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The intersection of professional and academic discourses: Hybridity as a strategy in MTech Policing proposals

Abstract

In most cases, postgraduate students have to shuttle between working and studying, and this impacts on research writing in English. Among other things, research on postgraduate students has tended to focus on supervision, completion rates, quality, English as an additional language and academic literacy. Most of these are surveys targeting multiple academic disciplines. Not many studies have been conducted on postgraduate MTech policing students accessing academic discourse in an Open Distance Learning (ODL) context. This study employs a linguistic analysis with ethnographic framing to describe and explore the writing practices of police postgraduate students. The data comes from a linguistic analysis of (two) students'

writing informed by intertextuality, and appraisal analysis of written proposals. In the linguistic analysis of students' writing, findings point to hybridization when police attempt to access academic discourse. Findings suggest that the 'practices' from the workplace professional contexts intersect with various subject positions in the literature reviews of proposals. This hybridity can be harnessed as a strategy when supervising or teaching research writing by all stakeholders and is a key feature of academic literacy in the police discipline.

Keywords: intertextuality, hybridity, academic literacies, appraisal

1. Introduction

This research is based on a larger doctoral project whose main research question was: How do workplace and academic discourse practices amongst Magister Technologiae (MTech¹) Policing graduate students intersect in the research proposal? This paper describes how students use hybridity in the writing of Master's research proposals. My previous research has tended to focus on tensions, challenges and discourse clashes in students' proposal writing. For example, Ndlangamandla (2012) is based on a recontextualization process analysis of one student's proposal. Two themes illustrate the tensions between discourses at the intersection of the two contexts: Workplace and University. These tensions are: firstly, the tension that exists between the need for research to provide justice and service delivery rather than contribute to knowledge. Secondly, the tension between workplace (operational) concepts and academic discourse. Ndlangamandla (2013) outlines some of the challenges of Policing students at an Open Distance Learning (ODL) institution. Ndlangamandla (2013) uses the Mode 1 and Mode 2 knowledge division proposed by Gibbons et al. (1994) and the Lee et al. (2000)'s hybrid curriculum model to frame research writing as a 'challenge'. Unstructured interviews conducted with supervisors further illuminate the analysis by revealing some of the sources of the challenges as issues of police culture, curriculum and police identity.

Ndlangamandla (2012) makes a recommendation that there is a need for theorizing academic literacy in the ODL context. Some of the findings pointed to the 'recontextualization' strategies employed by the students and unequal power relations between the workplace and academic institutions. In the larger doctoral project (Ndlangamandla, 2015), the hybrid contextual model Profession/Workplace/University (PWU) is adapted to describe the findings, which are revisited below.

2. Postgraduate academic writing and academic literacies

Research on postgraduate academic writing in South Africa has tended to focus on several issues, such as, academic literacy, language difficulties, and supervision. Butler (2011) observes that a majority of supervisors mention that their postgraduate students face difficulty with several aspects of academic literacy and that additional language speakers experienced more problems of academic literacy than primary language speakers. Some studies have emphasized the connection amongst language difficulties, academic literacy and completion rates (Holtzhausen, 2005, Van Aswegen, 2007). Maasdorp and Holtzhausen (2015) outline three problems of postgraduate students at a University of Technology in a survey conducted amongst the students.

1 The MTech is a qualification that previously belonged to Technikon South Africa before the merger in 2004. The MTech qualifications continue to be offered by Universities of Technology and Comprehensive Universities. It is equivalent to a Master's degree.

These problems are: motivation and commitment research-readiness deficiencies, managerial research-readiness deficiencies and academic-writing research-readiness deficiencies (2015: 46-49). They observe that poor academic writing leads to poor completion rates of postgraduate studies and call for more empirical research. Similarly, MTEch postgraduate students struggle to complete their dissertations through Unisa. Between 2005 and 2011, a comparison by Mouton (2013) of the graduate outputs of the ten top tertiary institutions in SA showed that Unisa was in tenth position, with an average annual number of research Masters graduates of 852.47. Mouton (2013:39) indicates that Unisa has subsequently improved slightly, by observing that 'its position on the ranking in terms of doctoral output has remained around the 8th place, whereas its position on the production of Masters graduates – its worst performing area – at least improved to 11th place in 2011'. Previously it was ranked in the 13th position in South Africa.

