UNIVERSITY OF EDUCATION, WINNEBA

THE IMPACT OF COMMUNICATION SKILLS AND ACADEMIC WRITING

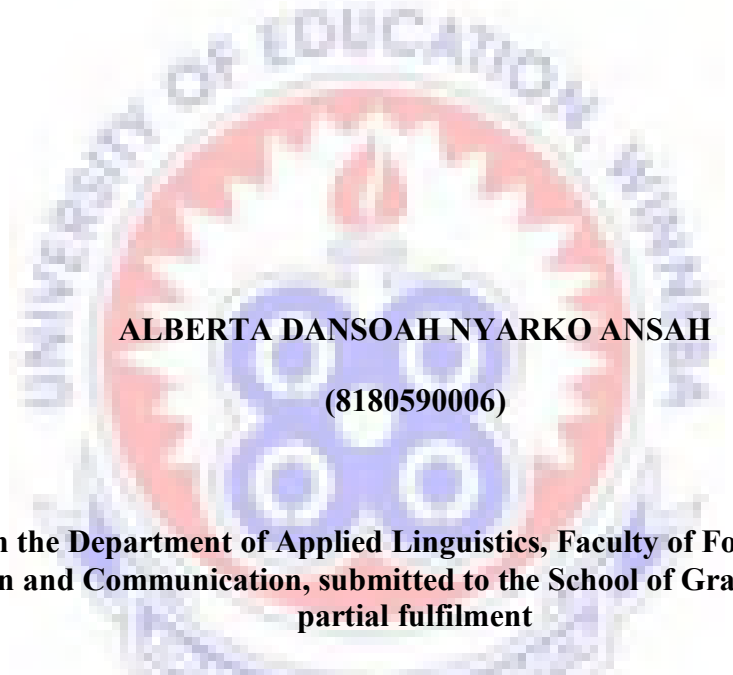**AS REQUIRED COURSES ON UNDERGRADUATE STUDENTS' WRITING**

ALBERTA DANSOAH NYARKO ANSAH

MASTER OF PHILOSOPHY

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UNIVERSITY OF EDUCATION, WINNEBA

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A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages Education and Communication, submitted to the School of Graduate Studies in partial fulfilment

**of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language)
in the University of Education, Winneba**

AUGUST, 2019

DECLARATION

STUDENT'S DECLARATION

I, Alberta Dansoah Nyarko Ansah, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:…………….……………..

Date:………….……………………….
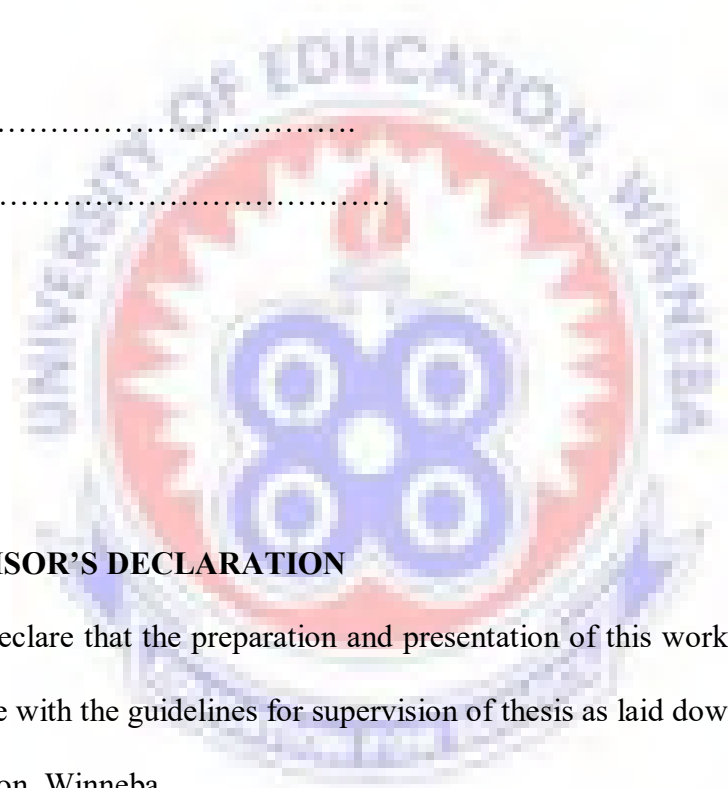
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Kwaku Ofori
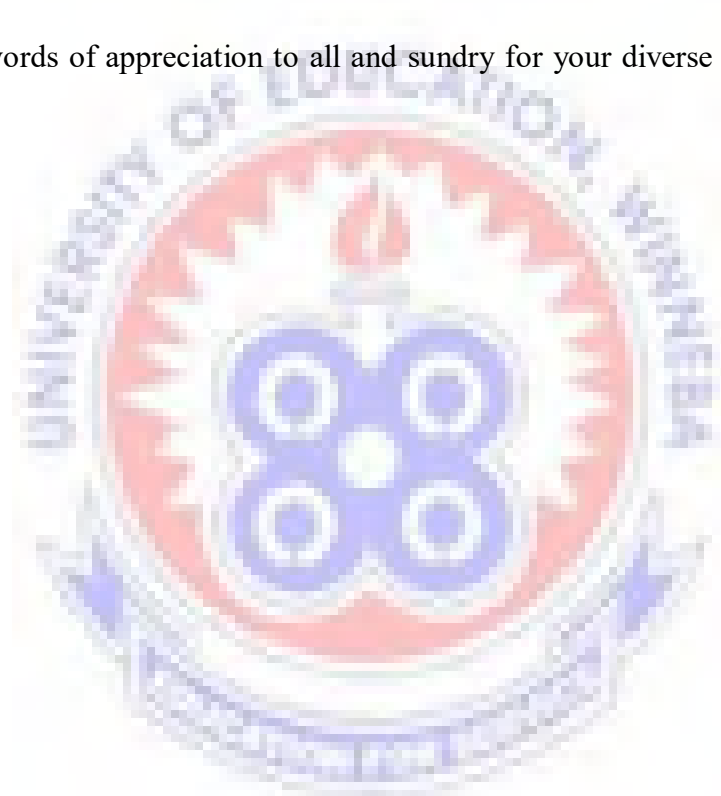
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Date:………………………………

DEDICATION

I dedicate this thesis to my children Nana Wiredua Nyarko Ansah, Enyimpa Nyarko

Ansah and El-Akyedze Nyarko Ansah.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

APA	American Psychological Association
AW	Academic Writing
AWU	Academic Writing Unit
Cars	Creating a Research Space
CS	Communication Skills
CUCG	Catholic University College of Ghana
DC	Discourse community
MLA	Modern Language Association
s	Sample
SMSL	School of Management Sciences and Law
SNR	School of Natural Resources
SOE	School of Engineering
SOS	School of Sciences
UCC	University of Cape Coast
UENR	University of Energy and Natural Resources
UEW	University of Education, Winneba
UG	University of Ghana
ZPD	Zone of Proximal Development

ABSTRACT

The ability to communicate competently in writing is a major facet of language development and academic success among university students. However, students are not able to write academic essays appropriately as stated in related literature (Adika, 2010). The purpose of this study is to investigate the impact of communication skills and academic writing as a required course on undergraduate students' writing in University of Energy and Natural Resources, Sunyani. The objectives are to: accentuate the major components of the course, investigate the infractions students commit in writing essays, determine the causes and establish strategies to enhance writing. The study was based on the discourse community theory. A mixed method design was adopted and 150 level 200 students and 3 lectures were sampled through stratified random sampling as respondents. The data for analysis were gathered using questionnaire, semi-structured interview and students' project essays. Quantitative analysis was conducted using descriptive statistical techniques while qualitative data was thematically analysed. The findings showed that students commit various infractions: including incorrect referencing, inaccurate write-up of introduction, content/ body and conclusion, use of non-academic resources, repetition of expressions, and breach of grammatical structures. The causes of these shortfalls include transitional issues, lack of feedback, lack of reading culture and reading resources and inadequate practising opportunities, inadequate lecture periods as well as student under-preparedness. Some interventional strategies to address these infractions are that lecturers should give multiple writing opportunities, give constructive feedback, and all lecturers should be involved in assisting students to write academically.
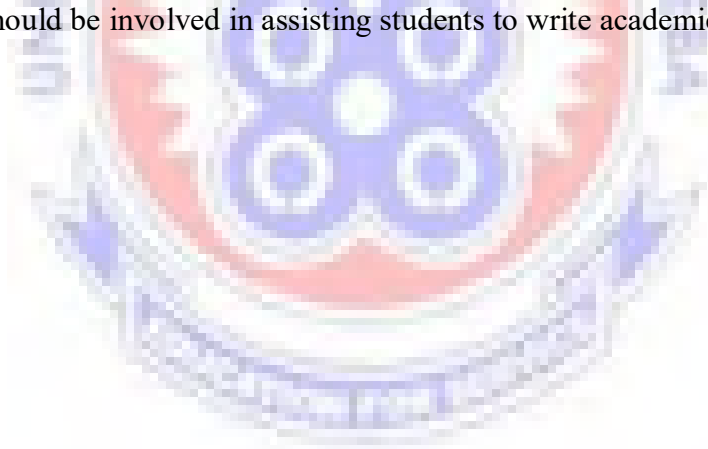
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Determining the communication conventions that are in place in a community and learning how to communicate veracity and competently need to be understood at an early stage of one's life. Ergun (2009) stressed this need by indicating that these conventions of communication are useful to be able to share ideas, thoughts, feelings and have a form of belonging in that community. Concentrating on writing as a form of communication in this study, Alfers & Dison, (2000) has stated that writing conducted at high school level is different from the writing done at the university level. Boch (1993) and other scholars like (Martin & Peters, 1985) have perceived that, students from high schools seem to bring with them baggage of experiences, attitudes, and skills that are not properly suited to university work. Afful (2007: 142) has explicitly stated that; "new entries to the university community carry with them different communication behaviors, attitudes, and cultures that make them unfit into their newfound environment."

Prospective university students in Ghana have been exposed to 12 years of English language teaching and learning from the primary school level to the secondary school level (Afful, 2005) and are in a position to have acquired the four basic language skills as indicated by King (2002). Come to terms with this, twelve years of exposure is long a period enough for fossilization (Schovel, 1988) to have taken place in the mindset of these students- the errors will become permanent features of their language usage. Han invariably prefers to use the term failure to refer to this occurrence; to her fossilisation is ―the permanent lack of mastery despite continuous exposure to adequate input, adequate motivation to improve, and sufficient opportunity to practice (Han, 2005, p.

4). This explains why Adika (2011) stated that most students over ten year's exposure still write ill-formed sentences. Since new entrants known as freshmen carry with them some behaviours that differ from university environments such as the reading of lessons notes by teachers for students to copy whereas in the university students only listen to lecture delivery and make notes themselves. Students are given textbooks in to read but at the university students have to do extensive reading on their own for fact findings. Narrowing down to writing which is our focus in this study, writings at the secondary level are creative writing – letters, speeches, poems, stories but in the university it is academic writing. Students are supposed to learn how to write academic essays, they need to know how to summarise information they read and be able to respond to questions on a given topic. For new students to transit from the old to this newfound style of communicating – writing; a fundamental course to facilitate the acquisition of academic literacy has been put in place in many universities in Ghana referred to as Communication Skills and Academic Writing. This same programme, CS & AW is run in University of Energy and Natural Resources to achieve same transition agenda.

1.2 Statement of the Problem

In 1990, Swales described discourse communities as groups that have goals or purposes, and use communication to achieve these goals. Afful (2017) also from a similar view says when a group of people have a particular way in which they use language, and they have similar beliefs, values, and attitudes towards how language is used they are known as a discourse community. It is, however, appropriate for university curriculum developers to create a platform where students would be trained in the necessary skills of acculturation.

The Communication Skills and Academic Writing as a course has been designed for all first-year students admitted to the University of Energy Natural Resources (UENR) as a compulsory course. This course is designed to equip students with competencies that would enable them to produce academic writings/essays. In the academic community, students are to organize their writing in specific written genres such as essays, summaries, and reports (Dudley-Evans, 2001; Hyland, 2003). Tangpermpoon (2008) however, believes that the most difficult skill to learn is writing, because it requires writers to have a great deal of lexical and syntactic knowledge as well as principles of organization to be able to produce a well-written text. So Byrne (2000) notes that students need to plan out ideas so that readers who are not present or even not known to them can understand. This would require a conscious effort to do so.

From Level 200 upwards, students are supposed to reflect the impact that Communication Skills and Academic Writing course (hereafter referred to as CS & AW) they have learned in Level 100. Through this course students have been taught how to summarize, paraphrase, use people's information and synthesize them in their works, they have learned the technique for referencing, and how to structure their writings, etc as indicated in a handbook by Opoku-Agyemang, (1998).

A preliminary inquiry revealed that students are not reflecting the objective of the CS & AW course. They seem not to have grasped some of the techniques required for writing academic essays. Students appear not to have given up on their old ways of writing. This phenomenon defeats the objectives that the University wants to achieve by making the course compulsory. There is, therefore, no correlation between the objective of CS & AW and the impact of the course on students' writing. There is the need to help students overcome these infractions seen in their writings and help improve

upon their academic writing competence at UENR. It is in light of this that this study focuses on the impact of CS & AW as required courses for undergraduates of UENR.

Few studies have looked into student writing and have largely focused on examinations essay (Afful, 2005; Kusel, 1992) here in Ghana and Africa. The rhetorical facets of students' research/projects seem under-researched. Meanwhile, that needs to be investigated to detect inaccuracies and to shape students' writing before examination at the end of semester and thesis writing in the final year.

To fill this research gap, the researcher seeks to explore the key rhetorical features of second year undergraduates' writings – introduction, body, conclusion and referencing. A modified version of Swales (1981a, 1990a), Create a Research Model (CARS) is used, specifically looking at areas of move such as (1) the frequency; (2) the sequence; (3) the textual space allocated to each move; and (4) the linguistic features expressing a particular move.

1.3 Objectives of the Study

The study sought to meet the following specific objectives:

1. To accentuate the major components of the Communication Skills and Academic Writing course outline in UENR.

2. To ascertain the infractions that students commit to communicating effectively as reflected in their actual academic writings.

3. To assess the causes of infractions students commit in academic writing in UENR.

1.4 Research Questions

The study looks into motivating factors and strategies for development. Specifically, the study intends to answer the following questions in turn:

1. What are the major components of the Communication Skills and Academic Writing course outline in UENR?

2. What are the infractions students commit to communicating effectively as reflected in their academic writings?

3. What are the causes of these infractions in students' academic writing?

1.5 Significance of the Study

This survey is envisaged to provide insight into the effects that the component of the CS course structure and content have in achieving the goals of the university. This is subsequently supported for continuity since CS will continue to be an integral part of any tertiary education.

It will contribute to the set of rules and regulations with a significant parameter that is directly related to binding all first-years to study the course no matter one's discipline of study. Likewise, this would provide a template for modification and review of the course. Information gathered on students' perception can be measured concerning what the course structure seeks to achieve.

In practicality, the research would bridge any perceived limitation in relationship among faculty as they liaise to provide the needs of students in communicating. It seeks to bring to bear some strategies for the teaching of language among second language users. The study presents information and guide to future research so far as CS & AW study persist at the university. On the whole the study should provide a new perspective of the course in terms of teaching and learning.

1.6 Scope of the Study

The research focused on the component of CS & AW course at the University of Energy and Natural Resources (UENR), considering how the structure and content are drawn;

and how they are being implemented among level two hundred (200) students who were to learn the course compulsorily at level hundred (100). The study is limited to one campus of the UENR, Sunyani, Ghana. The respondents selected for the study were from a population of over one thousand four hundred and twenty students (1,420), and are known to be studying communication skills. The study also includes three (3) lecturers who are taking students for the course at the period of this study. The investigation was set to be completed in a certain time frame and this became a barrier since more respondents could not be interviewed to add to the various views for analysis.

1.7 Definition of Key Terms

Discourse Community

A discourse community refers to a group of people joined together by the particular ways in which they use language, such people have similar beliefs, values, and attitudes towards how language is used (Afful, 2017). Thus, learning and practicing how a community such as a college or a university communicates gives one acceptance into its membership.

Academic Writing

Adika (2010), defines academic writing as writing that is connected to academic study. The written work, in the end, would fulfil the expectations or requirements of the discourse community and it has its own set of rules and practices.

1.8 Organization of the Study

The study was structured into five (5) chapters. Chapter One introduces the research. Chapter Two highlights the literature on the subject area and reviews the works previously done and draws on the relevance of such works to the current study. In

chapter Three, the research methodology is discussed. It describes and justifies the data gathering method used and also outlines how to analyse data gathered. Chapter Four presents and analyses the data collected about research questions and linking them to the literature review. The summary of research findings, recommendations with regards to areas for further studies and conclusions are discussed in Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the conceptual and theoretical framework for the study. The work studies the impact of Communications Skills and Academic Writing as a required course for undergraduate students of the University of Energy and Natural Resources (UENR), Sunyani. The Communication Skills and Academic Writing course is designed to equip students with competencies that would enable them to produce academic writings/essays. The chapter, therefore, proceeds to examine the literature on academic writing: its definition, importance to university students, its characteristics, structure, and stages. It also looks at literature on possible infractions students may commit in writing and tries to come up with interventional strategies to correct these infractions. In each instance, the chapter outlines the relevance of the issues to the research questions of this study.

2.1 Theoretical Frameworks

This section presents the theories that buttress concepts on which the inquiry and the core conclusions of the study will largely be based, thereby serving as a guide for the study. Thus, the theories and their concepts will help make judgments and predictions about the phenomenon surrounding the implications of the thematic and issues on Communication Skills and Academic Writing as required courses at the University of Energy and Natural Resources (UENR). Eisenhart (1991, p, 205) defines a theoretical framework as "a structure that guides research by relying on the formal theory constructed by using an established coherent explanation of certain phenomenon and relationships based on the questions and objectives that guide the research". This study employs the Discourse Community Theory, Swales (1990) as the framework. This is

most appropriate in understanding University of Energy and Natural Resources (UENR) as an academic community existing to achieve identifiable goals with definable communications conventions, thereby making Communication Skills and Academic Writing (CS & AW) as required courses for its first-year students. This serves as an enculturation process into the community.

2.1.1 Discourse community

Human beings use language to communicate, however, this is not generally done with the world at large, (no person would be able to communicate with the whole world on a subject at the same time), but done with individuals or groups of individuals. Applied linguistics for the purposes of discussion and analysis have put these groups into communities. One such grouping that is widely used to analyse written communication is the discourse community (DC). John Swales, an analyst of written communication, described discourse communities as "groups that have goals or purposes, and use communication to achieve these goals". The bottom line of (1990 p. 9) is his analysis is the notion of genre, the organizational patterns of written communication which he sees as 'belonging to discourse communities' and greatly, help to define those communities. Deans (2003) also adding to the many definitions by scholars in the field defines discourse community as a group of people unified by patterns of language use, shared assumptions, common knowledge, and parallel habits of interpretation. Researchers commonly use discourse community to help them identify the contexts which shape writing and to understand the connections between language, reading, writing, and social forces.

Before having an extensive discussion on "Discourse", this section explains other kinds of communities apart from discourse communities in order to establish a distinction of

our community of focus in this study. This section briefly reviews the following types of communities: Speech Community, Interpretive Community, Community of Practice, Internet Community and Imagined Communities. The first community to look at is a speech community. Hymes (1972) defines a speech community to refer to "actual people who recognize their language use as different from other language users, e.g. Australian English and Goedish English" (in Borg 2003 p. 398). From a holistic perspective, Swales (1990 p. 24) also defined a speech community to be "a homogeneous sociolinguistic assemblage of people who share place and background" and that "a speech community typically inherits its membership by birth, accident or adoption."

Next is the interpretive community which refers to an open network of people who share ways of reading texts, primarily literary texts, but not necessarily a gathering of individuals. Interpretive Community, "therefore, gives shoulders to the social derivation of interpretation" (in Borg, 2003 p. 398). Wenger defines another community type known as the community of practice. In communities of practice, "initially, people have to join communities and learn at the periphery. As they become competent they move more to the "centre" of the particular community. Learning is, thus" not seen as the acquisition of knowledge by individuals so much as a process of social participation" Wenger (cited Borg: 2003 p. 399). Thus, learning, in a community of practice, involves participation in the sharing of the knowledge of the community.

In the 21st Century, the notion of "shared space" has been introduced to refer to "virtual space" about communities that exist (at least partly) on the internet also known as communities on the internet. Anderson (1983) catalogs another kind of community known as imagined communities. By referring to the social construction of a nation or

community, based on the fact that very large numbers of people, individuals will never meet each other but still feel that they belong to the same nation." such a community is what Anderson referred to as "print capitalism" (the fact that books were printed in national languages to maximize circulation) has made imagined communities possible. From the reviews, our Community; the University of Energy and Natural Resources brings into line with written communication, which has goals or purposes with specific organizational patterns of the written communication described by Swales (1990) as stated in his work, (Swales, 1988, p. 212–213) where he specifically identified six characteristics that brings out the meaning of discourse community as: (1) a set of common public goals, (2) mechanisms of intercommunication among members, (3) the ability to provide information and feedback, (4) the possession of genres of communication, (5) the acquisition of a specific lexis, and (6) a group of members with similar levels of expertise about a subject.

Set of Goals

Mechanism of Intercommunicatio

Members with similar expertise
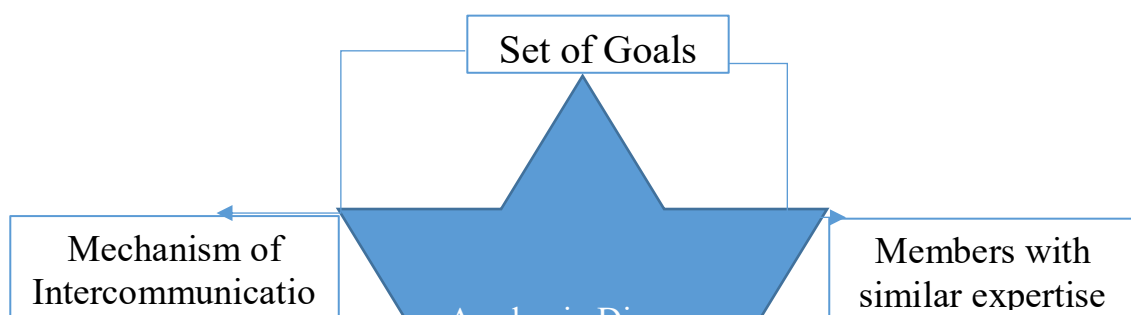
Source: (Adapted from Swales, 1990)

Figure 2.1: Conceptual framework of the Study

2.1.2 Genre analysis

Research in academic discourse, or text as social practice, is a model widely contributed by the work of Swales (1990). The work was termed as an academic discourse community by Swales (1990). He defined the discourse community as "socio-rhetorical networks that form to work towards sets of common goals" (p. 471). According to him, one significant characteristic of a discourse community is that "their established members possess familiarity with the particular genres that are used in the communicative furtherance of those set goals" (p. 472). This is because the academic discourse community, as Myles (2002) puts, is a "peculiar, socially constructed convention in itself" (p. 3). Genre, according to Eggins (2004), is unique in the way it is similar to other texts of its genre "or descent of other texts circulating in the culture" (p.55). In generic identity lie three dimensions. First, is the co-occurrence of a particular

contextual cluster, or its register configuration. The second aspect is the schematic structure. This refers to "the staged, step-by-step organisation of the genre" and that each stage in the genre contributes a part of the overall meanings that must be made for the genre to be accomplished (Eggins, 2004, p. 59). Last of all, is the realisation pattern of the text. This refers to the way a meaning becomes encoded or expressed in a semiotic system (ibid).

In the current years, considerable attention has been given to the concept of the genre due to the extreme usage in different fields such as linguistics, discourse and genre analysis. Genre was originally used to refer to a type of small picture representing a scene from everyday domestic life. However, in the field of applied linguistics, a genre is a text type capable of standing alone and is characterized by a limited number of specific moves that act together to achieve its communicative purposes. Different genres vary from each other in their patterns of words, structure, and voice. Teaching the necessary patterned structure of a particular genre is challenging for teachers who teach English for specific or academic purposes. Therefore, scholars have presented different definitions for the term genre. The teaching for the academic literacy and teaching of English for academic purposes (Swales, 1990; Bhatia, 1993) are examples of areas that have drawn on the concept of the genre for the desire to ascertain the bond between language and its context of use.

