

A mixed assemblage of ideological snippets. Are they any use?

1.	"Academic reading and writing is defined by the users in the academic community. No-one speaks, writes or reads academic English as a first language. It must be learned." Originally from Bourdieu and Passeron (1965/1994)
2.	'Many come to academic discourse expecting it to complement the knowledge produced in their other life-worlds, but instead find it discordant and unsettling.' Northedge A. (2003) 'Rethinking Teaching in the Context of Diversity' <i>Teaching in Higher Education</i> Vol. 8, No.1.
3.	<p>...it is often the case that students entering university find writing difficult and struggle helplessly to improve once they are there. So what are the obstacles to good writing?</p> <p>The first ...is lack of technical skill ...the student may be struggling to find the right word, to construct phrases that make sense, to use punctuation with confidence .. It is impossible for (such) students .. to convey a good grasp of the subject. Instead they will stagger from assignment to assignment, fumbling for words, every essay a frightening obstacle to be overcome.</p> <p>Some of the basic difficulties that students experience with their writing are to do with the mystique attached to the world of academia. Academic writing seems a foreign concept to many students. . . They feel the need to master this arcane skill in order to join a seemingly alien, exclusive club, in the belief that long words, convoluted sentences and interminable paragraphs will somehow magically generate 'academic writing'.</p> <p>These basic obstacles . . . are usually symptoms rather than the root cause of why students fail to write well. A sense of their own deficiency in writing ability produces considerable anxiety, not to mention fear and embarrassment, making the experience of university unhappy and undermining. Ahmad R. and McMahon K. (2006) in <i>Writing Matters</i> -The Royal Literary Society Report on student writing in Higher Education.</p>
4.	"Mediating the engagements of knowers with the knowledge represented by academic discourses in the university through the medium of language is what constitutes 'this profession of EAP' (Hyland and Hamp-Lyons, 2002:6)' Coffin, C. and Donohue J. (2012) <i>Journal of English for Academic Purposes</i> Vol. 11 Issue 1. March 2012

5.	<p>"Korean students have trouble adapting to the logic of English as a thought process. Since languages are cultural products, they reflect a culture's norms, habits and way of thinking. English is no exception. . . . But we teach English writing as merely a skill not a thought process." Jason Lim, The Korean Times, February 9-11 2013.</p>
6.	<p>"Learning (is) . . . a process of acquiring the capacity to participate in the specialist discourse of a knowledge community." Northedge A. (2003) 'Enabling Participation in Academic Discourse' <i>Teaching in Higher Education</i> Vol. 8, No.2</p>
7.	<p>'An academic literacies approach for EAP means widening its scope to include the socio-political dimension of its context of situation' Turner J. (2012) 'Academic literacies: Providing a space for the socio-political dynamics of EAP' <i>Journal of English for Academic Purposes</i> Vol. 11 Issue 1. March 2012</p>
8.	<p>'Writing developments at Kings College London UK . . . illustrate the need to draw on different theoretical models to create effective methods of teaching academic writing. . . suitable for students of all backgrounds. . . the point of departure was the provision of extra-curricular 'study skills' course. The Academic Literacies model offered useful guidance for moving towards discipline-embedded approaches. However Academic Literacies could not be easily applied to institutional practice, because its preference for issues such as identity, power relationships and institutional practices over text seemed to be at conflict with student s' preferences. This led to a change in direction towards a genre-based approach.' Wingate. (2012) 'Using Academic Literacies and genre-based models for academic writing instruction: A 'literacy' journey.' <i>Journal of English for Academic Purposes</i> Vol. 11 Issue 1. March 2012</p>