There is a consensus among scholars that ODL students take longer than the minimum time required. Heeralal (2015) examines how supervision of postgraduate students can be improved in an ODL context so that students can complete in the minimum required time. Her findings of students' expectations are that supervisors need to focus on proposal writing, research methodology and data analysis. The pace of implementing online support for students has not been effective for the postgraduate students due to ICT related challenges. There is no research at Unisa that uses a linguistic analysis in order to uncover some of the postgraduate academic literacies challenges. This paper seeks to contribute to postgraduate academic literacies from this perspective.

These challenges that have been identified can be viewed positively as resources of appropriating new discourses by using an academic literacies lens (Lea & Street, 1998; Lillis & Scott, 2008), as will be illustrated below. The academic literacies approach proposes three none mutually exclusive models of viewing students' writing. These models are study skills, academic socialization and academic literacies. Academic literacies views students' writing as social practice. This means concepts like genre and discourse are analysed from social practices lenses. Russell et al. (2009:405) assert that:

Issues of genre are central to the three models of student writing outlined above (skills, socialization, and academic literacies). Each of these models is implicitly associated with a different orientation to the notion of genre. In terms of study skills, genre would be conceptualised primarily in relation to surface features and form; academic socialization would be associated with the conceptualization of genre in terms of established disciplinary norms for communication, given primarily by the texts written by academics within a disciplinary community. The empirically grounded academic literacies perspective is aligned with a view of genre as social practice rather than genre knowledge in terms of disciplinary communication per se, although this is by its very nature central to the social practice perspective.

Of note in the above description of genre is the association of genre with 'social practice'. This means genres and discourses are intertwined. This is why Critical Discourse Analysis (CDA), together with ethnographic framing, is able to uncover the epistemology and transformative practices of students' genres (Lillis & Scott, 2008). Practice is privileged over text in academic literacies research (Coffin & Donohue, 2012). Practice is important because it can uncover some of the complexities of research proposal writing.

Academic literacies research has indicated that the proposal genre is a 'contested site in postgraduate genre pedagogy' (Cadman, 2002:85). Paxton (2013:149) describes some of the 'tensions inherent in the genre of the scientific research proposal, and illustrates the difficulties the students can face in trying to weave their experiences into what are perceived as the genre's narrow constraints while positioning themselves effectively in the academic process.' One of the findings in a Master's research report about MBA students' experiences of academic writing in one South African university was that writing within the business professional and academic discourse communities differs in terms of genre and purpose, among other things (Coning, 2010:100).

3. The MTech proposal as a gatekeeping mechanism

Similar to other Masters programmes in South Africa, MTech students first have to write a proposal before proceeding to the dissertation. The proposal is used as a gatekeeping mechanism for determining which student is to proceed with the research, and in some instances obtain ethical permission and funding from various organizations. For instance, students have to obtain permission from SAPS research management, or any other security related company that they work for, in order for them to be able to conduct research. In addition to this, they have to obtain permission from Unisa, and fulfil all the institutional ethical requirements. It is this liminality or in between two places that I am exploring in this research because it impacts on the proposal genre, the discourses, and the literacies.

My research explores how the PWU (hybrid) model (Lee et al. 2000) described below can be utilised in the analysis of the intersection of discourses when students write their proposals, or dissertations. This model was based on a curriculum used for professional doctorates in Australia. In my case, I use it as a descriptive framework for the ODL context and workplace context where students are located. I also use it as a conceptual framework for analysing discourses emanating from the three contexts. This model is adapted in the diagram below:

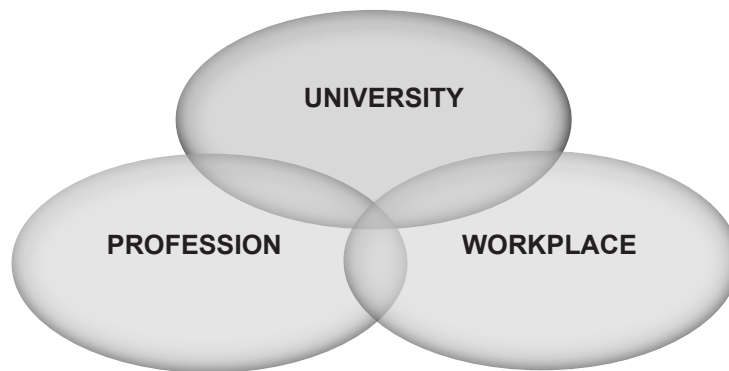


Figure 1: *The hybrid contextual model (the PWU model by Lee et al. (2000:127))*

This diagram suggests that professional discourses, academic discourses (university literacies) and workplace literacies can be mapped on the intersecting circles. There are crossovers where these three discourses intersect. This is the epicentre of the diagram where I locate the students' MTech proposals.