Swales (1990) provides the most cited definitions of the genre in literature, in his book Genre Analysis: English for a specific academic research setting, Swales defined a genre as "a class of communicative events, the members of which must share some set of communicative purposes" (p.58). He points out that a communicative event is an activity that involves language. Swales (1990) further explains that the occurrence of

communicative events of a particular kind varies from the extremely common to the relatively rare. Classes of communicative events, which are not common or rarely occur, need to be prominent and significant within the specific culture to be accepted as a genre class of itself. The texts belonging to one genre share a set of communicative purposes. Other properties such as form, structure, and audience expectation are identified with the prototypical rhetorical structure of the genre (Swales, 1990, p.52).

Bhatia (1993) agrees with Swales' definition of genre by saying:

> "Genre is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on the allowable contributions in terms of their intent, positioning, form, and functional value…" (p. 13).

The definitions of Swales (1990) and Bhatia (1993) are being used as it is felt. They are the most suitable concepts in defining a genre. The two scholars agree that the construction of a text is determined by their communicative purposes.

2.1.3 Elements of genre

A significant characteristic of the genre, stressed by scholars from a language teaching perspective, is that each genre includes some generic structures which Swales (1990) categorized as "moves" and "steps".

i. Moves

Generally, moves are units of semantic structure entrenched in the procedural elements within the generic structure. Swales (2004) define a move as "a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (p. 228). Swales (1981, 1990) reveal that a move may consist of one single sentence or more. In some cases, a single sentence may be enough to function as a move, but in

other cases, a group of paragraphs on the same topic can be counted as one move. For example, when a paragraph is followed by paragraphs that, for instance, enumerate the examples that support the idea given in the first paragraph, the relevant group of paragraphs can be considered as consisting of one move. Moves are realized by different 'steps' which can be either obligatory or optional. Obligatory moves are necessary to achieve the communicative purposes of the genre, optional moves are selected to add to the effectiveness of communication and do not change the communicative purposes of text (Henry & Posebury, 1998).

ii. Steps

Dudley-Evans and St. John (1998) define the word step as "a lower-level text unit than the move. A step provides a detailed perspective on the option opened by the writer in setting out the moves" (p.89). Steps are also called sub-move according to Nwogu, (1997). They are optional textual elements that may or may not exist in any text. A step has a schematic and a semantic function to support the central move to achieve its communicative goal.

2.1.4 The three linguistic approaches to genre

The field of applied linguistics has been greatly influenced by genre within the three main approaches. In the work of Hyon (1996), at least three approaches to genre analysis may be distinguished: the English for Specific Purposes (ESP) theory (e.g. Swales, 1990; Bhatia, 1993; Dudely-Evans, 1994), the Australian Educational linguistic theory (e.g., Martin, 1989, 1993) and the North American new rhetoric theory (eg, Miller, 1984; Berkenkotter & Huckn, 1993).

i. The English for Specific Purpose (ESP) Approach

English for Specific Purpose ESP Genre analysis approach, or Swalesan approach, was developed by Swales (1981). It is an approach to text analysis that studies the regularities of structure that distinguishes one type of text or genre from another (Dudley-Evans & St-Jon, 1988). It does not seek to establish a means of classifying genres, but merely how a text realizes its communicative purposes (Dudley-Evans, 1994 a). It was developed to increase the degree of awareness of students toward different texts especially academic ones such as university lectures and academic essays, to improve non-native students' ability to understand and produce academic texts efficiently.

Genre studies in ESP share a similar conceptualization and application of genre mostly on academic genres and in particular research articles. This study has contributed greatly to enrich our knowledge of the discipline-specific genre, notably research articles as well as what Swales called "occluded genres" (1990, p.46) which function behind the background of research articles (abstracts, submission letters, review letters, etc.). Such knowledge has qualified graduate-level non-native speakers of English to gain access to, and participate in academic and professional discourse communities. This research, therefore, adopts this approach as it is most suitable.

ii. The Australian Educational Linguistic Approach

The Australian educational linguistic approach has been centered within Systemic Functional Linguistics (SFL) developed by Michael Halliday. Different from who is more interested in register analysis than in genre analysis. Sydney school work addresses one of the central problems of education. This work witnessed three phases of development and started in the 1980s with the writing demands of the Sydney school. The second phase expended to describe genres across the secondary school curriculum

in various areas and produced fruitful interactions with the Bernstein's sociology of education (Bernstein, 1975, 1990).

In the third phase, a methodology was designed to integrate reading and writing with learning the curriculum across all sectors of education. Accordingly, Martin and Rose (2008), although the stages of a genre are relatively stable components of the organization of different instances of the genre such as the Orientation, Incident and Interpretation stages of an exemplum, the phases within each stage are much more variable.

iii. The New Rhetoric Approach

Genre knowledge has been considered by the New Rhetoric approach principally the North Americans group to be primarily social inserted in the community and context of writer and audience. This approach has emerged in the 1960s in a deep commitment to provide a powerful theoretical and historical foundation for the teaching of writing to all undergraduate students through the awakening of the ancient art of Aristotelian rhetoric different from the ESP approach and the Australian educational linguistic approach in which they apply theories of functional grammar and discourse, concentrating on the lexico-grammatical features and rhetorical realization of communicative purposes materialized in a genre. The New Rhetoric analysts focused mainly on the situational context.

2.1.5 The (CARS) Model

The Creating a Research Space (CARS) model or the move-step model is probably one of the most well-known examples of move analyses of the genre. It was presented by Swales (1981) as an alternative to the problem-solving model. Since the development of the CARS model, the analysis method has been used to examine a wide range of

genres (Application Letter: Samraj & Monk, 2008; Book Review: Nodoushan, Mohammad & Montazeran, 2012; Application Essays) and (Introduction: Swales, 1990).

Swales four-move model described the rhetorical organization of the research article introduction by conducting a genre analysis of 48 research article introductions from three different disciplinary domains: 16 from hard sciences, 16 from the biology/medical field and 16 from social sciences. The already mentioned research has, however, indicated that there are four basic move structures in the introduction section of RAs, establishing the field; reporting prior research; preparing for the present research, introducing present research.

Table 2.1: Swales' Four-Move Model

Move 1	Establishing the field by:
	a) Showing centrality
	b) stating current knowledge
	c) ascribing key characteristic
Move 2	Summarizing previous research
Move 3	Preparing for present research by:
	a) indicating a gap
	b) question raising
	c) extending a finding
Move 4	Introducing present research by:
	a) giving the purpose
	b) describing present research

Source: Swales' (1980, p. 21s)

From the table above, the labels of the first and the third moves describe the function of the text, while the label of the second move describes the content. And this might cause a difficulty in distinguishing between Move 1 and 2 by analysts since the previous

research may be reviewed to establish the field. The fourth move, "introducing present research", describes the content as well as function. Specifically, when the third move prepares the introduction of the author's research, it is natural to give information on the author's study to present it in the next move. So, because of the difficulty of splitting the first two moves and the overuse of nearly the same information in the last two moves, expert writers and analysts install a series of structural rhetorical moves to attain their communicative goals. From this respect, Swales (1990) offered a revised model in which he combined the two moves and named it as "establishing a territory", with "reviewing previous research" as one step, renaming them as "establishing a niche" and "occupying the niche" which describes the function of scripts metaphorically. This research, therefore, follows CARS model, the revised version Swales (1990) and the researcher gives details as below.

Table 2.2: Swales (1990) CARS Model

Move	Steps
1) Establishing a territory	1) Claiming centrality
	2) Making topic generalization(s)
	3) Reviewing items of previous research
2) Establishing a niche	1A) Counter-claiming
	1B) Indicating a gap
	1C) Question-raising
	1D) Continuing a tradition
3) Occupying the niche	1A) Outlining purposes
	1B) Announcing present research
	2) Announcing principal findings
	3) Indicating article structure

Source: Basturkmen (2006, p. 57)

Move 1: Establishing a Territory

This move aims to establish the research for the corresponding discourse community as it relates to the field of study. It draws attention and determines the relevance of the topic. This move could be realized in one or more than three steps: the first two steps are considered optional while the third move is obligatory or mandatory. Step 1 claims that the present research is significant to the field while step 2 provides a general statement about the field. The third step, on the other hand, aims at reviewing items of previous research and aims at giving at least one or more citations related to the present study.

Move 2: Establishing a Niche

The purpose of move 2 is to create a niche for the present research. This move is realized by one of four steps. The first step shows that the previous research is not correct; the second step demonstrates that the previous literature has a gap that will be filled by the present research. The third step asks questions regarding concerns raised from the review of the literature. The last optional step shows that the niche is not about challenging any part of the previous research but rather building on it.

Move 3: Occupying the Niche

The main goal of this move is to occupy the niche that has been created in move 2 and, therefore, justify the research that must be presented. This move usually answers the type of niche found in move 2. If his type of space/niche found in move 2 was a question; move 3 would be an argument that demonstrates how that particular gap would be occupied and so on. The third move is usually realized by two classes of steps, step 1 which is obligatory and characterized by the absence of references and directly referring to the present study, while the other two steps are optional; step 2 is concerned

with announcing principal findings. Its use is reliant on, to some extent, the specifics of the field rather than on the genre at large.

2.2 University of Energy and Natural Resources as an Academic Discourse Community

University of energy and Natural Resources (UENR) as an academic discourse community, function to aid students to produce valuable written academic discourse to gain personal as well as institutional recognition and prestige and also to prepare students for the job market.

Students of UENR have the responsibility of identifying the various goals and intentions of the university community as they become members to enable them to obtain an appropriate interpretation of relevant texts such as lecture presentations, research articles from a pragmatic perspective. To this, the Languages and General Studies Department have been tasked in assisting students to be enculturated into the Energy and Natural resource academic community through its teaching of Communication Skills and Academic Writing.

One of the tasks of pragmatics is to explain how the same content is expressed differently in different (faculties, departments, professional, etc) contexts" (Mey, 1993 p 16). Considering this pragmatic focus on language use by students in their social context thus, in their different departments of study, they are offered (via Communication Skills) a better understanding of communicative purpose and genre - within Swales' (1990) approach to studying genres, which is part of the communicative competence in a language as long as they form part of the discourse community.

UENR as socio-rhetorical network exists to work towards a sets of common goals" (Swales, 1990 p 9) as stated earlier. The university requires its members to be familiar

with the particularly written conventions for achieving community-specific objectives in terms of writings – essays, referencing and citations, reports, presentations, etc. Current definitions of competency in academic writing are not solely based on linguistic ability but also on awareness of rhetorical features of writing accepted by the discourse community. Tardy (2005, p. 325) defines academic writing as "transformation of knowledge", which involves persuading readers of the work's value, significance, and credibility. Hyland (2005, p. 1092) calls the academic writing process "an act of identity" since it not only conveys disciplinary content but also carries a representation of the writer. (Casanave, 2003, p. 88) on the other hand, defines academic writing as a "socio-political process" that takes place in a social context where writers and their writings are compared to other writers and their writings, and where institutional norms, instructor and gatekeeper criteria, feedback and decisions of powerful evaluators help determine what "success" means.

UENR consists of a group of people who link up to pursue objectives; (Swales, 1990) as a socio-rhetorical discourse community. In Swales' view, the communicative needs of sociolinguistic speech communities such as socialization or solidarity influence the development and characteristics of the socio-rhetorical discourse community even if it subsequently occurs. Being a member of a discourse community does not only mean learning the discipline but also "learning to use language in disciplinary approved ways" to communicate as a member of the community (Hyland, 2006 p. 38). Thus, to become a member of a systematic discourse community, students need to be properly trained to reach that stage.

All of the above withstanding, a highly competitive academic discourse community of today means the ability to successfully master the communicative skills of language

and the conventions of writing essays, presenting and reporting research to publish academic articles that receive international approval and constitute means of constructing and spreading knowledge. Given the current predominance of English over other languages, as well as the higher impact and better citation opportunities of English-language journals, essay/ assignments, research articles are written in English in order to gain international recognition irrespective of the first language of their writers. English makes up over 95 percent of all publications in the Citation Index, Hyland (2006, p. 26). This is because, in order to be widely approved and acknowledged, scholarly articles must not only reveal accurate and relevant research outcomes but also persuasively present such results. This predominance could pose problems for the non-native speakers whose familiarity with the conventions of writing in English may prevent them from presenting research results successfully. Remember, the conventions of writing especially for new entrants at the university from the senior high school level differ from what is required at the university community level. And again UENR students are no less than Ghanaians coming from same or similar senior high schools with the same characteristics. Therefore, there is the need to introduce them to these community conventions as immediate as possible for acceptance into it.

Accordingly, language plays a more crucial role than scientific facts. This Social constructivist view "sees the agreement of community members at the heart of knowledge construction, and the language used to reach that agreement as central to the success of both students and academics" (Hyland, 2006 p. 39). Since language is used in particular contexts, especially within a specialized discipline such as Resource Enterprise and Entrepreneurship for example, as the case is at UENR, a clear understanding of the context in which the members of the discourse community use language for producing meaning and achieving common purposes is crucial.

Context is essential in the creation of knowledge since the target readers of a Resource Enterprise and Entrepreneurship article, for instance, can only truly understand the value of the entrepreneurial results presented if they can interpret them appropriately based on their expertise. Three types of contextual factors were identified outside a text: "the situational context, what speakers [readers] know about what they can see around them; the background knowledge context, what they know about each other and the world; the co-textual context, what they know about what they have been saying" (Cutting, 2002 p. 3). Awareness of the background knowledge of their target readers enables students to use appropriate rhetorical means of persuasion per audience expertise and expectations while the co-textual context offers the linguistic means required to this end.

The key linguistic devices used by research writers /students comprise the use of personal pronouns, citations, self-references, boosters or hedges. These tactics allow a student to support their claims appropriately and thus convince their readers, fellow members of the Natural resource discourse community (Resource Enterprise and Entrepreneurship), of the validity, relevance, and usefulness of their findings. For instance, the current conventions of written academic discourse require new knowledge to be introduced with caution and modesty in articles for claims to be accepted by members of the target discourse community and thus become new scientific knowledge.

According to Fairclough (1992 p4), "any discursive event (i.e. any instance of discourse) is seen as being simultaneously a piece of text, an instance of discursive practice, and an instance of social practice" (p. 4). Receiving acknowledgment, prestige and consequently, further research projects and funding following the publication of valuable research articles represents one of the social practices adopted by this

university. So UENR place enormous pressure on faculties and students to master the capabilities of their discursive practice in presenting research and projects results rather than just strictly on their achievements.

Second language users of English face an extra challenge since they have to convincingly present their quizzes, essays and project results in a language other than their first language. One other disparity identified by Swales (1990) is the centripetal and centrifugal structure of speech and discourse community in recruiting its members respectively. "a speech community typically inherits its members by birth, accident or adoption" (p. 24) so for a typical Ghanaian student in UENR who at the senior high school level for convenient sake code-switch (often in speech situations) to local language even in classroom situations, there is so great a challenge during lecture interactions and presentations (oral and written) in their new found community when they have to express themselves in the language as well as specific registers. However, a discourse community recruits its members by persuasion, training or relevant qualification". Undergraduates become members of their specific discipline community only after graduating from schools (university) and for some completing residency or specialty programs that offer professional training and support in disciplines like Nursing, Biological Sciences and Medical Bio-Diagnostics with respect to UENR. It is believed that by the time students are leaving the confines of the university to form part of their professional community as well, there should be some form of preparedness to adjust with the norms and practices of that community after taking CS & AW alongside their disciplinary courses.

As Bhatia (2004) pointed out, discourse communities rely on language, texts, and genres for achieving common goals. However, most pragmatic analyses of written

academic texts, research articles, take into account the characteristics, norms, practices, and expectations of what is generally referred to as a discourse community. This study is focused on the role of the discourse community, the University of Energy and Natural Resources, in the analysis and interpretation of the CS & AW of its members (students of UENR) from a pragmatic perspective. Features such as shared goals, spoken and written communication mechanisms, specific lexis, or commonly shared genres with their associated norms and conventions characterize discourse communities in general and this is where UENR belongs to achieve its set visions and missions.

Duenas (2007) conducted a contrastive study of the rhetorical organization of the method sections of 24 research articles (RAs), in business management, written in English and Spanish. Three steps were seeming obligatory in the methods sections of researches published in English, specifically describing participants (the sample), outlining variables and measures, and reference to past research which follows a similar methodological procedure. Two steps were included in all Spanish research were describing participants (the sample) and describing the data collection procedure. Lim (2006) also examined the method section of 20 articles and closely studied their rhetorical move and step structures. His finding showed that most method sections in the corpus contain three major moves: describing data collection procedures, delineating procedures for measuring variables, and elucidating data analysis procedures.

Atai and Fallah (2005) examined the result sections of 80 Applied Linguistics researches written in English by English and Persian native speakers. They used the move structure of result sections. In the end, analysis evidently revealed that there were no significant differences between the type, sequence, and the frequency of moves in

the corpus. It was pointed out that not all moves proposed by Brett (1994) appeared in the corpus. Moves such as the structure of the section, further research suggested implication and summarizing were all absent in two groups.

2.3 A Critical Assessment of Literature on Academic Writing

University student would not be distinguished as an academician according to (Kelley, 2008), if that person has not acquired Academic Writing either as new or senior student. Every one of the academic community requires Academic Writing. Therefore, those students who can write well at university find that their path through academia is less burdensome and more enjoyable. While those students who do not manage to write academically find themselves limited, struggling on the margins and losing confidence in their ability to complete their programme requirements. Given the above background, this section will discuss Academic Writing, its importance; characteristics; structure and stages, as well as infractions students commit. It will also discuss possible causes and ways of overcoming these infractions.

2.3.1 What is Academic Writing?

Adika (2010), simply defined Academic Writing as writing that is done for scholarly purposes in scholarly contexts. The written work, in the end, would fulfill the expectations or requirements of the discourse community. He further pointed out that there may be discipline-specific requirements, but the general principles of effective written communication are fairly constant. These writings may require appropriate vocabulary, correct sentence structures and linkages, spelling and punctuation, organization of the various structures and the likes.

This type of writing forms part of students' academic training as they are supposed to learn how to write in a more formal style (Altakhaineh, 2010; Moore and Murray, 2006;

Nampala, 2010). Morley-Warner (2009) added her voice in the many definitions as a formal way to write a well-structured paper by using more formal vocabulary, grammar, and sentence structure. In addition, references from academic literature to support the points made by writers in the write-up are used. Eventually, Adika (2010) stressed that, it is a serious and professional way to communicate with academic peers and university teaching staff in so far as one forms part of the community.

2.3.2 The importance of Academic Writing

The notion that the major part of a student's academic life is spent on writing academic essays according to Fujii and Fukao (2001) and Zhu (2004) points to the fact that it plays a central role in the higher level of education.

It is the primary form of communication at the university and plays a role both in students' understanding of course content and consequently in the assessment of student knowledge that both contribute significantly to good grades and degrees. This led to Bromley (2013) saying students have to practise developing academic arguments and become more articulate about their knowledge of writing. University students develop the proper tone, technique, and style for their academic assignments by practising academic writing frequently because it clearly differ from other forms of writing such as journalistic or creative writing .

Its importance extends to teaching the student how to think critically and objectively while conveying complex ideas in a well-structured, concise format (Altiwal, 2012). Therefore, it is very important to let students familiarize with the requirements of how to write well academically and become aware of why they are writing academic texts at the university or college (Leibowitz, 2000; Mbirimi, 2012). Additionally, it is important in the development and enhancement of various qualities in university

students, which enables the individual to lead a successful life after the completion of studies and also in their professional careers (John, 2010; Leibowitz, 2000). Moreover, students become more knowledgeable in the subject under study according Mbirimi (2012) when they write any academic texts.

2.3.3 Characteristics of academic writing

Academic writing has its conventions or style. It is the type of writing that gives factual information on a given subject and does not intend to entertain the reader (Altakhaineh, 2010). Every academic texts has a purpose to inform, find out, influence, explore and describe (Communication Skills and Academic Writing Guide, 2013). This writing is characterized by features, such as objectivity, tentativeness, accuracy, referencing and formality, and should be adhered to when writing texts. Objectivity here means the writer should try not to let his or her personality intrude if at all, not too much into the writing to allow the facts and evidence to speak for them. To avoid that, third-person personal pronouns, such as she, he, it, they and the passive voice may be used as well. The first and second-person personal pronouns, such as I, me, my, we, us, and you should be avoided in academic writing. The writer should put the object, not the person, at the start of the sentence (Mirza, n.d). Instead of writing 'I collected data from ……..…' the writer may write 'data collection was from ………. In grammatical terms, it means the writer uses the passive voice rather than the active voice.

University students must have high standards of correct grammar, sentence structure, word choice, vocabulary, spelling, and punctuation (Altakhaineh, 2010) to avoid mistakes that generally confuse reader or markers. This is what is known as accuracy in academic writing. The writer should also give precise evidence for facts which are presented, and carefully distinguish them. Furthermore, academic writing should be

written according to different referencing styles and formatting which the particular university adopts for use. There are several referencing systems to be used by students at a university. The following are examples of referencing systems that are widely used at different institutions: American Psychological Association (APA), Chicago, Harvard, Modern Language Association (MLA) and Oxford. For instance, the University of Energy and Natural Resources adopt the APA referencing system. All the above mentioned referencing systems follow in-text and post-text referencing conventions that should be strictly adhered by both students and lecturers of any particular university when quoting directly or by paraphrasing text. Although many systems exist, students should maintain the same system throughout an individual piece of writing by not changing from one system to another in the same text.

Once students have found ideas in the sources, they should always acknowledge them through citation and referencing. The acknowledgments of other writers' ideas that students cite or quote need to appear twice in the students' academic text. Firstly, students' sources should be cited or quoted in the text and secondly, a full reference list of those sources should be provided at the end of the text. A reference list should always be written on a separate page at the end of every piece of academic writing or after the conclusion as directed (Cornwell and Robertson, 2011; Publication Manual of American Psychological Association, 2001). So many sources are available from where students can take ideas include books, journals, the internet, newspapers, interviews or class notes.

Formality is also one of the characteristics of academic writing. Academic writing is normally written in a formal style which makes it different from other types of writing, like ordinary essays, letters, emails or story writing. Academic essays hvs no place for

slang or colloquial language (Davies, 2008). It accepts full forms of words to short forms. For instance, the following contractions are not to be used: don't for do not, and the like.

2.3.4 The structure of academic writing

Academic writing has its distinct organisation which differs from that of non-academic texts. It is normally divided into three parts, namely an introduction, body, and conclusion. Awelu, (2011) says introduction is the opening paragraph where the writer has to present the topic and indicate the particular focus in the essay. Again, this is where the writer has a chance to create the first impression and tell the readers what the paper is about. Furthermore, it is the key part in which the writer gives an outline of the essay and sets the scene for the main body, as well as defines important concepts and terms (Communication Skills Guide, 2013; Greetham, 2001; Whitaker, 2009, Jones, 2015).

The second part is the body which is the heart of an essay. This part is normally divided into developmental paragraphs referred to as body paragraphs that should flow smoothly from one to the next. These paragraphs should support the essay topic introduced in the opening paragraph. Also, each body paragraph must begin with a topic sentence which should have an effective link to the preceding paragraph, with logical reasoning and evidence, to be followed by a minor supporting ideas that are smoothly linked within the paragraphs. Furthermore, the writer should use evidence and examples to develop an argument (Jones, 2015; Whitaker, 2009).

The conclusion is the last part of the writing. Students have to be conscious not to repeat exactly what has been written before but rather summarise the main parts of the text. The conclusion presents the results of the investigation which are the essay findings,

and provides a solution to the problem that has been set; it also suggests further areas of investigation (Anderson and Poole, 2001).

2.3.5 Stages of academic writing

Writing can be seen as a process in which an essay develops and changes from first ideas to a finished product. The process approach is widely accepted and utilised because it allows students to understand the steps involved in writing, and it recognises that what learners bring to the writing classroom contributes to the development of their writing skills (Badger and White, 2000). This means university students should not just start writing a final product and hand in, but they should follow the writing process because good writing does not just happen like magic but takes hard work and much practise.

The process writing approach proposes that teachers should adopt the role of assistant or guide and work closely with students to encourage them by offering suggestions at all of the stages. The stages include prewriting, planning, drafting, revising, editing and proofreading, discussed below. All activities that students engage in before beginning to draft the paper is known as the pre-writing stage. It involves brainstorming of ideas to include in the text. During this period, the writer should mainly understand the essay topic by looking over an assignment handout, choose and narrow the topic, and assess the audience and the purpose of writing the text.

Pre-writing stage is followed by planning, where the writer should search for sources that could add to own ideas and do a scratch outline. Students can have a group discussion of the first two stages for better understanding before he or she starts to work individually on the drafts. The next stage is writing several drafts from the scratch outline (planning) and then the writer put in additional thoughts and details that have

not emerged during the preceding stages. Students are required to show multiple drafts of work for revision. During this stage, writers do not yet worry about grammar, punctuation or spelling in the drafts. Instead, they make it their goal to state the ideas clearly, and develop the content of their essays with many specific details. After having written several drafts, the revising stage follows where the main focus is on revising content, sentences, and pre-editing. However, the correction of spelling and punctuation is do not come in at this stage, but students may produce many drafts with many crossings out of sentences and moving around of paragraphs.

