed and these influences are as a result, the factors that help contribute to pedagogic growth and development.

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Apendicies

Appendix A

Interview questions: Writing Centre Staff

The interview is to be administered to staff within the Writing Centre

1. How long have you been part of the Writing Centre?
2. What are your duties at the Writing Centre?
3. What operational and administrative instruments are used at the Writing Centre?
4. To what extent are such instruments effective?
5. In your view, which theoretical model guides the Writing Centre operations?
6. In your view, what is the role of a tutor in a consultation?
7. In your view, what is the role of a student in a consultation?
8. What are the activities and strategies that have been used at the Writing Centre to facilitate development of writing skills among staff and students? In your view, are such activities and strategies effective?

Appendix B

Questionnaire:

NB: This is for students that come into the WrC frequently.

Section A: Please tick the appropriate box and fill in when necessary

Student Information

1. Gender: Female ☐
 Male ☐

2. Faculty: Please indicate which faculty you are in:

Accounting and Informatics

Applies Science

Arts and Design

Engineering and Built Environment

Health Sciences

Management Science

3. What is your main course of Study?

.....

4. What is your current level of study? Please tick where appropriate

National Certificate

Diploma

Bachelor Degree (BTECH)

Masters (MTECH)

Doctorate (PhD)

Section B: Writing Centre Experience

1. In your own, words what is the role of the Writing Centre?

.....

2. What services does the Writing Centre offer?

.....

3. Do you find such services helpful in developing your writing skills?

.....

.....

4. How did you make a booking?

Online

Manually

Other

5. Where you satisfied with the booking system?

.....

6. In your view, what is the role of a tutor in a consultation?

.....

7. How was the experience of your one-on-one consultation?

.....

.....

8. In your view, what is the role of a student in a consultation?

.....

.....

9. Did you get more clarity and understand on the writing process after visiting the writing centre?

.....

.....

10. Have you heard about the Road Show, how did it help you understand the Writing Centre and what it offers?

Yes

No

.....

11.If yes, how did it help you understand the ways in which the Writing Centre could help you?

.....

.....

12.Have you attended any Writing Workshops through the Writing Centre?

Yes

No

13.If yes, how have you benefitted from this experience and would you like more workshops?

.....

.....

14.Have entered or participated in the Writing Competition?

Yes

No

15.If yes will you continue to do so each year?

.....

Thank you for your Participation



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28th July 2016

Ms Nicole Chido Manjeya
c/o Department of Public Management and Economics
Faculty of Management Sciences
Durban University of Technology

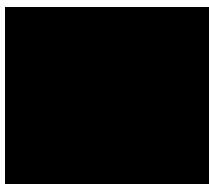
Dear Ms Manjeya

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "A contextual and transdisciplinary analysis of pedagogic, operational and administrative frameworks of a Writing Centre: The case of the Durban University of Technology (DUT) Writing Centre (WrC)" at the Durban University of Technology.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards,
Yours sincerely



PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant-----Date-----Time-----Signature / Right Thumbprint-----

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.


Full Name of Researcher -----Date-----Signature-----

Full Name of Witness (If applicable)-----Date-----Signature-----

Full Name of Legal Guardian (If applicable)----- Date-----Signature---

Appendix E

Editors Certificate

 **UFS**
UV

University of the Free State
Qwaqwa Campus
Department of English and Literary studies
Email: makombe@ufs.ac.za
08 March 2017

INVOICE FOR EDITING NICOLLE C. MANJEYA'S THESIS

This serves to confirm that I will edit Nicolle Chido Manjeya's thesis entitled 'Contextual and transdisciplinary analysis of pedagogic, operational and administrative frameworks of a Writing Centre: The case of the Durban University of Technology (DUT) Writing Centre (WtC)

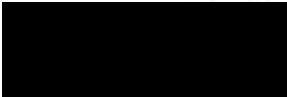
Payment arrangement are as follows:

Total cost: R35 per page x 216 pages = R7560

Half of the amount (R3780) should be paid upfront. The other half will be paid after the work has been edited

With thanks

Dr. R. Makombe (Senior Lecturer, English Department)



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