Previous research foregrounds the tensions, and clashes, within the boundaries of discourse communities (San Miguel & Nelson 2007, Ndlangamandla, 2012). Students simultaneously belong to several communities, e.g. linguistic, workplace and university. As a literacy educator, I am interested in strategies of enabling students to cross boundaries, and not merely setting them apart. It is argued in this paper, that one such strategy involves hybridity. Membership of two or more antagonistic discourse communities is challenging to the student.

Since this paper is interested in how these students mix the discourse from the workplace and the university context, I now discuss discourse mixing or hybridity below.

4. Hybridity in academic writing

Hybridity is a term that has been used widely in studies of academic writing. Bakhtin's (1981:358) definition of hybridity in novels was influential in the early discussions of academic writing. Bakhtin (1981:358-359) describes hybridisation as 'a mixture of two social languages within the limits of a single utterance, an encounter, within the arena of an utterance, between two different linguistic consciousnesses, separated from one another by an epoch, by social differentiation or by some other factor.' The notion of mixing is key, whether of social languages, genres, or styles. Canagarajah and Lee (2013) describe key elements of hybridity as a strategy. These elements of hybridity as a strategy are that it needs to be negotiated by all stakeholders, mentors and mentees,

supervisors or gatekeepers. They dismiss notions of hybridity as ‘identity’ or ‘text’ but rather draw on Bhabha’s views: ‘hybridization is a discursive, enunciatory, cultural, subjective process having to do with the struggle around authority, authorization, deauthorization, and revision of authority. It’s a social process. It’s not about persons of diverse cultural tastes and fashions’ (Bhabha 1999:39, quoted in Canagarajah & Lee, 2013:94).

In my research, hybridity is viewed as a strategy that helps me to explore the writing practices and professional identities of students’ and to describe the divergences and convergences between professional and academic discourse communities. As mentioned by Canagarajah and Lee (2013:95), alternative discourses may be easier to negotiate in the context of postgraduate writing than in scholarly publications. In describing how prior discourses intersect with academic discourse, Angelil–Carter (2000:38) observes that ‘when we get a new student learning how to write in a discipline, therefore, what may manifest itself in their writing is the unsuccessful, conflictual hybridization of prior school (or other) discourses and new academic ones.’ In this paper, the analysis of students’ writing uncovers some of the hybrid discourses that can be considered by tutors and supervisors in the teaching and assessment of the research proposal.

5. Methodology and Analytical Concepts

As already stated, this paper is part of a larger completed doctoral study. As part of the research methodology in the larger study, I conducted what has variously been referred to as limited ethnography, or an ethnographic perspective (Street, 2010), involving participant observation, unstructured interviews, and intertextual analysis. The following analytical concepts will be used in the analysis of students’ texts. These are intertextuality and Appraisal theory. Fairclough (1992:84) describes intertextuality as ‘the property texts have of being full of snatches of other texts, which may be explicitly demarcated or merged in, and which the text may assimilate, contradict, ironically echo, and so forth.’ Fairclough (1992:117-118) distinguishes between manifest intertextuality and interdiscursivity. He states that ‘manifest intertextuality is the case where specific other texts are overtly drawn upon within a text, whereas interdiscursivity is a matter of how the discourse type is constituted through the combination of elements of orders of discourse’.

In this paper, intertextuality is used together with the appraisal analysis. Martin and Rose (2003:22) observe that the Appraisal system is concerned with evaluation, that is, the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned. Chatterjee-Padmanabhan (2014:105) state that reactions to propositions or utterances can be emotional, aesthetic or ethical. In the appraisal analytical system, the evaluative lexicogrammar is encoded as Attitude, Engagement and Graduation. The subcategories of Attitude are ‘Affect’, ‘Appreciation’, and ‘Judgement’. Attitude can be adjusted by using Graduation elements. Graduation opens up options of scaling up or down. The sub categories for Graduation are

'force' (further categorised as raised and lowered) and 'focus' (which can be sharpened or focussed). Engagement has as one of the sub-categories, 'heterogloss', and it is subdivided as projection, modality and concession. Martin and White characterise Engagement in the following way: 'We include within the category of engagement those meanings which in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses' (Martin & White, 2005:97).