It is during this stage that students can give their drafts to a more knowledgeable person or expert for revision and feedback. The researcher compares revising with the cleaning of a house where one gets rid of all the junk and puts things in the right order. It is advisable that during this stage of revising the writer should read the drafts aloud, since hearing how one's writing sounds helps to pick up problems with meaning, as well as with style stated (Awelu, 2014; Langan, 2014).

The editing stage follows several drafts by checking the grammar, punctuation, capitalization, sentence structure, word usage, and spelling. At this stage the students' need to be careful and concentrate as she / he prepares to hand in the text. Therefore, editing should be done first by the writers themselves and later they should request the service of a professional editor if any or an expert (MKO) to edit the work carefully before handing it in for an assessment. After revising and editing the text, the preparation of the final draft has to be done by rewriting or retyping it. This is followed by fine-tuning and making small adjustments for optimal performance or effectiveness. Nothing makes sense if the text is unclear.

Finally, students add aesthetic polishing the text for perfection. After undergoing all the stages and the text is soon ready, students work on final checking which is proofreading by adding some finishing touches. This stage comprises that one extra step to locate any small mistakes previously missed. Be it some urgent last-minute content change or some spelling and punctuation that have escaped the writer's attention, this is the time to brush away those invisible blemishes before writing or printing out the final copy for submission (Anderson and Poole, 2001; Awelu, 2014; Davies, 2008; Greetham, 2001).

2.3.6 Infractions students commit in their writings

Students' writings are full of incorrect grammar, poor sentence, and paragraph structure. Students find it difficult to adapt to academic writing conventions which include ways of thinking, reading, synthesising and paraphrasing that are dominant in the academic setting.

Pineteh (2012) and Adika (2011) purport that students' sentences are often shortened, ill-formed and complicated with grammatical features because even at the university level, grammatical features are always contentious, like subject-verb agreement, tenses, spelling and how to join sentences to make a coherent paragraph. The writings did not follow the standard of university academic writing. Some of the ideas expressed are often too short and bulleted, which are not accepted as far as academic writing is concerned. To Adika (2011) university students have not master sentence constructions skills learned during a lecture to be able to apply them in the essays.

These infractions recur because students see academic writing as a product and not a process, meaning they do not revise and edit their texts after writing (Al Fadda, 2012). Yagoda (2006, p. 13) lists the "seven deadly sins of student writers," highlighting such

offenses as dangling modifiers, omitted commas, gratuitous commas, improper use of semicolons, vagueness and other issues of style and grammar usage which are visible in students essays irrespective of the number times you asked them to edit and correct, they still come up with these deadly sins.

Meltem (2007) indicates students' essays do not have enough analysis as another infractions found in students essays. This is where students tend to outline rather than analyse in their writing. It is usually not enough for one to simply outline or list what has been read with no further explanation. Since they just list or give an outline in their written texts, it becomes difficult for markers to evaluate the ideas, compare them with those of other writers and examine issues and perspectives critically.

University students' essays are usually full of plagiarised text Adika (2014) there are many instances where entire materials were plagiarized from internet sources. Some materials even contained the font styles of the referenced document. This, according to Adika (2012) is an indication of students' inability to properly interrogate other works of scholars. Coker and Abude (2012) claim some students find it difficult to comprehend the structure used for writing academic essay. They simply are unable to divide their written academic essay assignments into the introduction, body, and conclusion with clear paragraphs. Instead, they just continue writing in a non-academic writing style, and a reader has to trace the main components because they are not demarcated by the writer posits Coker and Abude (2012). This looseness in information link across text according to Adika (2010) creates a breakdown in communication, and such situations to Dako (1997) generate unplanned enumerative sequences rather than structured texts with an introduction, a discussion, and conclusion.

Adjei (2015), revealed in a study that the identification and the wrong usage of subordination and functions of subordinate clauses in sentences are infractions committed by students. Thus, students are not able to appropriately make use of subordinators to link their ideas together in their essays. Meanwhile, (Lyons & Heasley, 2006) recommend the information in the body paragraphs should also be organized in order of importance, chronology, or terms of effects. Point expressed must be expounded and supported by the supporting sentences as directed (Savage & Shafiei, 2007) but students only copied verbatim information they gather from the internet without synthesizing them into full expressions for meaning.

Referencing in students' essays is a major infraction committed by students in their writings. Students have scant knowledge of referencing styles in academic writing (Adika, 2014; Bamford & Sergiou, 2005; McCulloch, 2012; Percorari, 2003, Sowden, 2005). Many research findings disclose instances where students did not have in-text references or reference lists in their entire work at all. In some of their papers, quotations are made with inverted commas, but there are no references cited either at the beginning or at the end of the text. Bowker (2007) considered these mishaps in referencing of essays and concluded that writing references of the cited sources appear to be rather tough for students. He went on to say that the absence of referencing in students' writings reveals that students lacked the technique to do so. To Adika, (2014) failure to reference in students' written work at university results in plagiarism which is a very serious form of academic dishonesty.

Todays' computer technique challenges are not left out in errors committed by students in their essay writings; as universities have moved away from hand-written, academic assignments to typed ones. The font sizes of essays are not uniformed and/or evenly

spaced throughout the entire document. There are instances where the font sizes are either more than or less than the expected pages given in assignments. The spacing usually not consistent; either they were sparsely or thinly spaced. There are often instances where very few texts appear on a page and there are wide spaces without any texts. The margins for a number of the papers are not uniformly spaced and the pages not "justified". These infractions are seen particularly because students lack computer skills and some do not have computers on which to type their work. Computers that are provided by the university are not adequate in number for all registered students (Academic Writing Blog, 2011).

Students scuffle when they are given an assignment. Research findings of experts such as Neeley (2005), Mbirimi (2012) and Al Murshidi (2014) indicate that students are taught in class about reading, synthesising and paraphrasing but they find it difficult to employ them. This is so because they do not learn nor practise. They refuse to practise and turn to external agents who do assignments for them but are not privy to this knowledge.

2.3.7 Causes of Academic Writing infractions

Several studies have dealt with the root causes of infractions committed by students' in writing academic essays. These are discussed below. The under-preparedness of students of CS & AW students which emanates from secondary schooling is a major cause of Academic Writing infractions at university (Adika, 2012; Chokwe, 2011). It is surprising to know the high level of under-preparedness of students when they come to the university though they are coming from secondary schools which are supposed to play a critical role in developing students' reading and writing skills before they join the university. More often than not this blame for students' under-preparedness in

writing at the university to Chokwe (2011) is leveled at the poor secondary schooling which did not address writing adequately. Others like Dudu et al (2012) and Shipanga (2012) add on this perception that the under-preparedness of students could also be caused by the low English language proficiency of teachers, particularly in writing.

Again, as noted, the cause of under-preparedness affects students' transition from secondary school to tertiary institutions and it takes them too long to adapt to what is happening at university, particularly how to write academically (Fernsten and Reda, 2011). How students' interpret essay topics and express their thoughts in their writing shows clearly that they are not yet university students. Students are not able to decipher what is expected of them and what their assignments require of them (Adika 2012). Emotional readiness and intellectual maturity that would enable university students to take control of their learning processes may be lacking. These deficiencies in many ways affect the students approach the whole learning experience and the way they handle academic tasks, including Academic Writing (Pineteh, 2012). So, instead of students exhibiting some higher-order thinking skills, there is a contrast between the qualities of their writing to what is expected of university students.

Another cause of Academic Writing infractions is the issue of too large classes in the CS and AW course. According to Pineteh (2012), lecturers who are teaching CS and AW complain about largo e class sizes, while students blame the lack of lecturers' attention to students' Academic Writing. Giving effective feedback to students' written assignments is challenging with large classes (Adika, 2015). If classes are too large, there is no way that lecturers can pay much attention to students during and after classes, and because "regular feedback through one-on-one interaction between students and

lecturers could be impossible and the focus would only be on pass rates" (Bailey, 2008, p. 2).

The lack of practising writing skills is also a factor in the many infractions found in students' Academic Writing. Adika (2012) has indicated a gap between what students are introduced to on one hand and the assignments given as well as lectures expectations so lecturers should not just teach students the theoretical part of writing and not allow them to practise in and outside the class. Furthermore, students are not practising academic writing after classes because of a lack of Academic Writing units at some of the institutions of higher learning that could have served as practise for competence. Students are not given take-home assignments to handle for practices because lecturers claim they are not able do so because of the large classes which they are teaching (Adika 2015; Pineteh, 2012; Chokwe, 2011). This puts students in an awkward situation because there is nowhere that they can practice writing; they just depend solely on what is done during classes, which is not enough which in most cases are only theory base.

Another key factor that is currently contributing to the writing infractions of students is the use of social media in higher education. The increasing access to the writing genre of social media, such as Facebook, Twitter, Short Messaging Services (SMS) and Blogging, has impacted the quality of student writing in this context. Several research investigations have revealed that students often struggle to switch from the informal, social media writing flair that they now use often to the more restricted and conservative, formal, academic genre when they write academic papers. This happens because of the long hours students stay on Facebook and Twitter, from where they

unconsciously transfer the instant messaging language to Academic Writing (Pineteh, 2012; Williams, 2008).

The duration of credit hours allotted to teaching CS & AW to students at university is also a cause to committing these infractions. It is not enough and also impossible to remedy the main weaknesses of twelve years of formal education Afful (2005), in the space of one term or semester at the university. It is no mean an overstatement to state that the contact period between the lecturers and students in Academic Writing at university is too short to make a major impact on the students' writing competence.

Yagoda (2006), has indicated that reading extensively is the only way to get a deep-seated understanding of how to use punctuation, correct spelling, construct complex sentences and grasp the meanings of words that may be used in their writing. Therefore, inadequate reading input and comprehension skills are a great factor to committing infractions should this concept be considered. Students face difficulties in writing because they do not do extensive reading. They cannot acquire the skills mentioned Yagoda (2006). However, those students, who read much, may become skilled writers because they benefit from what they have read more than those who do not do much read.

If students are not given constructive feedback, they keep committing the same mistakes. This happens when lecturers have returned their essays without stating the exact mistakes in the essays. Students assume what they wrote is ok and they keep repeating these errors in their essays. However, the situation worsen where some lecturers find it a waste of valuable time to provide feedback, especially in large classes (Archer, 2007) and where, in Can (2009) view there are conflicting feedback by instructors from different departments in an institution then, students' lose confidence

in their writing skills. If students are not shown their weaknesses and strengths in what they are writing, it causes a great deal of repetition of the same mistakes in other given tasks.

Cliff and Hanslo (2009) mentioned that the background of students affect their performance. They further observed that "students from poor schooling backgrounds are often characterized by the weak academic performance which is likely to continue in higher education" (p. 267).

Many University students, in particular freshmen, believe that once they have produced the chunks of sentences and words from a text in their writing it is enough (Angelil-Carter 2000) Reproducing ideas could also come from not enough practising essay writing activities in secondary schools. Another contributor to Academic Writing infractions could be the socio-economic status of some of the students. Some of the university students come from poor educational backgrounds where they have had no access to libraries. Furthermore, most of the parents are workers who leave home early in the morning and only return late, tired. As a result, they have no time to assist their children with school work. Some of the uneducated parents appear not to see the importance of buying books and newspapers for their children to read. Consequently, because of this kind of upbringing, students persist in the same way, even at university (Dison and Granville, 2009; Leibowitz, 2000; Mbirimi, 2012; Mpepo, 2009).

Lecturers' qualifications and commitment to the university also cause Academic Writing challenges. Chokwe (2011), indicates there are still instances where members of the teaching staff are not trained to teach the subjects they are teaching. Several researchers, furthermore, argue that the problem of student writing is also exacerbated by members of the teaching staff who are at times under-qualified, underprepared and

inefficient (Moutlana, 2007; Niven, 2005). For instance, "lecturers or tutors may be highly qualified in a specific subject but may not have been trained to teach the course, or a lecturer or tutor may be required to teach a course that was never part of their training" (Engstrom, 2008, p. 17). Such lecturers go to class not adequately prepared and leave students unclear of what they have been teaching. Therefore, if students do not perform well in academic texts, especially in the education field, "most of the blame is put on students" and not on the teachers (Luna, 2002, p. 602). The assigning of lecturers without the right qualifications as a strategy to cut the cost has visibly negative effects on the way the courses are taught and assessed (AngelilCarter, 2000; Pineteh, 2012).

2.4 Conclusion

Through the literature review, the conceptual and theoretical framework of the study, which are discourse communities and genre analysis theory were discussed. The chapter outlined the characteristics of Academic Writing, as well as its importance, structure and the different stages in the Academic Writing process. Furthermore, the academic infractions faced by university students and the causes and intervention strategies to address these infractions were also discussed.
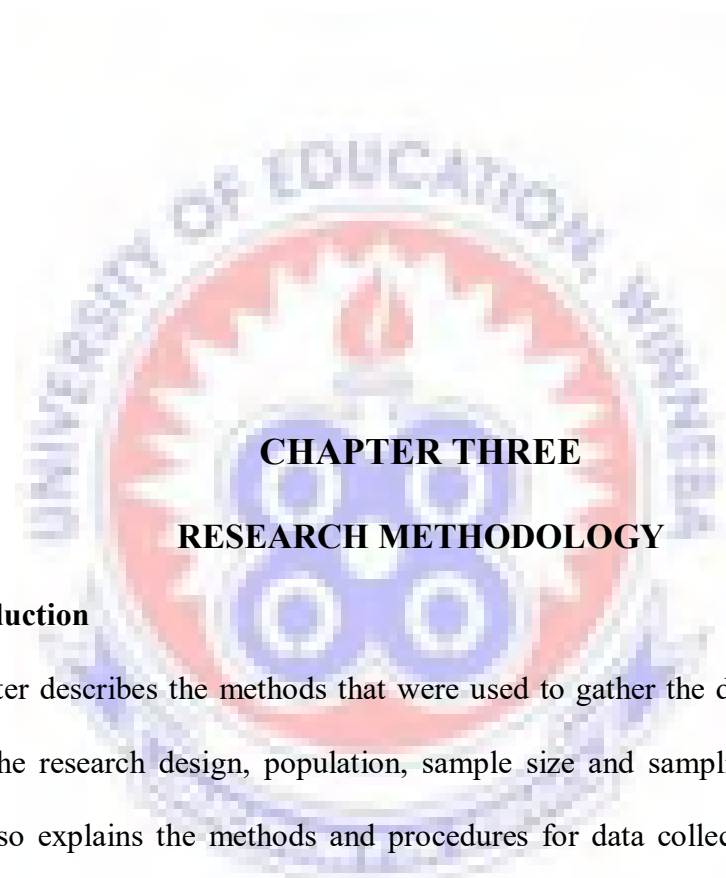
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used to gather the data of the study. It contains the research design, population, sample size and sampling technique. The chapter also explains the methods and procedures for data collection, analysis, and interpretation of the research findings and ethical issues of concern to the study.

3.1 Research Design

Research design joins the different parts of the study together, and gives structure to the research, by presenting the significant parts of the study. It shows how samples, measures, treatments, and techniques endeavour to address the central research questions (Trocim, 2002). The research design used in this study is the mixed-method approach. Bryman (2008) posits that blended strategies are ideal, when a researcher

wants to draw from the qualities and limit the shortcomings of individual research techniques. The mixed-method essentially combines qualitative and quantitative research systems. Johnson and Onwuegbuzie (2004) contend that the mixed method is progressively winding up mainstream. It is becoming clearer and turning into a noteworthy research approach. This may be because of the way that mixed approach draws from the qualities and limit the shortcomings of both qualitative and quantitative research. Strictly qualitative purists and quantitative purists see their models as perfect, and ought not to be blended. However, reviewed writings have uncovered that both quantitative and qualitative scientists have utilized empirical observations to attempt to answer research questions. By utilizing mixed techniques, both epistemological and ontological contemplations are prepared for (Bryman, 2008).

The research focused on the impact of Communication Skills and Academic Writing as a required course for undergraduate students of UENR, Sunyani. The researcher wants in-depth information about the area of study as far as the research objectives are concerned. The researcher used qualitative techniques such as interviewing key respondents who gave relevant information on the subject matter. Students' Academic Written essays were reviewed. However, the sample size for these qualitative data was small and the outcome does not present a justification for generalization.

On the other hand, the researcher used a quantitative approach to compliment the qualitative data. This was done by sampling some students to respond to questionnaire. Findings from these sources are mainly quantitative and were comparable. The outcome of such data can be generalized to other areas with similar characteristics (Pinsonneault & Kraemer, 1993).

3.2 Profile of Study Location

The study was conducted at the University of Energy and Natural Resources (UENR), Sunyani campus. Sunyani is the regional capital of the Bono Region in Ghana. The Bono Region (formerly, Brong-Ahafo Region) is located in southern Ghana. Bono is bordered to the north by the Black Volta River and the east by the Lake Volta and to the south by the Ashanti, Eastern and Western regions. The capital of Bono is Sunyani. Bono was created from the Bono State and named after the dominant and native inhabitants, Akans and Brong. The region is made up of 5 municipal and 7 districts. There are some tertiary institutions found in the capital city of the region; Sunyani, such as the University of Energy and Natural Resources (UENR), Catholic University College of Ghana (CUCG), and Sunyani Technical University.

The University of Energy and Natural Resources (UENR) was established by an Act of Parliament, Act 830, 2011 on December 31, 2011. The University is a public-funded national institution that seeks to provide leadership and management of energy and natural resources and be a centre of excellence in these critical areas. The University approaches its programmes and research emphasizing interdisciplinary collaboration and taking into account areas such as engineering, science, technology, law and policy, management, economics and as well as social and political issues affecting energy and natural resources. The University operates a multi-campus system with Sunyani as the main campus. The Sunyani campus has four schools namely, School of Sciences (SOS), School of Engineering (SOE), School of Natural Resources (SNR) and School of Management Sciences and Law (SMSL). Other campuses are located at Nsoatre, Dormaa Ahenkro, and Kenyasi. Currently, the Dormaa campus is home to the School of Agriculture and Technology. The main campus for this institution is the main focus of this study.

This study location was considered appropriate for the study because it is the main campus and all other UENR campuses are modelled with its characteristics, therefore findings from this study could be generalized to other campuses with similar characteristics. Also, the location for the study was chosen because of the proximity to the researcher. It was easy to get first-hand evidence since the researcher is an academic staff in the study location which has the attribute that the researcher is investigating.

3.3 Population of the Study

A population is any group of subjects (individuals or objects) that has one or more characteristics in common and are of interest to the researcher (Creswell, 2005). The target population for this study is made up of all level 200 students in UENR and lecturers handling the Communication Skills and Academic Writing (CS & AW) programme. Currently, all level 200 students, by requirement, studied the CS & AW in level 100. Records from the University showed that there are 1,420 level 200 students from the four (4) schools on UENR main campus, Sunyani. Currently, there are five (5) lecturers who lecture the CS & AW programme at the Sunyani campus. It is out of this population that samples were drawn for the study.

3.4 Sample size and Sample Technique

3.4.1 Sample size

Sekaran (2010), explains that if a research population involves several hundred or thousands of subjects, it would be almost impossible to collect data from, or test, or study every subject. Even if it were possible, it would be prohibitive in terms of time, cost and other human resources. That is why it is important to do sampling to make research feasible. A sample is defined as "the representative of the population to the

extent that it exhibits the same distribution of characteristics as the population" (Arthur, 2012 p. 111). Kothari (2004), also defines a sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information to conclude.

In this study, the researcher used a sample size calculator from Creative Research Systems (2018) to calculate the sample size for students who answered the questionnaire. The online software required the researcher to provide the following information for estimation: the confidence level, confidence interval and the population of the study. The confidence level is the probability that the value of a parameter falls within a specified range of values. It is the overall capture rate if a method used to select a sample is used many times. The confidence interval gives an estimated range of values which is likely to include an unknown population parameter (Moore, Notz and Flinger, 2013). The sample was drawn from the 1,420 level 200 students from the four schools at UENR, namely, the School of Engineering (SOE), School of Sciences (SOS), School of Natural Resources (SNR), and School of Management Sciences and Law (SMS). The confidence level used for analysis is 95% and a confidence interval of 8. The calculated sample size needed to be 136 of the level 200 students. The researcher used 150 students to take care of the phenomenon of non-responses.

3.4.2 Sampling technique

Sampling, according to Trochim (2002), predicts the process of choosing units from a population of interest so that by studying the sample a fair generalization could be made from the results back to where the population was drawn from. The researcher used the stratified random sampling technique to select students who answered the questionnaire. Stratified sampling technique is a probability technique wherein the

researcher divides the entire population into different subgroups or strata; the final subjects are randomly and proportionally selected from the different strata (Forgelman, 2002). According to Creswell (2005), random sampling is a subset of individuals who are randomly selected from a population with the goal of obtaining a sample that every member of the population has an equal opportunity of being selected. The researcher used an online sample size calculator by Survey Systems to estimate the sample size of 136, with a 95% confidence level and a confidence interval of 8. The researcher, however, used a sample size of 150 to reduce non-responses from the sampled students. The researcher stratified the students into their various schools and simple random samples were taken from each of the schools. The researcher used the share of each school's student population to calculate their corresponding proportions. The researcher then multiplied their proportions by the desired sample size of 150 to arrive at stratified sample sizes for the 4 schools. The stratified sample is expressed mathematically as: The results of the sample sizes have been summarized in the table below:

Table 3.1: Sample size

School	Population	Proportion	Sample
SOE	430	0.30	45
SOS	532	0.37	56
SNR	75	0.05	8
SMSL	383	0.27	40
Total	**1420**	**1.00**	**150**

Source: Fieldwork data (2019)

The researcher then used a random sampling technique to select participants to form the various strata (schools). In selecting samples from each stratum, the researcher sought permission from lecturers, who handle a generic course – Science Technology and Society, to select the sample during lectures using the proportion of each school during their periods. The students were given an assignment by their lecturers and they were expected to submit in groups. The group sizes were between four and five members. The researcher consulted with the lecturers to know when the marked scripts would be given back to students. Based on the dates given by the lecturer the researcher scheduled to sample students to be included in the study by using their marked scripts. The group assignment was considered appropriate because students working together would get enough time to thoroughly discuss the work before submission. Students could divide the task among themselves for diverse views. From the researcher's perspective, it would be easier for the students working in groups to produce much better write-up than doing so individually.

In selecting the students' sample to be included in the study, the researcher sampled the academic essays by dividing the sample size (150) required to respond to the questionnaire by the minimum size for each group for the assignment (4) to arrive at a minimum of 37.5 groups. This figure was approximated, 38 groups. This resulted in a sample size of 152 students. What it means here is that, 152 students have to respond to the questionnaire, because 38 scripts from groups of 4 will mean 152 individuals. The researcher then numbered all the assignment scripts. The researcher allowed the classes to choose one person each from every class to select the required sample size, based on the class size, one after the other, without replacement from a transparent container in which the assignments were placed to get the required sample for each school. In the end 11 scripts were selected in SOE (45/4), 14 scripts were selected from

SOS (56/4), 2 came from SNR (8/2) and 10 were selected from SMSL (40/4). In total, 38 student scripts were chosen, and members of those groups were selected for participating in the study. Thereafter, the researcher randomly selected 20 of the essays from the 38 previously selected scripts for Genre or Text analysis based on the written rubrics given to the students. This was to ensure that the academic essays used were drawn from the same pool of students who answered the questionnaire.

3.5 Data Sources

Both primary and secondary data sources were used for this study. Primary data are those data which have been collected for the first time such as questionnaire and interviews, while secondary data are those data that has been collected by someone else and exist somewhere (Kothari, 2004). Secondary or desk data is data collected previously from similar projects that already exist, books, internet and views of other authors. Secondary data (essays) were collected to serve as additional material to augment the primary data (questionnaire). In this study, records from UENR played vital roles in collecting secondary data to support the primary sources. Course outline from UENR, UG, UCC and UEW helped in reviewing of the topics treated in CS & AW in these institutions as discussed in literature by Asemanyi (2015), Coker and Abude (2012) and Afful (2007). The theoretical facts and figures in the study were collected from secondary sources from relevant literature of both foreign and domestic sources. The primary data collected for analysis included information obtained through interviews conducted with the 3 lecturers of the course in UENR. It also included information obtained from the 150 questionnaires administered to students. The

secondary data collected included sampled student academic essays that were used for genre analysis.