This is a brief description of the Appraisal Network. I have opted to only focus on Engagement and Graduation in my analysis. It is important to note that the Appraisal system originates from the interpersonal metafunction within Systemic Functional Linguistics (SFL). Halliday (1994) is important in the way I view the interpersonal meanings, in other words, the role relationships that are constructed through language. SFL is based on the premise that language constructs and reflects social relationships. Therefore the choice of 'mood' is the one that constructs the role relationships and make the writer-reader take up various subject positions. In SFL, this is encoded in either, the declarative, interrogative, modal interrogative and Imperative. The four moods correspond respectively to four speech functions: statement, question, offer and command. Thus, the unit of analysis for the Appraisal system will be based on the clauses, in SFL terms, 'the clause as mood'.

The notion of 'intertextuality' has been deployed fruitfully in the field of academic language and literacy to provide a theoretical framework for issues related to student plagiarism, citation, evaluation in language and a genre approach to text organisation (Chatterjee-Padmanabhan 2014:101). In this paper, I use intertextuality to explore discourses. Both intertextuality and appraisal analysis are founded on Bakhtin's (1981) notion of 'heteroglossia' which is another element within 'Engagement'.

Two texts belonging to two students' research proposals were analysed. In addition to the linguistic analysis of two students' proposals, I conducted unstructured interviews with the two students. These interviews helped me to write up the profiles of the research participants. Permission was obtained from the students and the Department of Police Practice for conducting the research. Pseudonyms have been used to ensure anonymity of the respondents.

For this paper I focus on two students' texts. The students are named Anele and Rick. Since this is discourse analysis, it is undesirable to include more texts. It is also not necessary to include two or more academic disciplines within an academic literacies approach, as might be recommended in corpus linguistics. Likewise, Martin and Rose argue:

In contrast to some views on analysing discourse, we do believe it is important to analyse instances in individual texts. What is unique about a specific text may be just what matters; we don't want to lose what's special by only valuing generalizations across text corpus. Beyond this, as discourse analysts generalize, the tendency at this stage of our work is to lose sight of how texture is construed as a text unfolds, through its particular logogenetic contingencies' (2003: 272).

I am particularly interested in the 'logogenetic' interpretations of the texts. I use two students to illustrate the focus of the paper. As it is typically the purpose of case studies, I did not seek to generalize but the focus is the uniqueness of each individual case in order to enhance awareness of student diversity.

6. Findings

The data comes from excerpts of literature reviews from the students' research proposals. Before demonstrating this hybridity, I will first present the profiles of both the students and then illustrate instances of hybridity in their academic writing.

Text 1: *Anele*

Research key words: *Combatting human trafficking*

Anele joined the police in the year 2000. He trained at the police college and then registered at Unisa. He is a warrant officer in the Family Violence, Child Protection and Sexual Offences Unit. He has been in this unit for four years. His duties are to attend to crime scenes, collect evidence, liaise with the court and the prosecutors, do the preliminary investigation at the crime scene, and follow the docket until it reaches the court. Describing his duties to me, he added;

'And one of the sole aims as an investigator is to do systematic search for the truth, which means it is to uncover the truth. Then you are the liaison officer between the victim of rape or of sexual assault or of child abuse, between the victim and the court, through the prosecutor obviously, because the prosecutor will present your case in court.'

His area of specialisation in the BTech was the investigation of crime. He enrolled for the MTech so that he could increase his chances of joining other companies such as security companies, NGOs, like Molo Songololo² or even international organisations, like the International Organisation for Migration. His motivation for his studies seems to be to get out of SAPS (in other words, personal career plans). He feels that he cannot voice his ideas openly in his current work situation, for instance, he observed that,

'So far, it's not easy in the police. They tend to look at your rank more than anything else. And in the police they've got that mentality of thinking that the ideas have to come from the superior. But no, those are one of the reasons maybe you'll come up with, but unfortunately depending on your level of rank because seeing that I'm only the warrant officer, and nobody is saluting.'

2 Molo Songololo is an NGO that seeks to combat human trafficking and promotes the rights of children who are abused.

These statements picture the police culture where professional hierarchy is all important. This culture can be described as command and control, rank-order, and is dependent on the obedience of instructions.

Text 2: Rick

Research key words: *Crime threat analysis process*

Rick joined the Police Force (as it was called pre-1994) in 1988 as a student constable in Port Elizabeth. He worked for six months and then went to college in Pretoria for another six months. He became a constable and was posted at the Port Elizabeth airport. He said it was special because his dress code had to be 'superb' to get posted at the airport. In his words, '*You must be very neat and clean. And your shoes must be polished, you must be from top of your head, you must be in a good, nicely way dressed and things like that.*'

Rick then got transferred to other police stations around Port Elizabeth. He expressed that he 'wrote modules' to become promoted to sergeant in 1990, and after that he studied further to become inspector, (pre-1994, the promotion criteria of the police was standardised, in other words they got promoted on the basis of further studies). Rick is now a captain in one of the SAPS stations in Port Elizabeth. He prides himself on getting distinctions when doing the Diploma in Policing at the former Technikon Port Elizabeth, and getting another distinction when doing the BTech at the University of Pretoria. He said that he registered for the MTech because he would like to proceed to the DTech. He has been a captain for sixteen years. He complains about racism³: '*Because they are promoting my juniors to become my senior. That I don't like.*' Thus, he feels discontented because he has been in the same rank for the past 16 years.

Below, I present excerpts from the police students' proposals as examples of hybridity. The excerpts reveal aspects of professional identity and authorial stance. In writing about the process of conducting a literature review, Anele displays a mixture of discourses by mixing information from 'self-help' advice books on literature reviews with academic discourse⁴:

3 Rick complained that he is overlooked for promotions, instead younger and less experienced black officers get promoted.

4 Sentences have been numbered using S.1 to S.10, and underlining has been used to symbolize my emphasis or as an example of the analytical concepts, I use square brackets to indicate the APPRAISAL system utilized in a clause. I have bolded all those main verbs or words belonging to the verbiage within clauses that illustrate the Appraisal features.

Extract from Anele's proposal:

Preliminary literature review

(S1) The **most common** [GRADUATION: focus] problem when starting a literature review **seems** [ENGAGEMENT: heterogloss; modality/expanding] to be the identification of relevant sources (Bless & Higson-Smith; 2000:20). (S2) But the problem **stated** by [ENGAGEMENT: Attribute] Bless and Higson-Smith (2000:20) and Welman and Kruger (2001:33) provide an answer when they **say** [ENGAGEMENT: Attribute] that the first step to take in tracing relevant literature on a particular topic, is to list the headings or keywords under which it may be classified in a library catalogue or in a computer retrieval system. (S3) The researcher **has followed** [ENGAGEMENT: contract; proclaim/concur] this advice by Welman and Kruger (2001:33) by **exactly** [GRADUATION: force] looking at the library catalogue in search of information he **considers** [ENGAGEMENT: expand; entertain] necessary for his research topic. (S4) The researcher has put more [GRADUATION: force (quantification)] emphasis on reading the works of the previous researchers such as Molo Songololo, Kempen and the IOM who have written a lot [GRADUATION: focus (scalability or scalar)] about human trafficking. (S5) The researcher has done a **thorough** [ENGAGEMENT: modality] search by using keywords with relevance to the chosen topic. (S6) Those keywords are the following: [.....missing text]. (S7) The researcher has **visited** [ENGAGEMENT: monogloss] the website of the International organization for migration and have acquired a lot of information that will be utilised in this research and has also acquired some information from the Herald reporters on the articles they have written on human trafficking but their names could not be written as they did not give written permission that allows me to use their names in this research. (S8) The researcher is currently having talks with the South African Broadcasting Corporation to see if they cannot sell him the series that they have broadcasted on 30-11-2004 entitled "Operation Priscilla" which deals with human trafficking on Special Assignment and also the series broadcasted on 23-10-2007 entitled "Soul Trade" on Special Assignment.[.....missing text], (page 12-15, Anele's proposal).

The first three sentences in the excerpt above show manifest intertextuality of two books: Bless and Higson-Smith (2000), the title of which is *Fundamentals of Social Research Methods: An African Perspective* and Welman and Kruger (2001), whose book is entitled *Research Methodology: for the Business and Administrative Sciences*. A quick perusal of the books shows that they discuss social science research methods, and they include advice on how to search literature, the purpose of the literature review, and reviewing techniques. The literature review above can be described as evidence seeking and investigative. The researcher has searched the 'self-help literature' (Kamler and Thomson, 2006:1) on writing a literature review and reports on it. In S3 above, Anele, who refers to himself as 'The researcher', links this to the 'advice' function/ self-help literature. For example:

The researcher has **followed** [ENGAGEMENT: contract; proclaim] this advice by Welman and Kruger (2001:33) by **exactly** [GRADUATION: force] looking at the library catalogue in search of information he considers **necessary** [ENGAGEMENT: expand; entertain] for his research topic.