3.6 Data Collection Tools

This is the process of gathering and measuring information related to the study variables in an established and systematic manner that helps in answering research questions, help in testing hypotheses and evaluating outcomes (Konar, 2011). In this study, three data collection instruments were used to collect data for this study. These were questionnaire, interviews and students' essays.

3.6.1 Questionnaire

According to Kothari (2004), a questionnaire is a tool used to collect data which uses a set of questions for gathering data. A structured questionnaire was used to obtain data from students. A structured questionnaire has pre-written questions arranged in a manner that are intended to answer the research questions (no new question can be asked outside what has already been written). The questionnaire was self-administered. According to Gall, Gal, and Borg (2007), a self-administered questionnaire is the only way to elicit self-report on peoples' opinions, attitudes, beliefs, and values. Through this method, selected respondents of this study answered to pre-written questions on their own and returned the questionnaire to the researcher. The questionnaire for the students included open-ended and closed questions. For open-ended questions, a respondent is allowed to write his/her responses in a space provided on the questionnaire. The respondent can only choose from a list of possible choices in the case of a closed-ended questionnaire (Kothari, 2004). The Closed questions employed a four-point Likert scale. The four points were Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The first part of each questionnaire

comprised demographic questions that gave information regarding students' gender, age, and School of study. Lecturers' demographic survey included questions on gender, age, highest educational qualification and number of years of teaching.

The questionnaire was administered to students during lecture hours of general courses in UENR, Sunyani campus, held on 8th February for SOE, 11th February 2019 for SOS, 13th February for SNR and 15th February for SMSL, all in 2019. The format and structure of the questionnaire can be seen in Appendix E I.

3.6.2 Interview

Interview is a qualitative research technique that involves conducting intensive individual dialogues with a small number of respondents to explore their perspectives on a particular idea, program or situation. Interview can be structured or unstructured. It can be conducted face-to-face, by mail or over the telephone (Boyce & Neale, 2006). For this study, the researcher made use of the face-to-face technique and the semi-structured interview to elicit data from both students and lecturers. The semi-structured interviews contain the components of both structured and unstructured interviews. In semi-structured interviews, the interviewer prepares a set of identical questions to be answered by all interviewees. At the same time, additional questions might be asked during interviews to clarify and/or further expand certain issues. An advantage of using interviews takes into account the possibility of collecting comprehensive information about research questions. Additionally, in this type of primary data collection, the researcher has direct control over the flow of the process. The researcher also has a chance to clarify certain issues during the process if needed.

In this research, all the interviews incorporated open-ended questions that enabled the researcher to probe for more information at various intervals and to seek clarification.

However, the researcher was watchful throughout the exercise not to deviate from the actual discussion. The questions were formulated according to various categories to provide answers to the research questions. The researcher prepared the questions in advance and studied them carefully before the actual interviews took place. There were scheduled interviews with the three lecturers. The interviews were conducted in the offices of these lecturers from the 18th to 19th of February, 2019, using an interview guide that can be found in Appendix E III. The interview was conducted to get in-depth information on the case study. The responses from the interview informed the nature of questions on the questionnaire.

3.6.3 Students' essays

This study concerned itself with the Academic Writing infractions that students commit when writing academic texts. Twenty (20) student essays, conducted as an assignment – Science, Technology and Society, were used as data for analysis. The rationale behind using these documents was mainly to see the extent to which Academic Writing conventions and mechanics were employed. The students were tasked to do a mini project. Students were to analyse and synthesize information they had gathered and applied the knowledge acquired in showing how a given area of science or technology was helping to achieve the Sustainable Development Goals (SDGs). The paper length was supposed to be between 8-10 pages, double spaced, with a font size of 12, Times New Roman font style or another serif font, and margins of 1'x1'. The default Microsoft Office 2007 or higher was to be used.

The write-up was to have a good introduction. The introduction must have a concise paragraph including a thesis statement and a clear indication of what the entire paper was about. The body/content of the write-up must introduce the topic; include a brief

historical timeline, current trends, issues and perspectives relating to the topic. The students were expected to demonstrate how the selected topic would help in achieving the stated SDG, showing both the positive and negative impacts. There should be a conclusion that summarizes the research, reiterating the thesis statement and providing food for thought for future research or the future of the topic.

The write-up must have in-text referencing showing proper acknowledgement of all sources. At the end of the write-up, a reference list was to be provided. This should be a correct list of all the references used in-text, at least five (5) references for each paper. The American Psychological Association (APA) referencing style should be used throughout.

3.7 Data Analysis

Uzee (1999, p. 26,) defines data analysis and interpretation as "the process of assigning meaning to the collected data and determining the conclusions, significance, and implications of the findings". The steps involved in data analysis are a function of the type of information collected; however, returning to the purpose of the assessment and the assessment questions provides a structure for the organisation of the data and a focus for the analysis.

3.7.1 Analyzing questionnaire

The data obtained from the questionnaire were validated through vetting for consistency and completeness. The data obtained from questionnaire and student records were analysed with the help of IBM Statistical Package for the Social Sciences (SPSS), (version 23) and Microsoft Excel, and the results were presented through charts and tables. It is important to point out that the SPSS was only used to summarize the data collected and give it shape. The analysis was however more qualitative.

The original Likert table in the questionnaire was converted to allow for descriptive (numeric) analysis. The Likert points were weighted and corresponding frequencies multiplied by these weights and cumulated for each item on the Likert scale. The weights for the 4 points were as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The values obtained for the four-point Likert were added cumulatively for each row, to obtain Total Scores. The Mean Scores were also calculated by dividing each total score by the total number of respondents who responded to each item to arrive at a Mean Score. The total mean of means was used to describe the overall score of the Likert scale. The responses on the Likert were interpreted using the calculated mean values and coefficient of variation (CV). From Magnello (2005), the coefficient of variation is the ratio of the standard deviation and the mean. It is a better measure of comparison for items that use different units of measurement. In explaining the coefficient of variation, it is the measure of relative variability or dispersion in data, which is expressed in percentage form.

The standard deviation (Std. Dev) expresses how much individual values of a data set are spread out from the average or mean of that set. The mean is a simple average of a range of values or quantities, computed by dividing the total of all values by the number of values. It is the most common measure of the mid-point of a range of values around which all other values cluster. That is to say, smaller values have less dispersion than larger ones. Smaller variability is therefore preferred. The Likert- questions were analysed using the following key to help in interpreting the results.

Table 3.2: Key for Likert table

Mean Score Range	Decision
2.00 and below	Disagree (D)
Above 2.00	Agree (A)

Source: Researcher's classification

Table 3.2 above shows that if mean values calculated were less than or equal to 2, then the decision was to disagree. However, if the calculated mean was greater than 2, the decision was to agree to that assertion or claim.

3.7.2 Analyzing interviews

Data obtained through the interview were analysed qualitatively. Analysing qualitative data using interviews is not an easy task and involves continued concentration. The task of analysing is not regarded as a separate process, it commences the very moment of collecting data learned (Brinkmann and Kvale, 2009). All interview data were audio-recorded, and written and were furthermore, transcribed and analysed with the help of an online software tool called Text analyser. Data were read, re-read and coded according to various themes, patterns, and inter-relationships for transcription and analysis. Themes that emerged from the reading of individual transcription were finally analysed.

3.7.3 Analyzing academic essays

Students' academic essays obtained from group assignments selected for the study were used for genre or textual analysis. Genre analysis is the process of deriving high-quality information from text material. This is characteristically derived by creating patterns and trends through means such as statistical pattern learning (Kwartler, 2017). A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the genre and influences and constraints the choice of content and style. In addition to purpose, genre exhibit various patterns of

similarity in terms of structure, style, content and intended audience explains (Swales, 1990). Students at the university are to exhibit such style or genre in their writings. The researcher, therefore, conducted the genre analysis to get information on the impact that the Communication Skills and Academic Writing program has on students' writing. The analysis was also done to ascertain the Academic Writing infractions that the students commit.

Students were to analyse and synthesize information they had gathered and applied the knowledge acquired in showing how a given area of science or technology was helping to achieve the Sustainable Development Goals (SDGs). The paper length was supposed to be between 8 and 10 pages, double spaced, with a font size of 12, Times New Roman font style, and margins of 1'x1'. The default office 2007 and higher was to be used. The write-up was to have a good introduction. The introduction must have a concise paragraph including a thesis statement and a clear indication of what the entire paper was about. The body/content of the write-up must introduce the topic; include a brief historical timeline, current trends, issues and perspectives relating to the topic. The student was expected to demonstrate how the selected topic would help in achieving the stated SDG, showing both the positive and negative impacts. There should be a conclusion that should summarize the research, reiterating the thesis statement and providing food for thought for future research or the future of the topic.

The write-up must have in-text referencing where there was a proper acknowledgement of all sources. However, a reference list must be provided at the end of the write-up. This should be a correct list of all the references used in-text, at least 5 references for each paper. The APA referencing formatting style should be used throughout.

Table 3.3: Summary of Essay Rubric

Requirement	Score
Paper length	4
In-text reference	5
Reference list	5
Introduction	3
Body/content	10
Conclusion	3
Total	30

Source: Department of Language and General Studies, UENR, 2019)

The researcher graded the assignments using the rubrics above. In grading the assignments, the researcher made written comments on the papers. The analysis for the grading was done quantitatively and qualitatively. Quantitative analysis was mainly descriptive and results were displayed on tables that contained frequencies and frequency percentages. Qualitative analysis was done through text analysis.

Text analysis is the method that communication researchers use to describe and interpret the characteristics of a recorded or visual message to describe and structure messages contained in-texts (Maceli, 2016). The researcher used a modified version of the Swales' (1990) CARS model as explained in the chapter 2 to suit this research. The researcher used the rubrics given above to design a modified version that is specific to only this research. This new version is summarized in the table below.

Table 3.4: Genre analysis of students' group research

Move	Step
1) Introduction	1) Writing a Thesis statement 2) Indicating what the entire paper is about
2) Body/content	1) Introducing the topic 2) Giving a brief historical timeline, current trends, issues, perspectives relating to the topic. 3) How topic will help in achieving the stated SDG
3) Conclusion	1) Summarizing research 2) Indicating future research
4) Referencing	1) Providing in-text reference 2) Providing reference list

Source: Extract from UENR 202 Assignment Rubric, 2019

Form the table above, the genre analysis only looked at the presence or otherwise of a particular move and step. The researcher used the counts of the presence or otherwise of the move or step rather than using the scores.

3.8 Reliability and Validity of Data

From Best and Kahn's (2006) view, the value of a data gathering instrument or procedure that will produce the same results when repeated. In justifying the validity of this study, some steps were taken. The content of the questionnaire was valid since they were guided by the questions of the study and literature reviewed and they contained question relevant to the subject under study. Reliability according to Mugenda and Mugenda, (2003) is the degree to which a test consistently produces same results when measured severally. In Hoyle, Harris and Judd (2002) view it is the consistency of measures and how they are replicable, thus, under the same conditions, and with the same subjects, the degree to which an instrument measures will be the same each time it is measured. The researcher, then conducted a pilot test to test for the reliability of the research instrument. At pre-testing stage, the effectiveness of the instrument was checked by the researcher to remove ambiguity. A pilot study refers to a trial

administration of an instrument to identify flaws admitted (Kumar, 2012). The pilot study was conducted at the School of Engineering (SOE) with a sample of 20 students. Based on the responses from the pilot study, the researcher made some adjustments to the research instruments to ensure clarity and that the respondents understand the questionnaire as intended by the researcher, thus ensuring reliability. The researcher did so by ensuring the proper wording of instruments. The researcher consulted with her supervisor to streamline the research tools that would provide information that could answer the research questions. The Cronbach's alpha coefficients which measure reliability for the questionnaires were estimated to help review and streamline questions on the questionnaire. The coefficient falls between 0 and 1. Values closer to 1 are desired and indicate more reliability. A coefficient of 1 indicates the perfect reliability of the instrument and a coefficient of 0 indicates no reliability of the instrument. The estimated Cronbach's alpha coefficients for the pilot tests are given below:

Table 3.5: Cronbach's alpha coefficients of questionnaire pilot test

Item	Cronbach's alpha coefficients
The major component of CS & AW	0.67
The possible causes of Academic Writing infractions	0.63
Strategies that can develop Academic Writings of students	0.73

Source: Fieldwork data (2019).

From table 3.4 above, all coefficients were above 0.5. However, the researcher consulted with the supervisor and other research experts to streamline all questions to improve consistency and reliability.

3.9 Ethical Issues

The researcher considered some ethical issues in the course of this study. Firstly an introductory letter from the Dept. of Applied Ling. in the appendix A was to UENR Administration for consent and introduction and copies were later sent to Schools and Departments of interest to inform them about the study. This was done to seek the consent and permission of authorities before undertaking the research.. Since this procedure demands to adhere to protocols, any delay in obtaining permission would disrupt collection. All participants were duly informed and their consent was sought before proceeding with data collection.

In this research, the researcher ensured that the process of gathering data and reporting results did not did not pose any threat to the self-esteem or status of individuals that participated in the research. Participants were assured that information received from them would not be shared with any other user, but would ensure that it would be treated with the utmost confidentiality.

3.10 Summary

This chapter, the research methods and techniques has been discussed in details. These methods and techniques has been reviewed and justified. The methods and techniques covered among others, the research design, sampling, data, analysis, reliability and ethical issues.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION

4.0 Introduction

In this chapter, the data that were collected and analysed are presented according to the research questions that guided the study. Quantitative data are presented mostly using tables and graphs. A mixed-method approach was followed to increase the reliability, validity, and credibility of the research. Data was collected from students and lecturers were questionnaire - closed and open-ended questions. In addition, in-depth, semi-structured interviews were conducted separately with lecturers. Twenty (20) written academic essays by participating students were also analysed.

The discussion begins with a demographic background of students and lecturers. This is followed by results from the closed and open-ended questions in the students' questionnaire, and from student interviews. After this, the presentation of information from the closed and open-ended questions in the lecturers' questionnaire and interviews follow suit. In the end, the results were analyses based on the following research questions:

1. What are the major components of the Communication Skills and Academic Writing course outline in UENR?

2. What are the infractions students commit in writing academically as university students?

3. What are the causes of these infractions committed by students in Academic Writing?

The backgrounds of the respondents covered the following areas: gender, age, and program of study. The backgrounds of lecturers also covered their gender, ages and their academic qualifications. The actual sample size of students used was one hundred and fifty-two (152), giving a response rate of 100%. Respondents were gathered during the lecture hours for this exercise. The researcher was, therefore, able to monitor and supervise the completion of the questionnaire. The questionnaires were pre-tested at the School of Engineering (SOE) of UENR, with a purposive sample size of twenty (20) students. The Cronbach alpha's coefficient which measures reliability for the questionnaire was computed to help review and streamline items on the questionnaire. The following is the reliability results:

Table 4.1: Pilot test: Reliability coefficients

Attribute	Cronbach's alpha (pilot)	Cronbach's alpha (survey)
Components of Communication Skills course outline	0.67	0.74
Causes of Academic Writing infractions	0.58	0.86
Strategies to improve Academic Writing s	0.73	0.82

Source: Researcher's Fieldwork (2019)

Table 4.1 above displays the reliability coefficients for the pilot testing and actual survey using a questionnaire. All reliability coefficients for the pilot test were above 0.5. The researcher, however, reviewed the questionnaire by consulting the supervisor to streamline the research instrument to improve reliability. The researcher in consultation with the supervisor fine-tuned the questionnaire by using appropriate wording and eliminated statements that did not reflect the research questions. The reliability coefficient for the actual survey improved as they were all above 0.7, now closer to the desired 1.0.

4.1 Background of Students and Lecturers

This section describes the background of the student respondents in terms of gender, age and program of study. The average age of the student was 19 years, with a range between 18 and 24 years. The program of study of the student sample used is presented below.
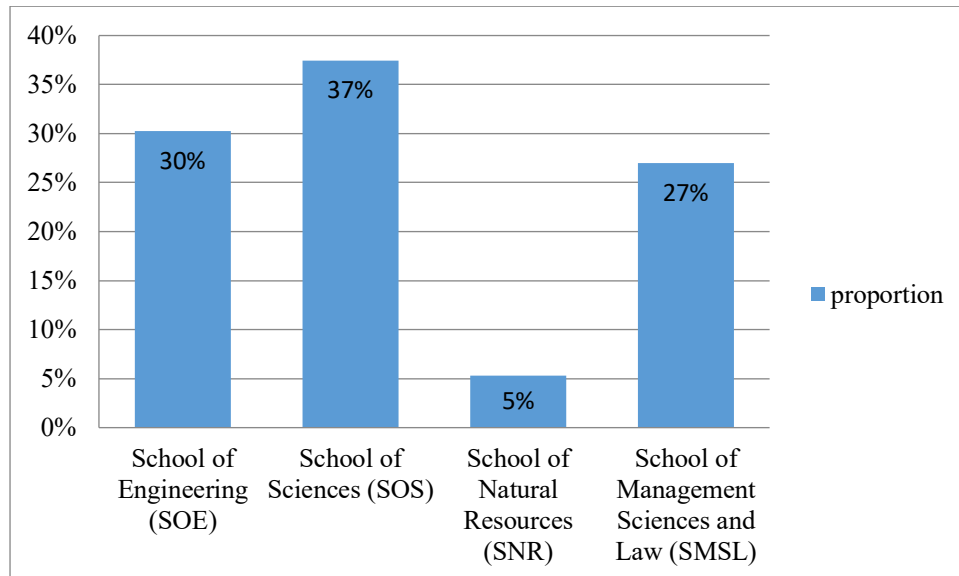
Source: Fieldwork data (2019).

Figure 4.1: Program of study of the sampled student population

From Figure 4.1 above, there were four (4) schools from which samples were drawn for the study. The highest percentage of respondents was from the School of Sciences with thirty-seven (37%) of the sample size. This was followed by thirty percent (30%) of the sample from the School of Engineering and twenty-seven (27%) from the School of Management Sciences and Law. The remainder of five percent (5%) was drawn from the School of Natural Resources.

The composition of gender for the sampled student population was male-dominated. There were 71% of the sample that was males as compared to 29% who were females. This is representative of the actual overall total student population available from

UENR records, where there are 71% males compared to 23% females in UENR, Sunyani branch (UENR Enrolment Statistics, 2019) in Appendix D.

Lecturers who were interviewed and completed the questionnaire were all in the English unit teaching CS &AW. There are currently five (5) lecturers in the Communication Skills Unit. Out of this total, two (2) are females and three (3) are males. However, the researcher conveniently sampled the two (2) females and one (1) male who were included in the study, making a total sample of (3) lecturers. The age range for the lecturers was 38-45 years. All three lecturers included in the study are pursuing and or about to pursue their doctorate degrees. All lecturers included in the study had, at least four years of teaching experience. The backgrounds of the lecturers show that they are well qualified and experienced to teach CS &AW. Post-graduate studies involve a high level of extensive reading and research. Post-graduate degree holders are supposed to complete theses or dissertations before the completion of their programs. Lecturers at the tertiary level are also required to write articles periodically for publication. It can, therefore, be implied that lecturers who were included in the study were very familiar with Academic Writing and were in the position to teach and coach students in that regard. They would also be in the position to provide relevant information to the study.

4.2 The Major Components of Communication Skills and Academic Writing Course Outline

This part of the study answers Research Question One by carefully studying the course outline for CS & AW. A careful look at the course outline over the past three years has shown the major recurring topics or areas that have been taught students who are mandated to study CS & AW. The course is a two-semester course with the focus to

train students with the appropriate expertise suitable for writing for academic and career purposes. The course imparts knowledge and skills for university academic pursuit that prepares students to be able to articulate their thoughts in the clear and acceptable use of the English Language in oral and written forms. The course further seeks to prepare candidates for the ever-competitive job market.

By the completion of the course, it is the objective of the course that students should be able to communicate effectively for academic and career purposes; demonstrate an understanding of the generic fundamentals of communication, and use the appropriate language and writing style in the presentation of information. Students are to avoid plagiarism (presenting someone else's ideas or words as one's own without clearly acknowledging the source). All sources in their works must be credited properly and any exact use of the wording of the source must be enclosed in quotation marks. Violation of this is an offense and attracts necessary action. Students are admonished to have their pocket-size dictionaries to help them improve their vocabulary. The specific topics that students are taught during the first semester are summarized in the table below.

Table 4.2: Course Outline for the First Semester

1. Introduction to the course

2. Communication
   - o   Importance of communication
   - o   Components of communication

3. **Reading**
   - o   Acquiring information
   - o   Strategies for reading – skimming, scanning,
   - o   SQ3R
   - o   Types of Reading – intensive and extensive
   - o   Research (looking for information)

4. **Acquiring the basics of Grammar**
   - o   Subject-verb, pronoun- antecedent agreement
   - o   Sentence errors –ambiguity
   - o   Dangling modification and misrelated constructions
   - o   Sentences
   - o   Sentence types and uses
   - o   Tenses (sequence of tenses)
   - o   Prepositions
   - o   Punctuation and capitalization
   - o   Spelling
   - o   Diction

5. **Introduction to writing skills**
   - o   Outlining on a given material
   - o   Preparing to write
   - o   Examination

Source: Fieldwork data (2019) from Languages & General Studies Department, UENR

It can be seen from Table 4.2 above that in the first semester, students are taught five main topics or areas: Communication, reading, basics of grammar, and introduction to writing skills. These first semester topics illustrated in Table 4.2 above are less practical compared to the second-semester outline discussed below. Students, however, receive instructions through various methods such as lectures, whole group discussions, small group projects, peer evaluations, and co-operative learning groups. Students are

assessed through assignments, attendance and class participation, book review and personal written journal of weekly activities, mid-semester examination, and end of semester examination.

The second semester is a follow-up to the first-semester course, intending to consolidate the skills acquired in the first semester. These skills are prerequisite to students' everyday academic work as well as for their long essays and academic projects; therefore, practical measures are taken to ensure effective teaching and assimilation of the course contents. The second semester is full of writing and oral presentations; this is a practical-based semester that complements the theory-based one had during the first semester.

The objective of the second-semester course is to help students orally communicate ideas effectively at presentation sessions. Moreover, students should be demonstrating Academic Writing skills acquired by adopting the appropriate Academic Writing processes to communicate ideas through academic essays. The course outline for the second semester is displayed below:
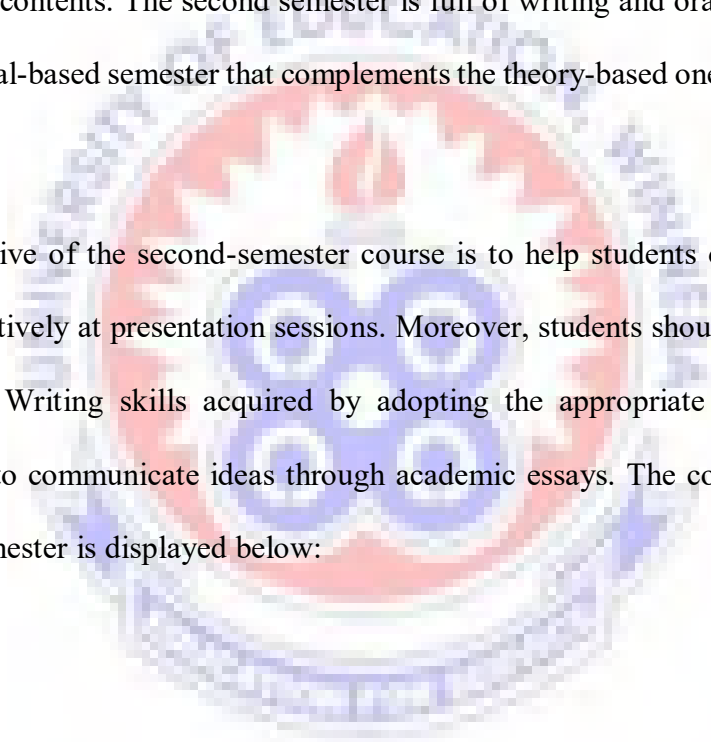
Table 4.3: Course outline for the second semester

1. **Oral presentation Skills - important speech qualities**
   - Content: Introduction, body and conclusion
   - Accuracy of information
   - Clarity
   - Correct pronunciation
   - Pausing
   - Gestures
   - Choice of words
   - Interest arousing introduction

2. **Writing Skills**
   - The academic essay and the writing process: Introduction, Body and Conclusion

3. **Editing and Proofreading**
   - Revision on grammar
   - Revision on punctuation and capitalization

4. **Plagiarism**
   - Avoiding plagiarism
   - Referencing types

5. **Report writing**

6. **Basic knowledge in Literature**

7. **Literary Devices**:
   - Metaphor, Simile, Repetition, Euphemism, Hyperbole, Paradox, Oxymoron, Synecdoche, Metonymy, Irony and sarcasm

8. **Curriculum Vitae or Resume writing**

Source: Fieldwork data (2019).