It seems as if the student is interested in demonstrating to the audience that he knows how one does a literature search. In S3 above, the student refers to himself as 'the researcher' indicating an objective social distance through the use of the third person. Students are advised not to use 'I' or first person pronouns in the policing discipline. Anele says he 'has followed' the advice. This suggests an endorsement of the advice, as a command. He also uses the word 'exactly' which is an intensifier of the main verb 'looking'. Martin and Rose (2005) describes this as a strategy for signalling the 'force' of the sentence. The student is signalling the intensification by use of modality. In S4, Anele describes his methodology of compiling the literature review (information retrieval), see example below (S4):

The researcher has **put more** [GRADUATION: force] emphasis on reading the works of the previous researchers such as Molo Songololo, Kempen and the IOM who have written a **lot** [GRADUATION: force] about human trafficking.

The student names organisations involved in human trafficking. For example, Molo Songololo is a registered child rights organisation, established in 1979. In S4 above, the student uses 'force' to signal quantities: in the first instance, his own supposedly extensive reading, and in the second instance, the amount of the literature that exists in the field. There is more evidence of quantification and intensification in the student text – in other words 'scaling up' by means of Graduation. This is in relation to the 'processes' or actions encoded in the clauses. I argue that it is about the steps followed when conducting the literature search, for example, the use of 'key word search' found in S5 above, and the websites that were visited. This methodical introduction of the literature review is borrowing a discourse convention 'intertextually' from self-help literature on research methods and applying it in the proposal.

In sentence 8, Anele describes his communication with the South African Broadcasting Commission to try and procure programme content on human trafficking. This indicates the investigative role of the police as stated in the South African Constitution. It also relates to Anele's function as a Warrant Officer mentioned in the profile above, whose job it is to gather evidence to be used by the prosecutor in court. It seems that what is manifested in this section of Anele's text is the 'self as author' (Ivanic, 1998:25). Ivanic argues that discourse and identity are intertwined. Among other things, Ivanic identifies two subject positions that are available to writers as 'the autobiographical self' and 'the self as author'. In the autobiographical self the identity of the writer has to do with their history, or what they bring along. On the other hand, the self as author refers to the voice, and stance or authorial presence. Ivanic (1998:28) asserts that 'clashes between

writers' autobiographical identities and institutionally supported subject positions have the potential to contribute to changing the possibilities for self-hood available in the future'. For example, Anele, as a Warrant Officer in SAPS, is involved in gathering evidence and investigating crimes for the purpose of prosecution. He is aware of the asymmetrical power of the criminal justice system, and assumes that when writing the literature review, he should go into details in his review about the process involved in compiling a review.

Anele therefore borrows from professional investigative discourses that are not typically included in academic discourse. This discourse intersects with academic discourse. Therefore, it is the writer as investigator (or Warrant Officer) who narrates the steps he employs in doing a literature review. This intertextual chain is an indication of the identity that is derived from the workplace, which causes the student to focus on his policing 'self' at the expense of the academic discourse. Policing is about the embodied or lived experiences of individuals (Ndlangamandla, 2015). As a Warrant Officer, an investigator, Anele is aware of his police rank, and therefore the need to follow professional procedures.

A different phenomenon of an instructional procedure appears in Rick's literature review section below. Derewianka (1990: 27) asserts that 'instructions belong to a group of text-types concerned with procedures, which tell us how something is accomplished through a sequence of actions or steps.' The extract from Rick's writing is not as lengthy as Anele's, but the propositions in the paragraph carry instructional functions, which can be seen through the mood choices⁵:

Extract from Rick's proposal:

Literature review

(S1)De Vos (1998:90), a variety of sources, namely, official documents, records, manuals, directives of the SAPS, academic and law enforcement journals, books, articles, and information published on the Internet, is **employ** [ENGAGEMENT: contract; proclaim/endorse] during this study. (S2)**include** [ENGAGEMENT: contract; proclaim/pronounce] aspects about analysis crime in the Nelson Mandela Metro area, in South-Africa and in the SAPS, using **all** [GRADUATION: force/quantification] the literature that is [ENGAGEMENT: contract; proclaim/endorse] available in the SAPS and other research [MOOD: Imperative clause]. (S3)De Vos (1998:90) **mention** [ENGAGEMENT: expand; attribute/acknowledge] that the analysis and interpretation of written material offer distinctive challenges which enable the qualitative researcher to collect data which could not otherwise have become available. (S4)Describes and **outlines** [ENGAGEMENT: contract; proclaim/endorse] the concept of crime analysis, the purpose and standards set for crime analysts, the prerequisite requirements and the key performance areas set