From the topics outlined above, it is easy to see that all the major components of the CS & AW course can be found. This was confirmed with other CS & AW course outline from other sister universities in the country in the works of Adika, (2015), Afful, (2007) Asemanyi, (2015). Appendix C I AND II. The researcher noted the course outline contained almost the same areas outlined in the outline of UENR. This implicitly

indicated that the various component treated in CS & AW at UENR are geared toward achieving the objective set by the university curriculum planners for the course.

Students are provided with a reading list and every material on the list is from an academic source. The following are examples of the reading list provided for students in the study of Communication Skills and Academic Writing in UENR:

Adair, J. (2003). *Effective communication*. London: Pan Macmillan Ltd.

Badger, R., & White, G. (2000). *A process genre approach to writing* ELT Journal 54(2), 153-160.

Bailey, S. (2015). *The essentials* of *Academic Writing for international students*. New York: Routledge.

The reference list shows that the students are provided with reading materials that can help them improve their communication skills. The authors' official names, the year of publication, the title of their works, and the publishing houses have all been provided. All sources are very formal and the publishing houses are well known to publish scholarly works.

Table 4.4 below summarizes the questionnaire responses on the major components of the Communication Skills and Academic Writing course outline.

Table 4.4: Components of communication skills and Academic Writing course

S/N	Statement	Mean	Std. Dev	Decision	CV (%)
1.	I have acquired writing skills in academic essays and the writing process	3.17	0.84	Agree	26.38
2.	I am now competent in my grammatical usage of the English language	1.87	0.83	Disagree	44.30
3	My vocabulary has increased because now i know how to source for information	2.97	0.87	Agree	30.87
4.	CS has helped me to enhance my educational research	1.90	0.81	Disagree	44.95
5.	CS has helped me to know the basic referencing types	2.17	0.94	Agree	37.73
6.	I am able to acquire information from appropriate sources	2.60	0.89	Agree	32.12
7.	My spelling techniques has improved	2.86	0.86	Agree	30.92
8.	CS has helped me to develop my presentation skills	1.77	0.78	Disagree	43.70
9.	CS has helped me to develop my communication skills to be able to succeed in my discipline of study	3.42	0.72	Agree	17.51
10	I am able to detect and avoid plagiarism because of CS	1.70	0.77	Disagree	45.00
	Total mean score	**2.44**		**Agree**	

Source: Fieldwork data (2019).

From Table 4.3, students on the average agreed to the course components. This depicted that, the components are reliably strong constituents for learning to write academic essays. From the table, the overall rating from the students was that, on the average, they agreed to the statements on the table that relate to the components of the CS &AW. This is shown by the total mean of means of 2.44. From the table, the students agree that CS &AW has helped them to develop their communication skills for their success at the university. This statement had the least CV because of 17.51% because the standard deviation was least on the table and the corresponding mean value of 3.42 was the highest on the column showing means. This was followed by the assertion that

students have acquired the writing process and the writing skills needed for academic essays. This also had a CV of 26.38% and the second-highest mean value of 3.17. The next item that students agreed to as critical was the aspects of grammar. They believe their grammar had improved (punctuation, capitalization, spelling, etc.) CS &AW lessons by scoring a CV of 30.17% and a mean value of 2.86. The students also agreed that their vocabulary had increased and this had improved their learning skills and academic success. The students also agree to the statements that they can acquire information from appropriate sources and CS &AW has helped them to know the basic referencing types. To this, they scored CVs of 32.12% and 37.73% respectively. However, students' respondents had indicated down siding disagreement to some aspects of the CS program. The students disagreed with the assertions that CS & AW has helped them to develop their presentation skills. They were still not competent or flexible in the use of language. CS has not helped them to enhance their educational research; and lastly, they were unable to detect and avoid plagiarism through the CS & AW outline highlights it. These assertions all had mean values below 2.00 and CV values of 43.70%, 44.30%, 44.95%, and 45.00% respectively.

The findings from the students' questionnaire pointed to the fact that students acknowledge familiarity with the various components of the outline through lecturing. They believe that the course has exposed them to various aspects of Academic Writing such as: acquiring writing skills, basic referencing types, sourcing for information and synthesising information gathered from sources into their works. All these are areas that the course has been designed to impart to their writing.

During the interview with lecturers from the Communication Skills Unit, the structure of the Communication Skills program was explained by them. One of them said that

the course is designed to equip students to be able to write academic essays, regardless of their discipline of study.

The interviewee directly said,

> *"The course is there because, whether you are in Mathematics, Engineering, Biological Science, Nursing or whatever you have to write an academic essay. It is not limited to English language students. This course is done in every university and mandatory for all fresh students"*.

Another interviewee disclosed that the program is designed for students to change from the way they are used to writing in high school to how writing is done at the university level. The interviewee said at the university level, students are supposed to write academic essays. To this, the interviewee is quoted saying,

> *"The course is structured to change how they write in high school to write the way they write here at the university. In high school, they were doing imaginary writing. Writing doesn't need referencing. Communication Skills is meant to help students write academic essays…."*

In high school, writings are based on imagination, not on facts. However, at the university, you need to give evidence of your writings. Students need to write in the acceptable writing styles and standards or protocols of communication in the university.

Newcomers, therefore, need ample time to unlearn what they already know and embrace the new writing style at the university. The CS &AW course is therefore designed to help students change their old writing forms/style. The lecturers also shed some light on the skills students are required to attain at the end of the Communication Skills course. The interviewees hinted that students are required to know how to summarize, paraphrase and synthesize other materials in their writings, notwithstanding the department that a student is in. One of the interviewee is quoted saying,

> *"You need to summarize, you need to paraphrase, you need to know how to use people's information and synthesize them in your work. These are the issues treated in Academic Writing. You need to know how to*

reference. Students need to know how the various sessions of writing are done. All these skills taught are supposed to reflect in student writings when they are given an assignment. This cut across all departments in the university and so we teach all level 100 students these skills".

Thus, regardless of the department, all students are to write academic essays and that is what CS & AW assist then to do.

Further on, students' responses to the open-ended section of the questionnaire were varied but they were all in support of the objective to components seek to achieve. Examples of the responses include the following:

"Because it is needed to succeed in the entire course"

"It helps students explores the detailed part of communication skills"

"It helps improve our writing and communication"

"It give explanations on how some writing is done"

"It helps improve students' knowledge in linguistics"

"It help improve our communication skills and self-esteem"

"It's important because every aspect of life has to do with communication"

"It builds our confidence in writing and speaking"

"It makes the individual fluent in his communications"

"Helps in being fluents in speech"

It can be deduced from the examples above that the majority of the responses are not able to show that the course is designed to help students change their known writing styles to academic essays. The areas that the students have described are not the core objectives of the CS & AW course at UENR. These students seem to have different perspectives on the course.

On university teaching methods and other protocols, many students acknowledged vast variation from high school. Students acknowledged that the teaching methods at the university differ from that of Senior High School (SHS). One student assumed that at the SHS, a lot of the work is done by the teachers, but at the university students' are made to research personally. Other students supported this claim by saying:

> *"Most of the information for learning is searched out by students. Lecturers normally give out instructions"*

> *"Students are required to learn courses into details themselves"*

> *"University teaching method doesn't give detailed information usually the only direction to the information."*

> *"At the SHS, the teacher would take time to explain things better, but at the university, you learn to understand yourself since it is lecturing"*

> *"There is more personal research, more assignments and the use of electronic devices such as computers for learning".*

On the whole, the findings in this section have heighten that the component of CS & AWA course play a major part of a student's academic life especially, writing academically as purported by Fujii and Fukao (2001) and Zhu (2004). The finding has also reiterated the assertions of Bromley (2013) that students need to learn to develop academic arguments and become more articulate about their knowledge of writing. They pointed out that Academic Writing is an essential element where students develop the proper tone, technique, and style for their academic assignments which is different from other forms of writing such as journalistic or creative writing,. The researcher discussed what the impact has been taking into account the component emphasized above and the acknowledgment by both teachers and students in the subsequent session.

4.3 Infractions Students Commit to Communicating Effectively

This section of the research sought to answer research question two which was to ascertain the infractions students commit in communicating effectively as reflected in

their Academic Writing. The section also made use of questionnaire, interviews and academic essays.

4.3.1 Genre analysis of students' academic essays

The students were tasked to undertake a research project (as a group assignment). Students were to analyse and synthesize information they had gathered and applied the knowledge acquired in showing how a given area of science or technology is helping to achieve the Sustainable Development Goals (SDGs). This assignment was given to the students to check if they could reflect what they have been taught in the course of the semester by following the given rubrics. For this study, the score for the rubrics is given in Table 4.5 below.

Table 4.5: Summary of the Rubric

Requirement	Score
Paper length	4
In-text reference	5
Reference list	5
Introduction	3
Body/content	10
Conclusion	3
Total	30

Source: Department of Language and General Studies, UENR, 2019)

From Table 4.5 the various requirements summed up to a possible score of 30. The scores of the assignments after marking were summarized as follows: The average marks scored ranged between 12 and 20 out of a possible 30. Only one essay representing 5% had 20 marks, the remaining 95% had nineteen marks or lower. From the rubrics, only one script could not meet the required number of pages of 8 - 10. None of the essays were able to score the maximum ten for the body/content of the essays. 6

essays provided conclusions to their essays. However, they could not meet the rubrics for this section.

A number of the papers also revealed incorrect grammar, poor sentence and paragraph structure as can be seen in Appendix V. This agrees with what Pineteh (2012) and Adika (2011) purport that students' sentences are often shortened, ill-formed and complicated with grammatical features because even at the university level, grammatical features are always contentious, like subject-verb agreement, tenses, spelling and how to join sentences to make a coherent paragraph. On the whole, the students could not reflect what they were taught in the CS & AW class before this assignment was given.

An interview with a lecturer also revealed that the students do not comport themselves, they are usually not attentive to what they are taught during lectures. The interaction pointed out that, students assume the course to be ordinary and therefore do not take it seriously. This negative attitude reflects in their performance said the lecturer. This puts a lot of stress on the work of lecturers. There are already large classes that are challenging on its own Adika (2015) presumes, so re-sitting will only come to add the numbers, making it more work for lecturers.

Here is what the interviewee is cited as saying:

> *Some too many students fail the course. The numbers are staggering. They just don't understand what we are doing here. Many of them get D, C... "They are excited if they don't fail. If you have 50%, know that the lecturer only considered you. They don't do any better when they come back to re-sit. They come in with the same attitude they had previously. This negative attitude sometimes impacts negatively on their juniors. They are polluted that the course is hard.*

In another interview session, a lecturer was of the view that the students feel burdened by the course. Students scuffle when they are given an assignment. To these students,

there are other assignments to be executed from their mainstream programs and so would pay money for the assignment to be done for them. This mind-set prevents students from appreciating the course and to give it more attention. The interviewee directly said,

> *"They now have people who write assignments for them and these people are not aware of what we do here. So they write anything for them. They write term papers for them at exorbitant prices and they still pay."*

This helps explain why the majority of students do not attach seriousness to the CS & AW Course because they can easily outsource their assignments. They fail to know that these assignments serve as practice for them. The findings in this section have provided evidence which supports the claims of Neeley (2005) that students thus find it difficult to adapt to Academic Writing conventions which involve ways of thinking, reading, synthesising and paraphrasing that is dominant in the academic setting. Students are taught all the above activities in class yet they find it difficult to employ them. This is so because they do not learn nor practise. This affirms students' difficulty in showing the accepted structure of an academic essay Mutwarasibo (2011). The introductory section, body paragraph, and conclusion sections of students' essays are not clearly demarcated with clear paragraphs. The main components are not demarcated by them but had to be traced by the reader or marker. They keep writing in non-academic format.

What follows is the genre analysis for the sampled research assignment that was given to the students. This section analyses the essays on the following rhetorical moves: the introduction, the body/content, the conclusion, and references. Before proceeding to the main genre analysis, the researcher did a text analysis with the help of *Text analyser* online software on the comments made by lecturers on the students' assignment during marking. The results of this analysis are presented below.

Table 4.6: Text analysis of essays

Word	Occurrences	Frequency	Rank
REFERENCE	23	7.5%	1
FONTS	14	4.6%	2
FORMAT	11	3.6%	3
PLAGIARISED	11	3.6%	3
APA	8	2.6%	6
CONCLUSION	8	2.6%	6
INTRODUCTION	8	2.6%	6

Source: Researcher's Fieldwork (2019)

The texts that were used for analysis were from the comments that lecturers made on the assignments scripts of students during the marking process. From the table, 7 words occurred most frequently which were considered meaningful so far as the rubrics for students' assignments were concerned. Top on the list was "REFERENCES", which appeared 23 times in the comments given by the lecturer. The reference was made up of in-text references and reference lists. Some of the papers also had references that were from non-academic sources.

The next word with the highest frequency as indicated by the results from the TEXT ANALYSER online tool was "FONTS" which ranked second on the table. There were 14 materials out of the 20 that had irregular/inconsistent fonts. The font sizes were not uniformed and/or evenly spaced throughout the entire document. There were instances where the font sizes were either more than or less than the required size of 12. The spacing was also not consistent; either they were sparsely or thinly spaced. There were instances where very few texts appear on a page and there are wide spaces without any texts. The margins for a number of the papers were not uniformly spaced and the pages were not "justified".

Next on the TEXT ANALYSER output table above, were "FORMAT" and "PLAGIARIZED". They both had the third position on the ranking, occurring on 11 of the materials used. The writings did not follow the standard of university Academic Writing. Some of the ideas expressed were too short and were bulleted, which are not accepted as far as Academic Writing is concerned. There are many instances where entire materials were plagiarized from internet sources. Some materials even contained the font styles of the referenced document as can be seen in Appendix V.

The "APA", "conclusion" and "introduction" were the next word counts which followed with the same rank of 6. The APA format of referencing was not used in most of the materials sampled for analysis, although it was part of the rubrics given. Non-academic referencing styles and sources were used. Few attempted to do it but were not consistent throughout the work.

A modified version of Swales (1990) genre analysis was adapted by the researcher to examine the sampled essays of students for this study. This includes the move of the introduction, move of the body, move of the conclusion and move of the references that can be seen in the table below.

Table 4.6.1: Move of the Introduction

	Step 1	Step 2
Frequency	3	4
Percentage	15%	20%

Source: Sampled UENR students' academic essays, 2019

Table 4.6.1 above presents the results from the genre analysis for the introduction section of the group research of sampled essays. It is indicated in the table that, a smaller percentage of the sampled essays contained this move. 15% of the sample essays contained step 1: writing a thesis statement and 20% contained step 2: giving an

overview of the entire work. A number of the papers did not have objectives or asked questions that their work provides answers to. A high number of the essays did not have an introduction at all; those that had too were very brief. The researcher could infer that students were not particular and careful about the introduction of their essays. The topics were not precisely stated nor expressed to sustain readers' interest to want to read on and on and thesis statement were difficult to identify. The essays could not conform to the expectations of the rhetoric for the introduction. The sample essays do not agree with Black (2006), who posits that the introduction of Academic Writing should contain three stages: thesis statement, and thesis s A good **introduction** captures readers' attention, tells them what the paper is about, and provides an outline of what is to come. The **introduction** is quite possibly the most important part of an **essay**, but it can also be the hardest for some writers. Below are some examples from the samples used in the analysis.
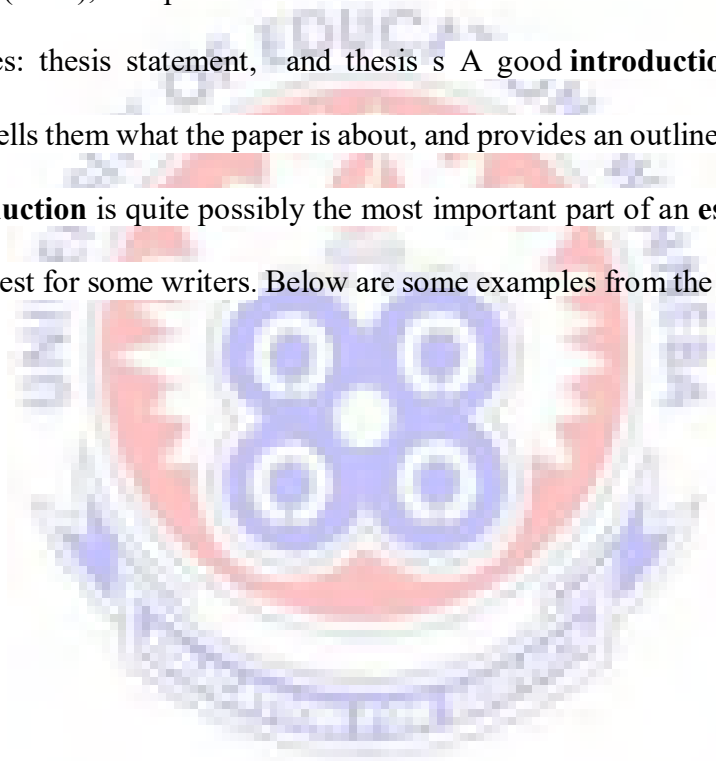
Example 1: *Food is a basic necessity for every child. Without food, it be difficulty for man to survive. The first three sustainable development goals; no poverty, zero hunger and good health. These goals are set by the United Nations to help every persons get access to adequate, affordable and healthy food.*

From example 1 above, the hook can be seen, as indicated by the highlighted section. The hook is one of the most important stages. Without a strong hook, it is difficult to maintain reader interest. A general statement has also been made in example 1, which is the last sentence in the paragraph, "*these goals are set by the United Nations to help every person get access to adequate, affordable and healthy food.*" However, it does not provide any thesis statement.

Example 2*: A service is a company that made up of companies that primarily earn revenue through providing intangible products and services. Information Technology is the use of computers to store, retrieve, transmit and manipulate data or information*

In the case of example 2, the students only defined service-"*A service is a company that is made up of…*"- and technology-." *Information Technology is the use of computers to store,…*"- There is no evidence of the hook, general statement or a thesis statement. This kind of introduction runs through a number of the students' assignments. All that can be found in such introductions are a definition of terms.

Example 3*: Rail transport is an enabler of economic progress used to mobilise goods as well as people. Gender equality, decent work and economic growth, reduced inequalities, industry, innovation and infrastructure was achieved using rail transport.*

Example 3 only begins the hook for the research by bringing attention to how important rail transport is. This introduction however, fails to go further to give background

information concerning the topic. In all examples given above, the writers have failed to give their points of view on the issues they are writing about. They are also unable to explicitly state what the entire work was about. It has therefore become clear that students do not write the appropriate introduction portion of their work and/or do not write the introduction section at all. To put it in other words, the beginning and closing sections of the essay are problematic for many students. They are unable to come clear on this. This implies that students need to further develop their skills at writing effective introductions in a cogent manner.

Table 4.6.2: Move of the Body/Content

	Step 1	Step 2	Step 3
Frequency	5	12	8
Percentage	25%	70%	40%

Source: Sampled UENR students' academic essays, 2019

Table 4.6.2 above presents the results from the rhetorical move of the body/content of essays. From the table above, it can be seen that the presence of the steps was varied in terms of their frequencies and percentages. Specifically, 70% contained Step 2. In this step, students were able to give a brief historical timeline, current trends, issues, perspectives relating to the topic. This result is not surprising as the rubrics given explicitly requested the students to write on these themes. The students therefore only adhered and wrote under these subheadings. 40% of essays contained Step 3 which from the rubrics required students to write on how their topic will help in achieving the stated SDG and about 25% of the sampled essays contained this; Step 1 – which require the main point for that reason to be expressed in expounded sentences and supported by the supporting sentences and examples suggested (Savage & Shafiei, 2007).

The information in the body paragraphs of an essay, according to literature should also be organized in order of importance, chronology, or terms of effects (Lyons & Heasley, 2006). However, students paid more attention to giving historical timelines but they could not prove Savage & Shafiei, (2007) suggestion that the point expressed in the topic sentence must be expounded and supported by the supporting sentences; essays only itemised ideas. These points were not stated or expressed in full sentences as the case is supposed to be for academic essays. The current trends, issues, and perspectives relating to the topic did not expatiate for understanding, and they only copied verbatim what they had from the internet without synthesizing them into full expressions for meaning. Examples can be seen in Appendix VI.

Table 4.6.3: Move of the conclusion

	Step 1	Step 2
Frequency	2	1
Percentage	40%	25%

Source: Sampled UENR students' academic essays, 2019

Table 4.6.3 above presents the results from the rhetoric for the conclusion section of students' essays. From the table above, a lesser proportion still had the presence of the conclusion in their essays. Specifically, 10% of scripts had Step 1 present in which students were to give a summary of their search research; only 5% of essays had Step 2 for indicating future research. The remaining 85% did not provide a summary or made recommendations for further research. Nearly all the sampled essays failed to provide a summary of the entire work as a conclusion. The essays also did not suggest any future implications for their topics. When we consider Hopper (2000) explanation of conclusion thus; in the conclusion, a summary of the research should be provided reiterating the thesis statement and providing food for thought for future research or the

future of your topic. Clearly, students had not illustrated any skill of writing the rhetoric conclusion of their essays. Examples of conclusions from sampled essays are given below:

Example 1:

> *It is our assertion that the future advances in IT including mobile broadband, the internet of things, robotics and artificial and others will provide the tools for additional, unprecedented advances in energy services and environmental monitoring and protection.*

Example 2:

> *Food manufacturing with the use of science and technology makes life easier and less stressful. Let us not leave food manufacturing on the shoulders of only our food manufacturing industries. In our own small ways let's be creative and innovative in order to achieve the SDG's.*

Example 3:

> *This will help transportation be effective, easy and reliable as well as fast to aid in the trading of people and help improve the lives of people (poverty), ensure a quality and equitable education, ensuring good health and well-being of the citizens and lastly end hunger. Imagine a world without hunger. A safe place everyone wishes the world could reach. It is possible?*

From the examples above, it can be seen that students just made sweeping statements as their conclusions. None of the features of how to conclude Academic Writing can be seen. The conclusions were also very short. It can be concluded that students have a great challenge on how to conclude their essays appropriately. The teaching methodology has not failed to address this challenge of students. Lecturers were observed teaching the lower classes (current level 100s) and all the nitty-gritty required in writing conclusions were discussed and therefore such infractions can only stem from the fact that students do not have enough opportunity to practice.

Table 4.6.4: Move of the Referencing

	Step 1	Step 2
Frequency	3	4
Percentage	15%	20%

Source: Sampled UENR students' academic essays, 2019

Table 4.6.4 above presents the results from the rhetoric move for referencing in students' essays. A larger proportion of the sampled essays did not contain this move. The table above indicates that only 20% of the 20 essays contained Step 2; where students were to provide a reference list. The remaining 80% did not contain this step at all. Also, 15% of the essays contained step 1, where essays were to contain in-text references, the remaining 85% did not contain Step 2. The students were not, again, mindful of this section of writing academic essays. The absence of referencing in students' writings reveals that students lacked the technique to do so. A careful study of essays shows that most of the information came from limited sources. The students did not do extensive reading and note taking which would have introduced them to a wide range of information. Extensive reading and note-taking from the students would have given the students a range of sources of information to select from and to synthesize into their writings. The analysis has shown that the students restricted themselves with very few literatures. Some students were not even mindful to acknowledge the sources whereas those who gave the references abysmally placed them.

Additionally, the referencing did not follow the American Psychological Association (APA) approved format for referencing academic essays at UENR. The APA format for referencing in-text is an author/date system. The author component contains the surname (s), whilst the date component comprises the year of publication. Below are

examples of both in-text citations and references as they were found in the reference list sections of the sampled essays.

- *(Kayla Mathews, 2018):* as appearing in-text reference. Full name is written instead of surname only. The reference should read "(Mathews, 2018)"

- *https://www.quora.com:* as appearing in-text reference. This is from a non-academic source.

- *https://www.wikipedia.com:* as appearing in the in-text reference. This is from a non-academic source. Wikipedia is an open-source where anyone can upload and update any material there.

- *UN website:* as appearing in the in-text reference. It is not clear what the "UN" stands for and also, the full website is not provided. It could read www.un.org. There is no date provided.

- *www.google.com.gh:* as appearing in both in-text reference and reference list. Google is a search engine and it is not clear what was searched. It is therefore vague to just write the web address to the search engine as a reference without showing the material that was searched.

- *www.ghanweb.com :* as appearing in both in-text reference and reference list. This is from a non-academic source. Ghanaweb is an open-source and information there cannot be verified. All manner of people always post materials there and those materials can be updated by anyone. There are times that there are no sources provided for the materials posted. There a lot of materials that have also been posted where the backgrounds of the authors have not been provided.