5 Sentences have been numbered and imperative verbs have been underlined.

for crime analysts, the crime analysis process, sources of crime information, the different types of crime analysis in policing, interpretation of data in crime analysis, the application and outcomes of the CTA process, and a comparison between the core functions of the SAPS and the objectives of the CTA process. (S5)The CTA process was, **accordingly**, [ENGAGEMENT: Attribute; acknowledge] a national instruction, issued by the National Crime Combating Forum (NCCF) (reference number 29/2002), subsequently suspended at national, provincial and area police levels (excluding police station level), mainly due to the inability of crime analysts to apply the CTA process as originally intended (SAPS, 2002a:1) **(sic)** (S6)The CTA process was designed, introduced and implemented in the SAPS in 1998 (SAPS, 2000:2), (page 8, Rick's proposal).

In the extract above, the introductory sentence to the literature review section of Rick's proposal starts with an explanation from a book by De Vos (1998) titled *Research at Grass Roots: A Primer for the Caring Professions*. The second sentence (S.2) does not come from the book, and sounds like an instruction, directive or imperative from the student's research:

Include [ENGAGEMENT: contract; proclaim/pronounce] aspects about analysis crime in the Nelson Mandela Metro area, in South-Africa and in the SAPS, using all [GRADUATION: the literature that is [ENGAGEMENT: contract; proclaim] available in the SAPS and other research._

There are intertextual similarities in the writing of Anele's and Rick's literature reviews. Both Rick and Anele begin the literature review with a citation from a research methods book. However, in Rick's case, the quotation from the research book is followed by an instruction in the form of a sentence that functions as a command. Imperatives are normally used for issuing commands, or demanding goods and services (Eggins, 2004). Rick uses the timeless present, and the imperative tense without a subject and with a narrowing choice of an appraisal feature that shows a pronouncement. Martin and White (2005: 133) observe that pronouncements 'are directed towards challenging and dismissing an alternative viewpoint.' Rick, as a police captain, sounds like the captain in command, who is issuing orders of what to include in the literature review.

Rick's use of non-agentive, timeless imperatives contributes to or positions the reader in an asymmetrical power relationship, where a member of the police (in this case a captain) has more power. This aspect of power was also demonstrated during my interview with Rick in his office at the SAPS station in the Eastern Cape, when he showed me a letter he had written about a police official, who had not taken a proper statement when a victim of rape came to report an incident at the police station. He showed me a memo, in which he had recommended that disciplinary action should be taken against the police official. The choice of mood (imperatives) in the case of Rick's writing is an illustration of the power and authority that is typical of the organisation of SAPS and the life of a police captain.

The next sentence (S.3) is referenced or is a citation and is not a quote. It is as if the student is telling the reader the procedure or method. Three ideas are integrated in this section of the literature review: there is information about how to conduct a literature search, the writing procedure of the literature review, and the actual content/knowledge relate to a crime threat analysis. This seems to be a hybridisation of the discourse of police professional instructional procedures and literature on 'how to write' a literature review. Sentence 4 appears to be declarative, in that it is written in the third person, but it lacks a full-stop. After drawing from the workplace discourse, the citation comes at the end of sentence 5 and sentence 6:

(S5) The CTA process was, accordingly, [ENGAGEMENT: Attribute; acknowledge] a national instruction, issued by the National Crime Combating Forum (NCCF) (reference number 29/2002), subsequently suspended at national, provincial and area police levels (excluding police station level), mainly due to the inability of crime analysts to apply the CTA process as originally intended (SAPS, 2002a:1) (sic)
(S6)The CTA process was designed, introduced and implemented in the SAPS in 1998 (SAPS, 2000:2).

In sentences 5 and 6 above, the student is introducing the CTA in the literature. This happens later in the paragraph. The two sentences are preceded by the procedural details of conducting a literature review and the use of the animated voice of the captain in command. According to Bakhtin (1981:293–294):

The word in language is half someone else's. It becomes "one's own" only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention. Prior to this moment of appropriation, the word does not exist in a neutral and impersonal language (it is not after all, out of a dictionary that the speaker gets his words!), but rather it exists in other people's mouths, in other people's contexts, serving other people's intentions: it is from there that one must take the word, and make it one's own.

In this case the student appears to 'ventriloquate words' from his workplace position, indicating that 'the word in language' is mobile in the sense that what is used in the workplace is transferred to academic discourse. This can be described as voice in academic writing. Ivanic and Camps (2001:3) argue that writers may, through the linguistic and other resources they choose to draw upon in their writing, 'ventriloquate' a combination of an infinite number of voice types. Voice is a key feature that contributes to hybridity.

7. Hybridity as a strategy in research proposals: Implications for academic literacy

Hybridity reveals practices (investigative, instructional, procedural) that are borrowed from professional discourse practices, which are related to the police ranks (e.g. warrant officer and captain). They are embedded discourses of policing and the workplace. As these discourses are identified in the writing, they also reveal aspects of the writer's policing identity, in other words, the 'autobiographical self' and the 'self as author' (Ivanic, 1998). In defining the autobiographical self, Ivanic (1998:24) asserts that this aspect of writer identity is associated with the history of the writer, where they come from, and what they bring along. On the other hand, the self as author concerns the writer's 'voice' in the sense of the writer's position, opinions and beliefs. Rick's writing also reveals instructional procedural discourse. Intertextuality (especially interdiscursivity) is used by Anele when he writes his literature review. A literature review is by its nature heteroglossic. However, it is interesting to analyse the subject positions that the students are taking in the literature review by using both intertextual analysis and appraisal analysis. There are conflicting subject positions, such as, Anele's using the third person 'researcher' and yet describing one's own experience as a Warrant Officer who is tasked with investigating the crime of human trafficking and that of Rick who issues instructions, or commands as a Captain.

The analysis of students' writing reveals that hybridity can be found in the literature review sections of the two students. This is described as the influence, transference and borrowing of self-help discourse conventions, for instance, following advice functions of self-help literature. Students borrow and/or voice some of the workplace discourses, such as those associated with commanding and instructing, typical in a policing role. Both students imitate the self-help literature, what I call the advice function, or procedure for academic writing. They do this in a unique way by imitating the procedure in conducting a literature search. In a way this reveals shifting writer identities of 'autobiographical self' and 'self as author'. While the use of self-help literature has been criticised, for example by Kamler and Thomson (2006), it is not the self-help literature itself that is wrong. It is the up-take of this literature by the MTech policing students that is problematic in that it reveals the influence from other discourse types (from the workplace) aligned with self-help literature. For example, Rick displays a hybridisation of the instructional procedure discourse, seen in giving orders, mixed with academic discourse. This leads to the appropriation/imitation of workplace discourses, and the voicing of personal workplace police ranks, seen in the dual intertextual positions of being both a student writer and a police captain. The appraisal analysis reveals how both students position themselves in relation to other texts and to the audience that is being construed. The choice of appraisal system is not the same for both students, and is aligned with each writer's workplace identity. For instance, Anele uses more 'modals' and 'force' showing deference to hierarchy whereas Rick uses more 'commands' and 'pronouncements' suggesting that he is used to exercising power. The mixture of professional and academic discourse manifests itself through 'investigation' in Anele's text and as instruction in Rick's text.

Interestingly, the concept of a discourse community seems to be stronger in the case of the police workplace context and the students who come from there. This is because of the unique police subculture and the values in this context. The shuttling or crossover is characterized by the mixing of discourses. Thus hybridity becomes a useful way of negotiating academic literacies if considered by all involved: students, tutors and supervisors. The key issue seems to be how to conduct practice-based or work-based research in such a way that academic literacies specialists like myself can comprehend what is going on. The mere fact that I get invited to support students in academic literacies is an indication that supervisors are unable to address the problem. Students show interesting ways of interpreting guidelines and 'self-help' resources on how to follow the correct academic conventions in writing their proposals, and this is partly why the Lee et al. (2000)'s model and the concern with research literacies are relevant.

8. Conclusion

In the ODL context, an analysis of the intersection of workplace and academic discourses is important for student writing, especially postgraduate students who often have many years of work experience. Both the teaching and assessment of writing have to accommodate the student identities. In most cases, when supervisors complain about the poor writing skills, it is because they are unable to understand how students engage with academic discourse, interpret the guidelines that are given and negotiate academic literacies. A linguistic analysis of student writing that is informed by unstructured interviews with the students' can reveal more about academic writing.

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