- *http://en.wikipedia.org/wiki/food:* as appearing in both in-text reference and reference list. Wikipedia is an open-source and therefore not an academic source

YouTube-innovations in Food manufacturing: This appears in-text. Youtube is not considered an academic source. It is an open-source where there is no restriction on the materials uploaded. It is an informal domain where no official documentation is provided for publishers or the content they upload.

- *Ref: Technopedia.com:* This appears in-text. The referencing style is also incorrect. There is no need to write "Ref:" before the source is written

- *Ref: Quora.com, Wikipedia.com*: This appears in-text. There is no need to write "Ref:" before the source is written. Furthermore, Quora.com and Wikipedia are not academic sources as has been explained earlier.

- *Amy Myers, 2018:* This appears in-text. Only the surname should have been provided and the year enclosed in the bracket. It should read, "Myers (2018)"

- *(James C. Williams, 2006)*: This appears in-text. Only the surname should have been provided and the year enclosed in the bracket. It should read, "Williams (2018)".

- *(Richard Heingberg, 2005*): This appears in-text. Only the surname should have been provided and the year enclosed in the bracket. It should read, "Heingberg (2018)"

- *KERRY THOURBORON 2018:* as appearing at the end of the text. It should read (Thourboron, 2018)

- *Buzzghana.com:* as appearing in the in-text reference. This is not an academic source. It has the characteristics as Ghanaweb.ocm

- *Googlescholar+pdf+free*: as appearing in both in-text reference and reference list. Google Scholar is an online domain where scholarly articles and journals can be downloaded. The reference above does not show the author cited or the material used.

The examples above have reiterated Bowker (2007) view that the writing of a reference list as cited sources in students essays appear to be rather difficult task for students. There were many instances where students did not have in-text references or reference lists in their entire work. In some of the papers, quotations were made with inverted commas, but there were no references cited either at the beginning or at the end of the text.

For instance,

> *"the use of services and related products, ….of further generations". That is the…* -No citation.

> *"make cities and human settlements...integrated links". More work is needed...* -No citation

> *"Let thy food be thy medicine and thy medicine be thy food". -* No citation

From the examples above, no reference was cited although they were direct quotations as indicated by the inverted commas. The citation should read "(Surname, year of publication, page number)", for instance, "(Amin, 2017, p. 25)".

4.4 Causes of Academic Writing Infractions

This part of the study answers Research Question Three by presenting the results based on the questionnaires and interviews for both students and lecturers. Under Research Question Three, the researcher sought to determine possible causes of Academic Writing infractions in UENR**.** To answer this question, the researcher analysed the questionnaire and interviews according to the procedure explained in the Data Analysis Section in Chapter Three.

Table 4.7a: Causes of Academic Writing Challenges

Statement	Mean	SD	Decision	CV
Lack of practice opportunities at tertiary institutions	2.69	0.6	Agree	0.29
Under-preparedness from high school	2.83	0.53	Agree	0.24
Teachers do not prepare lessons which allow students to practice writing. Practicable lesson plan	2.47	0.7	Agree	0.28
Lack of reading resources	2.64	0.61	Agree	0.22
Reluctance of teachers to teach writing	1.48	0.76	Agree	0.51
Inadequate feedback to students writing	2.65	0.51	Agree	0.19
Socio-economic factors of students	1.73	0.76	Agree	0.44
Total	**2.36**		**Agree**	

Source: Fieldwork data (2019).

From Table 4.7a above, the students agreed (on an average) to the overall perceived causes of Academic Writing infractions by scoring a total mean of means score of 2.64. In descending order, students agreed to the perception that ineffective feedback to students as the main cause of their Academic Writing challenge by scoring a CV of 0.19. According to what is showed in the table above, there is indication that students were not receiving effective feedback from lecturers after writing and this causes multitude of problems. When lecturers give constructive feedback to their students, it shapes their learning because lecturers let their students know how wrong they are performing and what they ought to do to improve. In order for students to improve on the Academic Writing weakness, they must be given feedback on whatever they write. Many of the students in the open-ended section of the questionnaire mentioned that some lecturers were not giving feedback to individual students after marking their written work, at all. At other times too, the feedback was given at a very late period, a participant stated that,

> *".....most time lecturers do not bring back students' assignments and when they do, there are no comments to tell what went wrong or right; when students don't receive comments they conclude that they did the right thing."*

Following Table 4.7a above, lack of practice was the next perceived causes students agreed to. Students indicated that lack of practise was causing their problems. This was confirmed by students in the open-ended questions when they all alluded to the fact that they did not remember what they had learned in their previous year because they did not practise the skills they learned in the first year. As a result, when they proceed to year two onwards, they are not able to apply the knowledge gained because they forget what they learned. There is no continuity in what the students learn in the first year. A sample of extracts from open-ended questions reiterates the above. The student stated,

> *"As we progress to other year levels we come to the realization that we have forgotten what we did in our first year. This is because we are not practicing the skills as we progress to other levels and the problems persist."*

This was followed by under-preparedness from high school. This was discovered through an interview session as a strong cause of students' Academic Writing infractions. Students claimed that they were not initiated into expectations at the university. They only carry with them traits of writings done at the secondary school, only to discover that writing at the university was completely different and there is the need quickly to adjust and adapt to the required writing convention, which eventually takes forever due to ossification. The findings above corroborate the findings of Adika (2012) and Chokwe (2011) that the under-preparedness of students emanates from high schooling and it is a major cause of Academic Writing infractions seen at the university. This revelation has also affirmed what was mentioned by Fernsten and Reda (2011) that under-preparedness affects students' transition from high school to tertiary

institutions and it takes them too long to adapt to what is happening at university, particularly how to write academically.

For example, participants said,

> "…....the cause might be our English background from the high school
>
> "It's just that at high schools all the teachers did not put so much effort even if you made a mistake with spelling they were just underlining it by not giving the correct spelling for that word.
>
> "I think we do not have the background, or maybe that's how we were taught at high school and we come here with that mentality here and we think it is the best, meanwhile it's not."
>
> "The cause could be lack of pre-existing knowledge on writing. This means we were not writing academically before we were enrolled at the tertiary institutions. Therefore, Academic Writing preferences were only introduced when we came here to university."

The students observe that there is a lack of reading resources by scoring the highest CV of 0.35. Students complained in the open-ended questions on the questionnaire that it was challenging to search for information that validated their ideas when they write academic texts because the only source of information was the library which, and was not sufficiently stocked because of space. Students reported that the insufficient and unavailability of appropriate reference sources as a related cause for committing infractions. Students have the sole role of identifying relevant references and also understanding these identified references (Adika 2012) to be incorporated in their writing. In addition, students heavily relied on getting materials on-line. However, the internet was also not available most of the time. Some statements from the students to this effect are as follows:

Sample 1.

> "library space is not enough to accommodate many students, thereby making resources unavailable to students as and when needed, so, for the sake of students, everything should be up to date and a bigger library should be furnished to serve the purpose of a library."

Sample 2.

> *"We have a challenge with finding the correct sources to* validate their
> ideas because the only source of information is the library which, is not
> sufficiently stocked".

On the other hand, students disagreed with the perception that teachers were reluctant

to teach writing and that of socio-economic factors as other causes of Academic Writing

challenges, as they scored mean values which were less than 2.0.

Table 4.7b: Lecturers' responses to the causes of Academic Writing challenges

Statement	Mean	SD	Decision	CV
Lack of practice at tertiary institutions	2.85	0.25	Agree	0.09
Under preparedness from high school	2.96	0.23	Agree	0.08
Teachers do not prepare lessons which allow students to practice writing	1.90	0.39	Disagree	0.21
Lack of reading resources	1.76	0.41	Disagree	0.23
Reluctance of teachers to teach writing	2.32	0.32	Agree	0.14
Ineffective feedback to students writing	1.84	0.38	Disagree	0.21
Socio-economic factors of students	1.68	0.47	Disagree	0.28
Total	**2.19**		**Agree**	

Source: Fieldwork data (2019).

From Table 4.7b above, the overall score for lecturers was a total mean of means of

2.19 which meant that they agreed to the perceived causes on the table. Lecturers agreed

that under-preparedness from high school, lack of practice at the university, reluctance

to teach writing were contributing to students' inability to write to meet university

standards of writing. Lecturers, specifically agreed that under-preparedness of students

at high schools was the main cause of Academic Writing infractions at the university

level by scoring a CV of 0.08. However, the open-ended question confirmed this

opinion when they regarded under-preparedness as a cause, as well as a challenge.

Lecturers believe that students have not been initiated into the concept of Academic

Writing at high schools before they enrolled at the university. Consequently, students arrived at the university with the perception that there was no difference between the writing done at high schools and at university even though there is. They could not adapt to the situation easily, they commit a plethora of infractions consciously and unconsciously. On the same issue, a pattern from the open-ended questions also revealed that, it was not easy to make students understand that there is a difference between how they were writing at high school and how they should write at the university. When they are not penalised during marking, they continued with the non-Academic Writing style. Some sampled statement expanded on this during the interview sessions. These are cited below:

> *"Academic Writing should start right from high school. Students need to be properly prepared at the secondary school level, else there will always be problems, because over here we only consolidate what they already know and build from there."*

> *"……the backdrop of most of the challenges these students have is as a results of poor high school background in English."*

Furthermore, the lecturers agreed that another contributing factor is a lack of Academic Writing practise at the institutions. It was also mentioned in the lecturers' interview that students were ignorant about the fact that they needed to work hard at their studies. Students only depend on what is said in done lectures and they do not practice on their own after classes. There is no revision of their notes nor given the hand-outs. And now that agents are available to do assignments for them, there's no room for practice at all.

Other cause revealed was that some lecturers were not penalising students when they did not follow Academic Writing conventions. Some of the lecturers just overlook and give students marks even if they went wrong. In such situations, students assume that they were doing things right. For instance, those lecturers would not consider the wrong use of punctuation marks, wrong spellings and other grammatical errors. Furthermore,

discipline or content subject lecturers ignored Academic Writing conventions and mechanics when marking students' written texts, and just consider the content.

Also, the open-ended question and interviews of lecturers revealed that there was no reading culture among students at the campus and when they do it is readings of non-educative materials on social media. According to a lecturer,

> *"Students were not visiting the library for reading and studying, if students could have created a habit of reading they would have gained more information for their work and on what Academic Writing"*

Lecturers disagreed that the Academic Writing infractions of students were caused by ineffective feedback from lecturers to students. The lecturers claimed that students did not attend to the feedback given after their academic texts were marked.

In the interviews, it was said that,

> *"When we give written feedback after marking, students do not read the remarks or comments to paying attention to those errors. As a result, they repeat the same mistakes every time."*

On the open-ended section of the questionnaire, all lecturers in the CS & AW unit were not comfortable with the class sizes. They were all of the views that the class sizes were too large. They were quoted as saying

> *"large classes should be split into smaller ones", "a smaller size will do"* and *"smaller sizes will help".*

The lecturers complained that they were currently overwhelmed by the numbers of the students. There were class sizes which were more than 200. This was so because CS & AW is a core subject that all Level 100 students are supposed to read. One lecturer

indicated that it was difficult to give students multiple assignments because assessment became overly cumbersome. There was always no personal interaction with the students. This agrees with Pineteh (2012) claim that large class sizes has been a major complaint of lecturers who are teaching this subject, while students blame the lack of lecturers' attention to students' Academic Writing. Thus large class size does not give room for such attention by the lecturers. And it has been confirmed that large classes are very difficult, particularly for giving effective feedback to students' written assignments by Adika (2015). A lecturer revealed that

> "*feedback is usually given as a whole even though some may require individual attention which is not possible due to the time factor and high numbers*".

The students, on the other hand, disagreed with the class sizes being large. The majority of the student respondents were comfortable with the class sizes as indicated in the open-ended sections of the questionnaire. For example, students' responses to whether they were comfortable with the class sizes, some direct responses from students were:

> "*Yes, it is moderate enough and everyone is well addressed*"

> "*Yes, the lecturer can get the attention of all*"

> "*Yes, our number is moderate and we comport ourselves*"

> "*Yes, the class is average, no disturbances thereafter*"

> "*Yes, it's manageable and there's easy understanding*"

> "*Yes, the size is manageable*"

It is not surprising that responses in class sizes do not converge. The range of class sizes according to enrolment statistics in UENR for the year 2019 is widely spread. There are some courses where the students are as small as 20, whereas others are as large as 220. The average class size for the School of Engineering is 54, with the largest class of 121 from Electrical and Electronic Engineering. The Natural Resources has an

average class size of 25. The School of Management Science and Law had an average class size of 96, with the largest class size of 220 from Resource Enterprise and Entrepreneurship. School of Sciences had an average class size of 44, with the largest class of 127 from Medical Bio-diagnostic Sciences. For the courses whose numbers were large, the class sizes were maintained. However, those courses with smaller numbers were combined for the CS & AW classes.

Other causes of infractions that were stated by the lectures in handling CS & AW course showed that the number of credit hours per week dedicated to the course was not adequate.

4.6 Summary

In this chapter, the collected data were analysed and the results were presented on the impact of CS & AW as a required course at UENR. The component of the course, and the infractions in students' writing were analysed and discussed. And finally, the causes were analysed and discussed. Furthermore, 20 academic essays of students were also analysed using genre analysis theory as the framework. The next chapter provides a summary of the findings, recommendations, and conclusions for the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This final chapter then proceeds to give a brief background of the participants for the study. The summary of findings is presented per the research questions of the study and strategies that can be adopted to help improve Academic Writing of students are discussed in the subsequent section of the chapter, this is followed by recommendations for the study which are based on the findings of the study. And finally conclusions for the study are made.

5.1 Overview of the Research

The research adopted the mixed method as a research design. The researcher used the two type of questionnaires (both close-ended and open-ended), personal semi-structured interview and academic essays for genre analysis. The analysis was quantitatively and qualitatively done. The quantitative analysis was done using descriptive statistics that measured the mean, the standard deviation (std. dev) and the coefficient of variation (CV). The results were displayed on tables, charts with their frequencies and interpretation are given. Genre analysis was the method adopted for the qualitative analysis. A total of 153 respondents consisting of 150 students and 3 lecturers were included in the study. The student participants were from the four schools in the main branch of the University, Sunyani. The lecturers were from the English Unit of the Languages and General Studies Department of the same campus as students. The results are from the analysis of the closed and open-ended questions in the questionnaire; the interviews and student academic essays. Furthermore, the findings

were discussed in accordance with the Genre Analysis Theory and related literature reviewed.

5.2 Background of Respondents

For the student respondents, males were in the majority (71%) which was representative of the actual student data available. The average age of the respondents was 19 years, with a range between 18 and 24 years. School of Sciences dominated (37%) the schools from which data were taken. This was followed by the School of Engineering (30%), School of Management Sciences & Law (27%) and School of Natural Resources (5%). Three lecturers also participated in the study and all of them were from the Communication Skills Unit with ages ranging from 38-45 years. All three lecturers are in the process of attaining their doctorate degrees.

5.3 Summary of the Findings

5.3.1 Research question one

This research question sought to accentuate what the Communication Skills and Academic Writing programme in UENR entails. To answer this question, the researcher reviewed the constituent of the course outline. The researcher analysed the questionnaire and interviews on the course component according to the procedure explained in Chapter Three (p. 74). The review highlighted that in the first semester students are taught five main topics or areas: Communication, Reading, Basics of Grammar, and Introduction to Writing Skills. The first semester topics are less practical compared to the second semester. The second semester is a follow-up to the first-semester course, with the aim of consolidating the skills acquired in the first semester. The second semester is full of writing and oral presentations; a practical-based semester on the theory-based first semester. From the course outlines, it is easy to see that all the

major components of the Communication Skills and Academic Writing course can be found. Students are provided with a reading list and every material on the list is from an academic source. Every reading material on the list is published by well-acclaimed publishing companies for academic literature. The reading list has credible authors in the field of Academic Writing.

From the students' questionnaire, the overall decision by the students to the major components of the Communication Skills and Academic Writing course was that, on the average, they agreed to the course components. They believe that the course has exposed them to various aspects of Academic Writing s such as: acquiring writing skills, increase vocabulary, know basic referencing types, know how to source for information and improve grammar (Coker and Abude, 2012). The students agreed that the course outline stressed vocabulary and improved learning skills and academic success. The students also agreed to the assertions that the course enables them to acquire information from appropriate sources and to know the basic referencing types.

However, the student had some disagreement with some aspects of the course they considered to have not well understood and can handle. Although students agreed to all the components of the course, they were on the other side that the course has helped them to develop their presentation skills. They were still not competent in the use of language. The course has not helped them to enhance their educational research; and lastly, they were unable to detect and avoid plagiarism because of Communication Skills and Academic.

Interview sessions with lecturers revealed that the CS course was meant to help equip students to be able to write academic essays, regardless of their discipline of study. The review showed that the program is designed for students to change from the way they

were used to writing in the secondary school to how writing is done at the university level (Alfers & Dison, 2000; cited in Afful, 2007: 142) Students were supposed to write academic essays at the university level. Students were required to know how to summarize, paraphrase and synthesize other materials in their works, notwithstanding the department that a student is in (Afful, 2007)

In the open-ended section of students' questionnaire, responses on the focus of the course outline were varied and included the following: improving overall Communication Skills and Academic Writing (writing, speaking, and presentation); building confidence and improving self-esteem. The course has also enabled students to succeed in their overall academic life. There were claims that at the university level, much of the work was dependent on the student. The students were given more work and they were required to do independent research and read thoroughly (Coker and Abude, 2012)

5.3.2 Research question two

This research question under this section sought to ascertain the infractions that students commit to communicating effectively as reflected in their Academic Writing s in UENR. To answer this question, the researcher analysed the students' project essays.

Students were to analyse and synthesize information they had gathered and applied the knowledge acquired in showing how a given area of science or technology was helping to accomplish the objective of the Sustainable Development Goals (SDGs). The students scored between 12 and 20 marks out of a possible 30 on academic essays they wrote. Only one essay had 20 marks. All but one script met the required number of pages of between 8 and 10. Also, 5% of the scripts had the maximum score for in-text reference. Eleven percent (11%) had the maximum score for providing the correct

reference list. In terms of the content of the introduction, two scripts were able to get the full marks. None of the essays were able to score the maximum score for the body/content of the essays. 30% of the essays provided conclusions to their essays. However, they could not meet the rubrics for this section. A number of the essays also revealed incorrect grammar, poor sentence and paragraph structure (Adika 2003; Dako 1997). On the whole, the students could not reflect what they were taught in Communication Skills and Academic Writing class before this assignment was given. The majority of the essays could not meet the requirements of the rubrics given.

The researcher can, therefore, conclude that students were not specific and precise about the introduction section of their essays. Eighty percent failed to write any thesis statement or indicated what the entire essay was about. The students did not seem to employ the techniques needed to introduce or conclude their write-ups. A number of them only defined the technology they were writing about in a maximum of two sentences.

Specifically, 70% of the essays were able to give a brief historical timeline, current trends, issues, perspectives relating to the topic. This result is not surprising as the rubrics given explicitly requested the students to write about such themes. The students therefore only adhered and wrote under these subheadings given. However, they could not express the thought in any meaningful expressions- there was no cohesion, themes were undeveloped without paragraphs; they only copied verbatim from online with the format that the information comes with (Adika, 2003).

Nearly all the writings failed to provide a summary of the entire work at the conclusion. Students just made sweeping statements as their conclusions. They also did not suggest any recommendations for further research. It can be concluded that students did not pay

much attention because they do not possess the skill of appropriately concluding an academic essay

Generally, there was a lack of referencing in their writings which revealed that students do not have hands-on the technique. A careful read through the essays shows that most of the information came from limited sources. The students did not do extensive reading and note taking which would have introduced them to a wide range of relevant information. The essays were not referenced well. The referencing did not follow the American Psychological Association (APA) the approved format for UENR. There were many instances that students quoted from non-academic sources.

5.3.3 Research question three

This research question sought to determine the possible causes of Academic Writing infractions in UENR. The researcher answered this question by analyzing the questionnaire and interviews.

Students

Students perceived that lack of opportunity to practising Academic Writing was causing their problems. They claimed that they tend to forget what they had learned in their previous year levels because they did not practise Academic Writing but at final year. Students were only taught Communication Skills and Academic Writing in the first year. As a result, when they proceeded to year two continuing, they were not able to use the knowledge gained in the first year because they do not remember what they learned.

Fossilisation of high school culture and attitudes and lack of orientation from high school was another cause indicated by students. Students claimed that they were not inducted on what to expect at the university. Subsequently, they came to discover that

writing at university was completely different from that of secondary schools and they needed to reorient themselves to adjust and adapt to this new style of writing. However, this acculturation process takes take longer time than expected and by which time students would be on the road to exit the university.

Lack of reading resources was considered another major infraction by students. Students complained that it was challenging to search for information that validated their ideas because the only source of information was the library which, according to them was not sufficiently stocked. Students reported that the unavailability of appropriate reference sources is the most difficult writing-related task for them. Students, therefore, relied heavily on getting materials from the internet.

Lecturers

Lecturers alluded to the perception that under-preparedness from high school, lack of practice at the university, among others were the causes of Academic Writing infractions. Lecturers believed that students were not so initiated into Academic Writing at high schools before they enrolled at the university. Consequently, students entered the university thinking that there was no difference between the writing done at secondary schools and university.

Lecturers agreed that a lack of Academic Writing practise for students was also a cause of writing infractions. Again lecturers were not penalising were not penalising students when they do not follow Academic Writing conventions. Especially discipline or content subject lecturers are not particular but ignored Academic Writing conventions and mechanics when marking students' written texts, and just considered the content.

Lecturers, however, disagreed that the Academic Writing infractions of students were caused by ineffective feedback from lecturers to students.

Lecturers teaching Communication Skills and Academic Writing were not comfortable with the class sizes. They were all of the views that the class sizes were too large. The students, on the other hand, disagreed with the class sizes being large. The majority of the student respondents were comfortable with the class sizes.

Other breaches that were stated by the lectures in handling Communication Skills and Academic Writing course indicate that the number of credit hours per week dedicated to the course was not adequate. Also, students do not appear to be motivated to learn the course. Some faculty members also discourage students from studying the course.

5.3.4 Research Question Four

This research question sought to come up with strategies that can help to improve Academic Writing infractions in UENR. The researcher answered this question by analyzing the questionnaire and interviews.

Students

Students agreed to the arguments that there should be an orientation on the relevance of the Communication Skills and Academic Writing course consistently. Students are of the view that more time should be spent on giving them orientation on the course than it is being done currently. For this reason, they seem not to attach much importance to the course. Some students even would prefer if the course was scraped off because they see it as irrelevant to their areas of study.

Students should be conditioned to start writing essay-type assignments as academic essays right from the first year. This would motivate them to take the course seriously. Right from the first year, the students agree that they should be given the university Academic Writing guidelines and conditioned that their writing should follow the given

guidelines. This would encourage them to take Communication Skills and Academic Writing seriously as they need it to be successful in their writings at the university.

Students should be provided with multiple opportunities to practice and demonstrate what they have learned. Currently, students are not presented with opportunities to practice what they have been taught in the classroom. Students have between 1-2 weeks to move on to a new concept/topic. The large class sizes also do not make it possible for lecturers to have more personal interactions with the students. There is no way of gauging how well students have grasped the various skills taught.

It was also agreed that there should be open fora frequently where faculty can meet students to know their communication infractions. In the course of this research, the researcher admitted many students who had issues to complain about, but there seems to be no avenue or opportunity for the students to voice out their worries. The students should be given a hearing ear as to their peculiar infractions. This could go a long way to enable faculty to re-strategize to meet the needs of the students.

There was an agreement that students should be assigned coaches who can assist them in writing academic essays. Currently, students are left on their own during the writing process. The only feedback students get are general comments lecturers make in class about their performance in one exam/assignment and also comments made on their writings. They are however not guided by anyone during the writing process.

Lecturers

The unit needs to improve upon giving students more contact hours. The lecturers should also be ready and available to give the students feedback. It was seen that

students were not given enough time to practice what they are taught in the course. From the course outline, students were introduced to new topics every week or two. There is no room for them to assimilate and adequately practice what has been taught before they move on to the next topic. The feedback received from lectures is not frequent. There is no personal commitment to students to give them enough feedback on their writings. This would help students monitor their progress and better themselves.

There should be workshops and in-service training for lecturers to cater for infractions in students' Academic Writing s. In the workshops lecturers should collaborate and peer-coach themselves regarding students' lack of Academic Writing skills. This action would make the lecturers more conscious of these infractions and a means of helping improve students' communication at the university, and not leave the burden only on the doorstep of the unit responsible for Communication Skills and Academic Writing.

5.4 Strategies to Help Students Improve Academic Writing s through the CS Course

This section of the research addresses Research Question Four which sought to suggest strategies that can be adopted to help improve Academic Writing s of students in UENR through Communication Skills and Academic Writing course. The section also made use of questionnaire and interviews.

Table 5.1: Strategies to help students improve Academic Writing

S/N	Statement	Mean	Std. Dev	Decision	CV (%)

1	Orientation on relevance of the Communication Skills course consistently	3.40	0.76	A	22.29
2	Students should be shown actual Academic Writing s and genres to be familiar with them	3.04	0.71	A	23.49
3	Organising open fora where faculty can meet students to know their communication challenges	3.05	0.85	A	27.90
4	Students should be given coaches who can assist them in academic essays	2.73	0.80	A	29.30
5	Students should be motivated consistently during the course of the program	1.99	0.79	D	39.58
6	Students' communicative needs assessment should be conducted	1.90	0.83	D	43.53
7	Students should be encouraged to write essay-type assignments as academic essays	3.29	0.74	A	22.56
8	Providing students with multiple opportunities to practice and demonstrate what they have learnt	3.25	0.74	A	22.79
	Total mean score	**2.76**		**A**	

Source: Fieldwork data (2019).

Table 5.1 above presents the report of the Likert scale measuring strategies that can be adopted to help students improve Academic Writing s through the Communication Skills course in UENR. The results above reflect the views of the students. Using the same criteria for interpretation for all Likert scales and decision key in Section 3.7.1 in Chapter Three, the table shows that the total mean score for this scale is 2.70, which can be interpreted as "agreed" because it is greater than 2.00. From the scale, all the statements that the respondents agreed to had CVs greater than 22% and mean values also greater than 3.00. In descending order, the respondents agreed to the motions that there should be an orientation on the need to read the compulsory course-CS & AW consistently; students should be encouraged to write essay-type assignments as academic essays; students should be given multiple and varied opportunities to practice and demonstrate what they have learned. It was also agreed that there should be open

fora frequently where faculty can meet students to know their communication challenges. There was an agreement that students should be given coaches who can assist them in academic essays. This scored a mean value of 2.73 and a CV of 29.30%

The student respondents, however, do not assert to the fact that students should be encouraged to write essay-type assignments as academic essays. This scored a mean of 1.99 and a CV of 39.58%. Lastly, there was also disagreement with the consideration that students' communicative needs assessment should be piloted by scoring a mean of 1.90 and a corresponding of 43.53%.

It was seen that students were not given enough time to practice what they are taught in the course. From the course outline, students are introduced to new topics every week or two. There is no room for them to assimilate and adequately practice what has been taught before they move on to the next topic. The feedback received from lectures is not frequent. There is no personal interaction with students to give them enough feedback on their writings. It is therefore vital for the unit to improve upon giving students more practice. The lecturers should also be ready and available to give the students feedback. This would help students monitor their own progress and better themselves. A lecturer recounted in an interview that giving the students opportunities to practice is going to make them better with time. She also suggested that when assignments are given, the lecturers should provide instructions through the writing process. She encouraged that the students should read more and widely. The interviewee also suggested that students should be shown in actual genres in Academic Writing.

It was confirmed in the interview session that in-service training during workshops for lecturers could be very effective interventions in addressing students' Academic

Writing errors. The workshops, should seek to refresh lecturers on Academic Writing skills and be guided on how to assist students to write academic essays. Furthermore, in the workshops lecturers should collaborate and peer-coach themselves regarding some of the infractions identified in students' Academic Writing. This action would make the lecturers more conscious of helping to improve students' communication at the university. This would not leave the burden only on the door-step of the unit responsible for CS & AW. Again this would defeat the notion that there is no conscious effort from other Departments in making sure the students improve their communication at the university. During the interview session, it was said that,

-Interviewee 1

> *"There should be workshops on Academic Writing led by the Communication Skills Unit. Where there could be collaboration among lecturers. All the lecturers from all departments should be involved in the Academic Writing of students, by showing them and teaching them how to write and do assignments during workshops."*

-Interviewee 2

> *"If lecturers are not well vested in Academic Writing, there should be organized workshops to teach both lecturers and students from time to time on how to handle Academic Writing for students respectively."*

It can be seen from the remarks made by the interviewees that there seems to be a lack of co-operation from other lecturers outside the CS & AU to help improve the students' communication needs at the university. A workshop for lecturers would whip up the willingness of lecturers from another department to get involved in paying attention to students' communicative needs. If all lecturers give attention to this, the students will also be motivated to be mindful to improving their communicative needs.

It was indicated in the interview session that it would be useful to address students' Academic Writing infractions by giving effective and constructive feedback when

marking students' texts, and as well show students' their strengths and weaknesses individually or in groups. The lecturers stressed that every lecturers should give constructive feedback to avoid students' mistakes being repeated. During interviews, it was said that-

> "..... after students' academic scripts are marked, lecturers should list the most common errors, highlight and discuss them at length during feedback sessions with the whole classes so that they do not reoccur".

> "If possible, both general and individual feedback should be used to identify weak students and have tutorials with them. Furthermore, lecturers should encourage students during feedback sessions to read the lecturers' comments and implement suggestions in their writing to improve".

It was remarked that, if all academic lecturers were involved in teaching Academic Writing skills to students, the problem would be minimized. Sampled lecturers are quoted as saying,

> "All the lecturers even those who are not teaching the language should be involved in, showing students how to write and do their assignments."

> "I think all lecturers should stand up together in helping students on how to write academically"

> "Academic Writing is a collective activity, it should not be seen as the sole responsibility of those who are teaching it after all, we all learned about it during our tertiary education."

From the above, it means that all lecturers should be encouraged to give essay-type assignments to students and demand the use of the Academic Writing style right from the first year. This corroborates the claims of Dudu et al. (2012) that the entire academic lecturers or tutors should see themselves as active participants in the process of Academic Writing by making sure that they are armed to help students with their writing inaccuracies. The important task of developing students' writing skills should not be left to lecturers of CS & AW alone. All other lecturers should draw students'

attention to such writing infractions so that the students may be aware and take actions to improve and produce better pieces of writing.

5.5 Recommendations

The researcher offers the following recommendations based on the findings of the study:

Teachers at the senior secondary school level should expend more time on teaching writing at secondary school than they are presently doing. This would make students at that level approach writing as a critical and core aspect of their education where they are exposed to intensive writing activities all through their high school years in preparation for university. This recommendation reinforces Adika (2015) recommendations, where he proposes that training in Academic Writing at this level should marry the rhetorical character of academic discourse and the mastery of its communicative protocols.

The researcher recommends that UENR to introduce an Academic Writing Unit (AWU) on campus to cater for students' Academic Writing needs in various ways. These centers should be open to students at all times and there should be personnel and mentors ready to guide and assist students in their Academic Writing s.

The researcher recommends that planners of the Communication Skills and Academic Writing module should consider evaluating the module. For instance, the module could be elevated from just a one academic year to two or more academic to progressively guide students in their Academic Writing until they become independent. The planners of the course could also consider increasing the number of credit hours allotted to the course.

Students who have gain more knowledgeable in Academic Writing techniques and can teach those techniques to peers should be encouraged to do peer tutoring with their fellows. In the same, manner, peer tutoring could also be done by lecturers themselves where they collaborate to ease students' writing infractions by finding means that can gear towards the successful teaching and learning of Academic Writing.

The task to develop students writing skills should be a multi sector approach. All other lecturers across the university should be determined to improve these skills. However, activities to develop writing skills should not only be a concern during the students' first year but until students have completed their entire university courses.

Although a modern library exists with up-to-date resources and materials, the researcher recommends that UENR needs to spend more conscious efforts in teaching students how to access and use these resources and materials in an academic setting.

5.6 Recommendations for Further Research

The findings from this study should be viewed as practices, opinions and activities of students and lecturers in a particular experience of education that differs from that of other. Inferring or generalizing these results to a broader context should be approached with caution. The respondents were from a single institution that may not necessarily be wholly representative institutions generally. Future research considering perspectives of lecturers and students from other institutions would offer comparative analysis. This research, however, provides initial insight into the students' Academic Writing infractions at this institution and future research can look into the individual rhetorical move into details in order to draw instructions into helping students at their ZPD level.

5. 7 Conclusion

The researcher concludes by saying that, the integrative analysis of this study made findings triangulated between the quantitative data (closed question results) and qualitative (open-ended questions, interviews, and academic essays). Notwithstanding some students claiming in the questionnaires and interviews that they were poised for the demands of writing at university, the sampled essays and lecturers' responses gave a different representation.

The implication is that there is the need in preparing UENR students in coping with the university level writing styles. The findings show that students at this campus commit various Academic Writing infractions. The infractions that were identified by both students and lecturers' results were incorrect referencing, breach of grammatical structures, inaccurate write up of introduction, content and body/content of academic essays, use of non-academic resources/information, and students' unpreparedness and or lack of orientation from senior high school to the university level.

Furthermore, students and lecturers alike indicated the gap that existed between the university and secondary school, absence of effective feedback, lack of reading habits and culture, lack of practice opportunity as main causes of students' writing of inaccuracies in their essays. These therefore call for intervention strategies to address these infractions for development. Finally, it came up that students should own their written work as well as their entire study at the university. Therefore, let all lecturers in one spirit keep pushing and improving, to help our university students to develop their communication skills for now and for the future.

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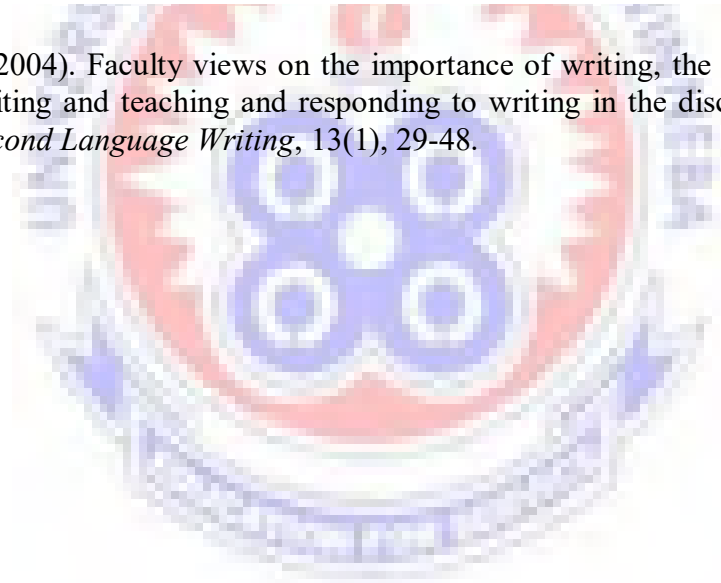
APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF APPLIED LINGUISTICS

P. O. Box 25, Winneba, Ghana.   Tel: 233-0432-22139/40

13ᵗʰ February, 2019.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

MRS. ALBERTA DANSOAH NYARKO ANSAH is a final year M.PHIL candidate in the Department of Applied Linguistics, University of Education, Winneba.

She is investigating on the topic **Communication Skills as a Required Course at the University of Energy and Natural Resources.**

I would be grateful if your outfit would grant her access to administer questionnaire, observe and interview lecturers and students at the University, to enable her gather the required data for her project.

Thank you.

Yours faithfully,

Charlotte Fofo Lomotey
Ag. Head of Department.

APPENDIX B I

UNIVERSITY OF ENERGY AND NATURAL RESOURCES, SUNYANI

SCHOOL OF MANAGEMENT SCIENCES

DEPARTMENT OF LANGUAGES AND GENERAL STUDIES

UENR 101: COMMUNICATION AND ACADEMIC WRITING

COURSE DESCRIPTION:

This is the first part of a two semester course whose mandate is to equip you with the appropriate skills suitable for academic and career purposes. The course would impart knowledge and skills for university academic pursuit that would prepare students to be able to articulate their thoughts in clear and acceptable use of the English Language in oral and written forms. The course further seeks to prepare candidates for the ever-competitive job market.

COURSE OBJECTIVES:

By the end of the course the student should be able to:

- ➢ Communicate effectively for academic and career purposes.
- ➢ Demonstrate understanding of the generic fundamentals of communication
- ➢ Use the appropriate language and writing style in the presentation of information.

OTHER POLICIES AND PROCEDURES:

Attendance: Attendance is a crucial component in this course. Each class contains designed benefits so when you miss a class, you are missing more than just a lecture. If you foresee that you will be unable to attend class meetings regularly, you are advised to seek for permission. If possible, please contact the course representative before the class to indicate that you will not be attending. (Note: I do not require an explanation for an absence; the attendance policy is meant to reward good attendance and discourage poor attendance.)

Tardiness and Early Exits: Come to class on time and bring your books. If you come in late, make sure you see the course representative at the end of class to make sure you have been marked present. Failure to do so will result in an absence. Early exits from class without a tangible reason is not allowed.

Missed Work: If you are late or absent from a class, it is your responsibility to find out what you missed. You may contact your class representative before the next class meeting to ensure you are not missing out on any important information.

Assignments

Late assignments will not be accepted. All assignments must be presented on the due dates without delay, preferably at the beginning of class.

Plagiarism: when someone else's ideas or words are presented as your own without clearly identifying the original source. All sources in this course must be credited properly and any exact use of the wording of the original source must be enclosed in quotation marks.

Violation of this is an offense and will attract the necessary action.

Standards for Written Assignments: All forms of assignments must be typed with the exception of assignments completed during class activities. On the upper left hand corner of each assignment, include *your name, the title of the assignment, and the day it is due.*

Double-space typed assignments, use one-inch margins, Times New Roman, and 12 pt font

Do not submit loose pages—if your assignment is more than one page, please staple it

 If a format has been specified for an assignment, please follow that format.

Recommended: A good dictionary—not a pocket-sized but a college-edition dictionary.

Phones and other electronic gadgets: Please **TURN OFF** all phones and other electronic gadgets that may disrupts others during class or put them on **SILENT MODE.**

CAMPUS RESOURCES:

You are strongly encouraged to take advantage of the many resources available at UENR to help you succeed in this course.

COURSE PLAN: Reasonable changes may be made to the course plan during the semester. Some assignments are not listed in the course plan; they will be assigned later.

Week 1

Introduction to the course

Week 2

Communication

Importance of communication

Components of communication

Acquiring information

Strategies for reading – skimming, scanning,

SQ3R

Types of Reading – intensive and extensive

Research (looking for information)

Week 3

Acquiring the basics of grammar

Subject-verb, pronoun- antecedent agreement

Week 4

Sentence errors –ambiguity

Dangling modification and misrelated constructions

Week 5

Sentences

Sentence types and uses

Tenses (sequence of tenses)

Prepositions

Week 6

Punctuation and capitalization

Spelling

Week 7

Diction

Introduction to writing skills

Outlining on a given material

Preparing to write

Week 8   Examination

TEACHING METHOD:

In UENR 101, students will receive instruction through a variety of teaching methods. These methods include lectures, whole group discussions, small group projects, peer evaluations, cooperative learning groups and visitations to the library. In order to be successful in this course, each student must take the time to prepare for every class meeting.

ASSESSMENT:

Assignments & Quizzes	10%
Mid-semester examination	10%
Attendance & Class participation	10%
Book Review & Journal	10%
End of semester examination	60 %
TOTAL	**100%**

READING LIST

Adair, J. (2003). *Effective Communication*. London: Pan Macmillan Ltd.

Ajmani, J. C. (2012). *Good English: Getting it Right.* New Delhi: Rupa Publications.

Badger, R., & White, G. (2000). *A process genre approach to writing* ELT Journal 54(2), 153-160.

Bailey, S. (2015). The Essentials of *Academic writing for international students*. New York: Routledge.

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Greene J.O. &, Burleson B. R; Handbook of Communication and Social Interaction Skills. Westport, Conn. [u.a.: Libraries Unlimited, 2004

Hargie, O. (Ed.). (1997). *The handbook of communication skills.* Psychology Press.

Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.

Sekyi- Baidoo, J. Y. (2005). *Effective Learning and Communicating.* (2nd ed.). Accra: Infinity Graphics.

Thompson, P. & Kamler, B. (2013). *Writing for Peer Reviewed Journals.* London: Routledge.

McKay, Matthew, Martha Davis, and Patrick Fanning. Messages: The Communication Skills Book. Oakland, Calif: New Harbinger Publications, 2008. Print.

Nichols, Michael P. The Lost Art of Listening: How Learning to Listen Can Improve Relationships. New York: Guilford Press, 2009.

Prasad, H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata

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APPENDIX B II

DEPARTMENT OF LANGUAGES AND GENERAL STUDIES
SCHOOL OF LEGAL AND MANAGEMENT SCIENCE
UNIVERSITY OF ENERGY AND NATURAL RESOURCES, SUNYANI
UENR 102: ACADEMIC WRITING AND COMMUNICATION SKILLS
COURSE OUTLINE FOR SECOND SEMESTER

AIM

This is the sequel to the first semester course, the aim of which is to consolidate the skills acquired in the first semester. Forasmuch as these skills that are sine qua non to their day-to-day academic work as well as for their long essays and academic projects, practical measures would be taken to ensure effective teaching and assimilation of the course contents. It is therefore a semester full of writing and oral presentations; practical-based semester on the theory-based first semester.

OBJECTIVES

By the end of the course, students will be able to orally communicate effectively ideas at academic seminar and PowerPoint presentation sessions using the English Language. Besides, students would demonstrate academic writing skills acquired by adopting the appropriate academic writing processes to effectively communicate ideas through academic essays.

ASSESSMENT

Class assignments, oral presentations and term papers would amount to forty percent (40%) of the total mark of hundred (100). Final summative examination of two hours in all skills taught would amount to sixty percent (60%). Class participation is mandatory and each student is expected to exhibit mastery and knowledge of each communication skill area discussed in class. The course will be taught through lectures, group discussions and individual student presentations.

Topics

1. Oral presentation skills - important speech qualities
Content: Introduction

    Body

    Conclusion

Accuracy of information

    Clarity
    Correct pronunciation Pausing
    Suitable volume
    Enthusiasm
    Gestures
    Choice of words

Interest arousing introduction
Effective conclusion

2. Writing Skills

The academic essay and the writing process
Introduction
Body
Conclusion

Editing and proofreading

Revision on grammar

• Revision on punctuation and capitalization

3. Plagiarism
Avoiding plagiarism
Referencing types

4. Report writing
5. Basic knowledge in literature - literary devices (figures of speech)
Metaphor
Simile
Repetition
Euphemism
Hyperbole
Paradox
Oxymoron
Synecdoche
Metonymy
Irony and sarcasm

6. CV/ Resume writing

SUGGESTED READING LIST

Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.

Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Pubications, 2012.

Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: Jaico Publishing, 2004.

Bonet, Diana. The Business of Listening: Third Edition. New Delhi: Viva Books, 2004.

Greene J.O. &, Burleson B. R; Handbook of Communication and Social Interaction Skills.

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Hargie, O. (Ed.). (1997). *The handbook of communication skills*. Psychology Press.

Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.

APPENDIX CI

UNIVERSITY OF GHANA
LANGUAGE CENTRE, COLLEGE OF HUMANITIES
SEMESTER 2018/2019 ACADEMIC YEAR
COURSE SYLLABUS
Course Code and Title: UGRC 110 ACADEMIC WRITING (Credits: 3)

Lecture Period(s) and Venue:

………………………………………………………………………………………

Prerequisites: *NONE*

Course Overview

The course orientates fresh students to understand the expectations of lecturers concerning university-level reading and writing assignments, and equips them with the skills and strategies to meet the requirements. In furtherance of this goal, students will be taught the characteristics of academic writing as opposed to non-academic writing. Academic reading skills associated with the writing process will be considered along with skills related to writing with clarity and coherence. These will be consolidated through practical tasks. Also, grammar review exercises aimed at firming up students' knowledge of grammar will be done along with specific writing tasks. There will be preliminary discussions on strategies for incorporating information from multiple sources into an academic essay and avoiding plagiarism. These discussions will cover the nature of in-text citations and the list of references at the end of the essay.

Course Objective/Goals:

The broad objective of the course is to prepare fresh students to understand the expectations of lecturers with regard to university-level reading and writing assignments, and equip them with the skills and strategies to meet the expectations.

Learning Outcomes 2
By the end of the course, students should be able to:
1. Identify and describe the distinctive features of academic writing
2. Distinguish between academic and non-academic writing
3. Demonstrate awareness of academic reading skills
4. Identify the parts of a paragraph and its different patterns of development
5. Compose paragraphs using different methods or patterns of development
6. Write an academic essay
7. Demonstrate knowledge of a reference style
8. Explain plagiarism and master strategies to avoid it

Course Delivery:

Students are taught in manageable groups of up to 50 members per group. Each group meets once a week for a two-hour lecture session. Students are expected to have registered online for a group that suits their timetable in order to avoid clashes with their lecture/tutorial times for other courses.

Plagiarism policy

The University of Ghana has a plagiarism policy which spells out the context in which a student or faculty member may be accused of plagiarism and the sanctions thereof. Please visit the University's website for more information.

Assessment and Grading
Mid-Semester Test/Interim Assessment 20%
Attendance, Presentation and
Class Participation 10%
Final Exam 70%

Grading Scale:

Refer to Undergraduate Handbook.

Reading List /Required Text

Adika, G.S.K. (2011). *Deviant usage and confusing words*. Accra: Black Mask.

Bailey, S. (2015). The essentials of academic writing for international students. London & New York: Routledge.

Cottrell, S. (2003). *The study skills handbook*. New York: Palgrave Macmillan.

Crème, P. & Lea, M.R. (2010). *Writing at the university*. Maidenhead: McGraw Hill.

Elbow, P. & Belanoff, P. (2000). *A community of writers: A workshop course in writing*. (3rd Ed.) Boston: McGraw Hill.

Faigley, L. (2010). *Writing: A guide for college and beyond*. (2nd Ed.). New York: Longman.

Langan, J. (2007). Exploring writing: Sentences and paragraphs. Boston: McGraw-Hill.

Langan, J. (2008). *Ten steps to improving college reading skills*. (5th Ed.). West Berlin (NJ): Townsend Press.

Langan, J. & Winstanley, S. (2000). *English skills with readings*. Toronto: McGraw-Hill Ryerson.

Langan, J. & Winstanley, S. (2003). *College writing skills with readings*. Toronto: McGraw-Hill Ryerson.

Nukui, C. & Peace, M. (2015). Referencing and avoiding plagiarism. University of Reading: Garnet Publishing.

Oshima, A. & Hogue, A. (2007). Introduction to academic writing. White Plains, NY: Pearson Education.

Opoku-Agyeman, J.N. (1998). *A handbook for writing skills*. Accra: Ghana Universities Press.

Smalley, R. (1995). *Refining composition skills*. New York: Heinle & Heinle.

Spatt, B. (1991). *Writing from sources*. (3rd Ed.) New York: St. Martin's Press.

Wyrick, J. (2011). Steps to writing well. Wadsworth: Cengage Learning.

APPENDIX C II

UNIVERSITY OF GHANA 2

LANGUAGE CENTRE, COLLEGE OF HUMANITIES
SEMESTER 2018/2019 ACADEMIC YEAR
COURSE SYLLABUS

Course Code and Title: UGRC 210 ACADEMIC WRITING (Credits: 3)

Course Overview

UGRC 210 Academic Writing II builds upon the skills introduced at level 100. The course reviews the requirements of writing effective paragraphs and extends the discussion to developing content for the academic essay. Students are introduced to strategies for evaluating their own writing as well as that of their peers. In order to increase the awareness of students to the connection between reading and writing, they are also introduced to organisational patterns in paragraphs/essays and how they can contribute to effective reading and writing. With this foundation, students are now ready to practise summary writing in the context of expository writing. They will be taken through strategies for synthesizing information from multiple sources in order to develop a thesis statement into a full-fledged essay. In this regard, key issues related to writing from sources such as referencing skills and avoiding plagiarism will be thoroughly discussed with accompanying practical exercises. Grammar review exercises aimed at consolidating students' knowledge of grammar will be done along with specific writing tasks. The course will also consider disciplinary variation in writing. How different is writing in science from arts? There will also a focus on academic presentation skills.

Course Objective/Goals:

Having been introduced to the fundamental features of academic writing and the requirements for effective writing across the disciplines in UGRC 110, at the 200 level, students are taken through exercises that consolidate the knowledge, skills and strategies and better prepare them for the written communication needs at the higher levels.

Learning Outcomes

By the end of the course, students should be able to:

1. Evaluate their own writing as well as that of their peers

2. Apply their knowledge of organisational patterns in paragraphs to understand reading materials

3. Summarize information from single and multiple sources to justify a viewpoint or develop an argument

4. Align and synthesize information from various sources to develop a thesis statement into a full-fledged essay

5. Apply their knowledge of referencing formats to avoid plagiarism

6. Write with minimal or no grammatical errors
7. Demonstrate awareness of academic presentation skills

Course Delivery:

Students are taught in manageable groups of up to 50 members per group. Each group meets once a week for a two-hour lecture session. Students are expected to have registered online for a group that suits their timetable in order to avoid clashes with their lecture/tutorial times for other courses.

Plagiarism policy

The University of Ghana has a plagiarism policy which spells out the context in which a student or faculty member may be accused of plagiarism and the sanctions thereof. Please visit the University's website for more information.

Assessment and Grading

Mid-Semester Test/Interim Assessment 20%

Presentation and Class Participation 10%

Final Exam 70%

Grading Scale:

Refer to Undergraduate Handbook.

Reading List /Required Text

Adika, G.S.K. 2011. *Deviant usage and confusing words*. Accra: Black Mask.

Bailey, S. 2015. The essentials of academic writing for international students. London & New York: Routledge.

Crème, P. & Lea, M.R. 2010. *Writing at the university*. Maidenhead: McGraw Hill.

Ebest, S.B., Alred, G.J., Brusaw, C.T. & Oliu, W.E. 2003. *Writing from A to Z: the easy-to-use reference handbook*. (4th Ed.). Boston: McGraw Hill.

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Hopkins, W. G. 1999. Guidelines on style for scientific writing. *Sportscience* 3(1), sportsci.org/jour/9901/wghstyle.html

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APPENDIX D

ENROLLMENT STATISTICS FOR SCHOOL (LEVEL 100 - 200)						
	LEVEL 100		TOTAL	LEVEL 200		TOTAL
	MALE	FEMALE		MALE	FEMALE	
SCHOOL OF ENGINEERING						
BSC RENEWABLE ENERGY ENGINEERING	25	1		25	4	
BSC ENVIRONMENTAL ENGINEERING	8	4		8	2	
BSC ELECTRICAL AND ELECTRONIC ENGINEERING	147	11		135	5	
BSC MECHANICAL ENGINEERING	58	1		45	1	
BSC AGRICULTURAL ENGINEERING	17	5		14	2	
BSC COMPUTER ENGINEERING	49	6		41	1	
BSC CIVIL ENGINEERING	34	5		22	0	
BSC PETROLEUM ENGINEERING	71	18		49	11	
DIPLOMA IN ELECTRICAL ENGINEERING	20	5		0	0	
TOTAL	422	59		397	11	
SCHOOL OF NATURAL RESOURCES						
BSC NATURAL RESOURCES MANAGEMENT	48	18		28	4	
BSC FIRE AND DISASTER MANAGEMENT	14	10		17	3	
BSC WILDLIFE AND RANGE MANAGEMENT	6	0		2	0	
DIPLOMA FIRE & DISASTER MANAGEMENT	17	2		3	0	
DIPLOMA NATURAL RESOURCES MANAGEMENT	44	34		2	4	
TOTAL	118	71		40	11	
SCHOOL OF MANAGEMENT SCIENCES AND LAW						
BSC HOSPITALITY MANAGEMENT	43	67		1	49	
BSC RESOURCE ENTERPRISE AND ENTREPRENEURSHIP	67	70		157	51	
BA PROFESSIONAL FRENCH	5	4		0	0	
DIPLOMA ENTERPRISE MANAGEMENT	45	56		48	44	
DIPLOMA HOSPITALITY MANAGEMENT	1	53		3	17	
TOTAL	139	258		239	144	
SCHOOL OF SCIENCES						
BSC COMPUTER SCIENCE	68	7		61	4	
BSC MATHEMATICS	11	4		7	1	
BSC STATISTICS	11	6		15	1	
BSC BIOLOGICAL SCIENCES	61	51		41	22	
BSC MEDICAL BIODIAGNOSTIC SCIENCES	61	46		42	40	
BSC ACTUARIAL SCIENCE	40	16		49	14	
BSC INFORMATION TECHNOLOGY	91	12		51	4	
BSC CHEMISTRY	26	7		17	7	
BSC NURSING	32	53		6	0	
DIPLOMA INFORMATION TECHNOLOGY	88	13		14	17	
DIPLOMA COMPUTER SCIENCE	34	6		21	1	
DIPLOMA INSURANCE	8	4		5	1	
DIPLOMA STATISTICS	6	5		2	0	
TOTAL	547	233		415	113	
SCHOOL OF AGRIC & TECHNOLOGY						
BSC AGRICULTURE	7	3		23	4	
BSC AGRIBUSINESS	17	12		25	7	
DIPLOMA AGRICULTURE	25	5		10	4	
TOTAL	69	17		55	19	
SCHOOL OF GEOSCIENCES						
BSC PLANNING & SUSTAINABILITY	55	31		46	1	
BSC CLIMATE CHANGE & SUSTAINABLE DEV.	10	3		0	0	
DIPLOMA GEO-INFORMATION SCIENCE	11	10		18	1	
TOTAL	76	41		58	14	
GRAND TOTAL						

APPENDIX E I

UNIVERSITY OF EDUCATION WINEBA

QUESTIONNAIRE

Dear students,

This Questionnaire is strictly meant for academic purpose. Therefore, the responses you give will be kept confidential, please give the right responses to each Questions by a tick in the box

A. Demographic Information

1) What is your age? 16-20 [   ]   21-24 [   ]

   Gender: Male   [   ]   Female [   ]

S/N	Statement	strongly agree	agree	Disagree	Strongly Disagree
1.	I have acquired writing skills in academic essays and the writing process				
2.	I am now competent in my grammatical usage of the English language				
3	My vocabulary has increased and this has improved my learning skills and academic success				
4.	CS has helped me to enhance my educational research				
5.	CS has helped me to know the basic referencing types				
6.	I am able to acquire information from appropriate sources				
7.	My grammar has improved (punctuation, capitalization, spelling, etc.) because of CS				
8.	CS has helped me to develop my presentation skills				
9.	CS has helped me to develop my communication skills to be able to succeed in my discipline of study				
10	I am able to detect and avoid plagiarism because of CS				

11	Lack of practice opportunities at tertiary institutions				
12	Under-preparedness from high school				
13	Teachers do not prepare lessons which allow students to practice writing. Practicable lesson plan				
14	Lack of reading resources				
15	Reluctance of teachers to teach writing				
16	Ineffective feedback to students writing				

APPENDIX E II

Open-ended questions on student's questionnaire

1. How relevant is CS & AW course at UENR to students?

    …………………………………………………………………………………………

    ………………………………………………………………………………………….

2. How do you perceive the CS & AW at UENR?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

3. As a student of UENR, in what areas has CS & AW impacted on?

    …………………………………………………………………………………………

    …………………………………………………………………………………………..

4. What difference(s) have you observed between the teaching and writing styles at the secondary school to that of the tertiary?

    …………………………………………………………………………………………

    ………………………………………………………………………………………….

5. What challenges do you encounter in communicating effectively through your writing?

    …………………………………………………………………………………………

    ………………………………………………………………………………………

6. How comfortable are you with the class size and composition?

    ………………………………………………………………………………….

7. Suggest ways to improve upon students' communication skills academic writings?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

APPENDIX E III

Questions on the interview guide for Lecturers

1. Can you elaborate on how the course outline of CS & AW is structured?

2. What are the areas that CS & AW in UENR supposed to impact students on?

3. What challenges do students encounter in communicating effectively through their writings?

4. What is the attitude of students towards Communication Skills and Academic Writing course in UENR?

5. What skill sets are students required to attain by the end of the Communication Skills and Academic Writing course?

6. How relevant is the Communication Skills and Academic Writing course to students in UENR?

7. What are the causes of students' academic writing challenges in UENR?

8. How comfortable are you with the class size and composition for CS & AW?

9. What strategies do you propose that the CS & AW Unit should adopt to improve upon students' academic writing?
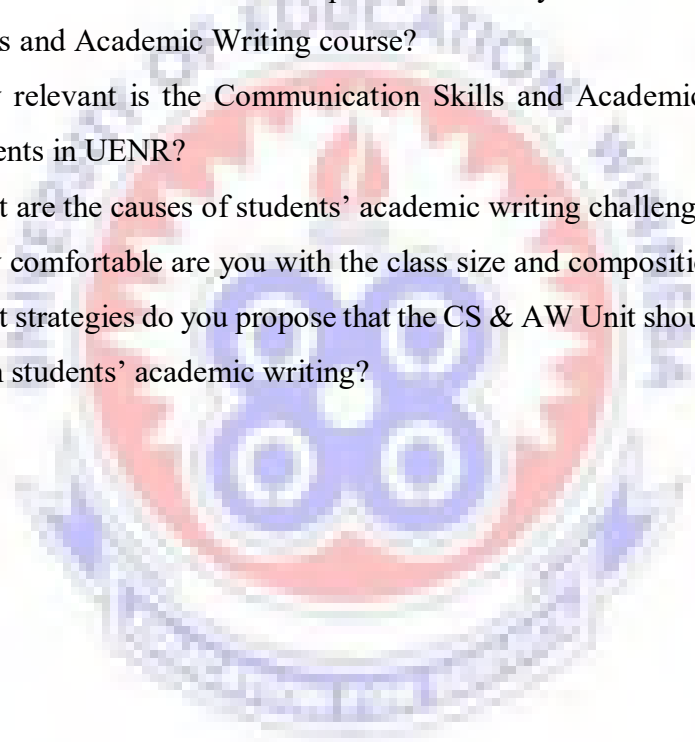
APPENDIX F

SAMPLE STUDENTS ESSAYS

INTRODUCTION

Social media has become an integral part of all our lives. We use it to connect with friends, to

catch on current events, and perhaps most importantly to entertain ourselves.

Social media has also impacted both positively and negatively on our lives.

Moreover, social media has helped in achieving quality education, gender equality and decent

work.

USTDA's social media to foster today's U.S. exports and service providers, government agencies, foreign institutions and overseas partners.

The connections USTDA makes through platforms such as Twitter—where they have over 8,000 followers—can lead to greater U.S. exports and development meet impacts around the world. For example, they use social media to provide market intelligence and trade leads to U.S. businesses — connecting U.S. companies can access the latest information on upcoming acquisition and procurement opportunities. By subscribing to their RSS feed, U.S. companies can access the latest information on upcoming acquisition and procurement opportunities.

They maximize their impact on Facebook by tagging our partners in relevant posts and cross-promoting content that our followers may find relevant.

One of the Agency's most successful social media campaigns helped yield an unprecedented number of responses to our call for proposals for energy projects in Africa, they said. They also engaged with their partners from Power Africa — a U.S. government-led initiative to increase electricity access on the continent — to promote the proposal window across a number of social and digital platforms. The response was remarkable. U.S. companies and African sponsors alike requested the Agency's assistance for over 300 projects across all corners of the continent, in all subsectors of energy.

Twitter and Facebook are not the only platforms that they use to promote their projects and successes in partner countries, they connect with their audience through their biweekly e-newsletter, Trade Posts, which delivers valuable content to 14,000 subscribers. Trade Posts includes export opportunities for U.S. companies, open solicitations, trade leads and

ISSUES RELATED WITH RENEWABLE ENERGY

However, with a lack of massive metal turbines in wind turbines, and no presence of consistent sun for solar farms, there is a fundamental problem with renewable energy. If the entire grid relied solely on renewable resources, the power output would greatly fluctuate, exceeding or undermining the demand and therefore cause breakers to trip and the grid to fail (Maureen) Baker N.D).

1. Higher upfront cost

While you can save money by using renewable energy, the technologies are typically more expensive upfront than traditional energy generators.

2. Intermittency

Though renewable energy resources are available around the world, many of these resources aren't available 24/7, year-round. Some days may be windier than others, the sun doesn't shine at night, and droughts may occur for periods of time.

3. Storage capabilities

Because of the intermittency of some renewable energy sources, there's a high need for energy storage. While there are storage technologies available today, they can be expensive, especially for large-scale renewable energy plants(KERRY THOUBBORON 2018).

4. Geographic limitations

The United States has a diverse geography with varying climates, topographies, vegetations, and more. This creates a beautiful melting pot of landscapes but also means that there are some geographies that are more suitable for renewable technologies than others.

Objectives

After going through this word document, readers should be able to;

- define water transport

- mention some of the earliest ways of water transport

- explain how the impacts and innovations in water transport are helping to achieve SDG's

11, 14 and 17.

Water Transport

Water transport is the process of moving people, goods, etc. by barge, boat, ship, or sailboat over a sea, ocean, lake, canal, river, etc. Water transport is the cheapest and the oldest mode of transport. It operates on a natural track and hence does not require huge capital investment in the construction and maintenance of its track except in the case of canals. The cost of operation of water transport is also very low. It has the largest carrying capacity and is most suitable for carrying bulky goods over long distances. It has played a very significant role in bringing different parts of the world closer and is indispensable to foreign trade.

(https://en.m.wikipedia.org/wiki/category:Water_transport&hl=en-GH)

There are two categories of water transport; inland transportation and ocean water transportation. Inland water transport exit in the form of rivers, canals and creeks. It is used to transport good from one place to another inside a mass of land.

Ocean water transport has to do with the transfer of goods from one land mass to another.(https://www.quora.com/)

Non-academic Sm

INTRODUCTION

Renewable energy is energy from sources that are naturally replenishing but flow-limited. They are virtually inexhaustible in duration but limited in the amount of energy that is available per unit of time. Energy production has become one of the major issues in recent years. Renewable energy is the cleanest and most affordable source of energy and can help achieve the sustainable development goals to transform the world.

RENEWABLE ENERGY

Renewable energy is energy that is collected from renewable resources, which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat. Renewable energy often provides energy in four important areas: electricity generation, air

CONCLUSION

It is our assertion that the future advances in IT including mobile broadband, the internet of things, robotics and artificial and others, that will provide the tools for additional unprecedented advances in energy services and environmental monitoring and protectio

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Introduction

Food is a basic necessity for every individual. Without food, it will be difficult for man to survive. The first three sustainable development goals: no poverty, zero hunger and good health. These goals are set by the united nations to help every person get access to adequate, affordable and healthy food.

- Invention of ultrasonic systems and hull covers that basically enclose the hull or stern gear to repel living organisms from attaching to hull.

(https://en.m.wikipedia.org/wiki/Category:Ultrasonic_antifouling Addison-01)

SDG-17

THE GOAL: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

TARGETS

1 Trade

Significantly increase the exports of the developing countries, in particular with a view to doubling the least developed countries' share of global export by 2020.

2 Technology

To use science and technology to bring about innovations through partnership to improve sustainable water transport.

IMPACT:

By establishing a well function cross border transport system will improve trade. This will increase the amount of goods that are exported from developing countries to the world market for the target set on trade will be achieve by 2020.

Also, international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms to improve sustainable water transport.

In conclusion, encouraging and promoting effective public, public-private and civil society partnership. And also bringing together a large number and great variety of relevant international stakeholders will promote sustainable water transport.

Conclusion

INTRODUCTION

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Our presentation talks more about the IT service industry. In the presentation we explore some

issues and perspective relating to the IT service industry, some of which include the Microsoft,

Google, Internet Service Provider and others.

INTRODUCTION

A service industry is a company that is made up of companies that primarily earn revenue

through providing intangible products and services.

Information Technology is the use of computers to store, retrieve, transmit and manipulate data

or information.

by lack of support by the manufacturer. Since the early 1990s, Microsoft operating systems and Intel hardware have dominated much of the personal computer market, first with MS-DOS and then with windows.

<div align="right">Ref: Wikipedia</div>

THE GOOGLE INDUSTRY

> Google is An American multinational company that is involved and specializes in Internet related services and products which include online advertising technologies, search engine, and cloud computing, software and hardware. It is considered one of the Big Four technology companies; alongside Amazon, Apple and Facebook. Google was founded in 1998 by Larry Page and Sergey Brin while they were Ph.D. students at the Stanford University in California. The company's rapid growth since incorporation has triggered a chain of products, acquisitions and partnerships beyond Google's core search engine.

> It was founded in 4th September 1998 with the headquarters in Menlo Park, California.

> Such services of the company include; Online advertising technologies, search engine, cloud computing, software and hardware. The company offers services designed for work and productivity (Google Docs, Google Sheets and Google slides, email, cloud storage, social networking etc.

<div align="right">Ref: Quora.com, Wikipedia.com</div>

Ref; Wikipedia.com

THE FIRST MOBILE PHONE

In 1983 the world got the first ever portable mobile phone in the shape of the Motorola DynaTac 8000x. It cost an eye watering $3900 USD and was a huge status symbol at the time. Two years later the first mobile phone call on UK soil was made, the then Vodafone Chairman Sir Ernest Harrison, the lucky recipient.

HOW IT SERVICE CAN HELP END POVERTY IN ALL IT FORMS AND EVERYWHERE (SDG 1)

► Introduction of sensors e g; Soil moisture sensor automatically get information about the soil moisture when connected to the IOT and this can tell farmers exactly when to water their crops to avoid water and loss of crops. This can intimately result in the production of abundant food in the world and thus being affordable and equitable access to all. In this case poverty in the area of food is reduced.

► Introduction of irrigation system. Irrigation system with sensors receives information about the weather from its internet connection. It also detect when it will and decide not water the crops. This can be done automatically or by the farmer.

CURRENT TRENDS

✓ Mobile subscriber in Africa have gone from almost no subscription in the year 2000
   900 million today

✓ Social media users has increased now increased from zero in 2004 to nearly 1.5 billi
   mid-2015.

Figure 2. illustrative S-Shaped Technology Diffusion Curve
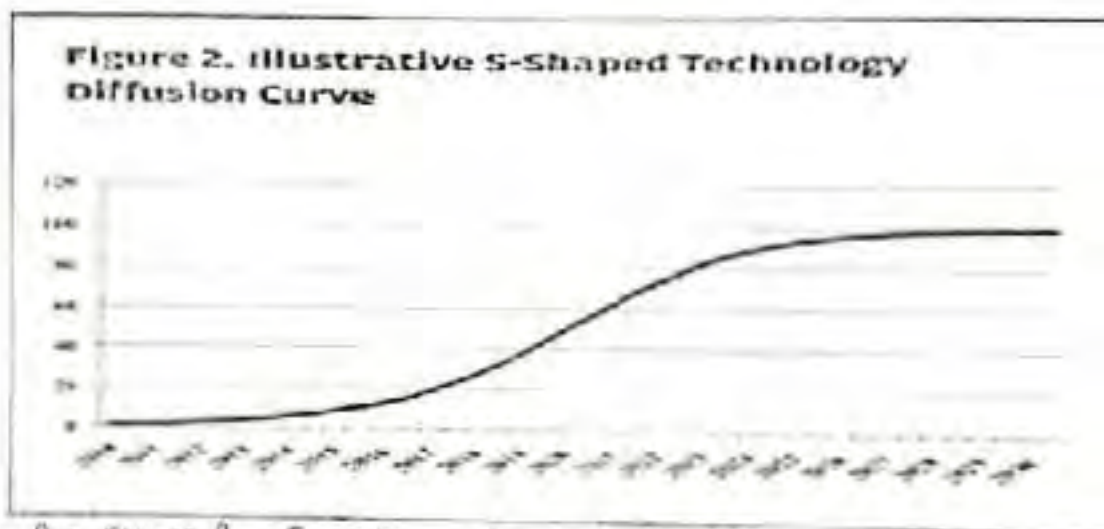
Are source? Figure 3 is clear

✓ Social media users has increased now increased from zero in 2004 to nearly 1.5 billi
   mid-2015

INTERNET SERVICE PROVIDERS

THE MICROSOFT

▶ Microsoft is a multi-national technology company with headquarters in Redmond, Washington.

▶ The Microsoft develops, manufactures, licenses and sells computer software, personal computers and related services.

The Microsoft is best known for its software products, like the Microsoft Windows line of Operating Systems, the Microsoft Office Suite and the Internet Explorer and the Edge Web browsers. Its flagship hardware product are the Xbox video game consoles and the Microsoft Surface line up of touch screen personal computers. As of 2016, it is the world's largest software maker by revenue and one of the most valuable companies.

Ref, Wikipedia

PERSONAL COMPUTER

▶ Personal computer is a multinational purpose computer whose size capabilities and prices make it feasible for individual use. Personal computers are intended to be operated by the end user, rather than the expert or technician. Unlike large costly minicomputer and mainframes, time-sharing by many people at the same time is not used with personal computers.

▶ Many personal computer users no longer need to write their own programs to make any use of a personal computer although end-user programming is feasible.

This contrasts with mobile systems, where software is often only available through a manufacturer-supported channel, and end-user program development may be discouraged

THE CONCEPT OF IT SERVICE INDSUTRY

- The IT service industries are companies that are involved in retailing, transporting and distribution of IT services. They provide services such as software support, computer system design and data processing facilities management.

- Worldwide spending on IT services is about $935 billion annually, according to Gartner. Among world regions, Europe is the leading exporter of computer services.

- They can also be called the IT service sector. It is our assertion that the future advances in IT including mobile broadband, the internet of things, robotics with 3D printing and others.

Ref: businessdictionary.com

THE HISTORY OF THE IT SERVICE

INDUSTRY

Information and technology services was created in 1988 from a merger of Thomas E Tramel computing center and the telecommunications department. Merging of these two organizations was precipitated by the accelerating convergence of voice and data information processing and

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IMPACT OF FOOD MANUFACTURING IN OUR SOCIETY IN ORDER TO ACHIEVE AFFORDABLE AND CLEAN ENERGY (SDG-7)

This goal is to ensure that each and every person in the world can access modern energy services.
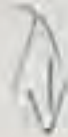
WAYS TO ACHIEVE AFFORDABLE AND CLEAN ENERGY

- Increase the proportion of renewable energy in overall global energy mix.
- Enhancing international cooperation to facilitate access to clean energy.
- Expand manufacture and improve technology for supplying sustainable energy for everyone.

IMPACT OF FOOD MANUFACTURING IN OUR SOCIETY IN ORDER TO ACHIEVE GENDER EQUALITY (SDG-5)

This goal is to bring a condition that affords men and women the equal treatment and enjoyment of opportunities.

WAYS TO ACHIEVE GENDER EQUALITY

- Improve access to productive activities for women, mainly via land.
- Identify areas in food manufacturing that best fit women and given them access.
- Empowering women

BENEFITS OF BIOTECHNOLOGY

Farmers Benefit from Agricultural Biotechnology Seeds. Decades of documented evidence demonstrates that agricultural biotechnology is a safe and beneficial technology that contributes to both environmental and economic sustainability. Industrial biotechnology helps to improve upon the medical field by the use of artificial chromosome, Human embryonic stem cells, antiangiogenic drug for cancer, recombinant vaccines, use of human skin cells to create embryonic stem cell, DNA molecule made of artificial parts, building 'lung on a chip' technology, trachea derived from stem cells transplanting into human, womb transplant and using cells from human donors to build a set of vocal cords.

https://whatis.techtargete.com/defenetion/biotechnology

Definition from whatis.com DATE:14 march,2019

SUSTAINABLE DEVELOPMENTAL GOALS (SDGs)

its been constructed for some time past. Focusing on road maintenance will bring widespread benefits by not only preserving current assets, but also lowering future costs for citizens. This would prevent these assets from depreciating in value, provided that timely investment is carried out in time.

CONCLUSION

This will help transportation be effective, easy and reliable as well as very fast to aid in the trading of people and help improve the lives of people (Poverty), ensure a quality and equitable education, ensuring good health and well-being of the citizens and lastly end hunger. Imagine a world without hunger. A safe place everyone wishes the world could reach. It is possible!

extreme poverty. Now it's time to build what we are about to learn on how roads

can help eradicate poverty (www.iradi.org).

'If you have roads, you have wealth.' Chinese minister of transport, Mr. Weng

Mengyong (www.ghanaweb.com).

The above statements sound literally true, because national targets for growth and poverty reduction rely heavily on the effective road transport sector. The inability to access jobs and services because of unimproved or expensive road network is an important element of social exclusion which propels poverty (www.

A reliable and affordable road transport system forms part of the social safety network, enabling trade and employment opportunities in both urban and rural communities since it facilitates the movement of goods and services in all sector of the economy including tourism, education, health, and agriculture among others. Indeed, it is a fact that road infrastructure plays a key role in the socio economic development of a country. (www.ghanaweb.com)

An effective and efficient road infrastructure will reduce cost and comparative distance between trading partners; thereby increasing trade effectiveness and maximising returns on existing industrial investment and production, it will as well make products competitive on the worlds market. So as a country to achieve its full potentials, there's the need to improve road transportation system through an effective and well integrated road network.

To add to eradicating poverty, means of transport such as vehicles are used by