DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

Celeste Ana da Gloria Eduardo Sambeny

14th day of February in the year of 2014
DEDICATION

In loving memory of

Mwalinsi Yolanda Eduardo Sambeny

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

My beloved husband, Zacarias Sambeny, who has always stood by my side, and encouraged me to fulfil my personal, academic, and professional dreams and ambitions.


My wonderful grandchildren, Gyasi Tutalení Sambeny de Barros, Adanna Mwalinsi Sambeny de Barros, Anissa Velishila Sambeny de Barros, Neridja Celeste de Carvalho Sambeny, Weya Nelao Lima Sambeny and Nayma Serena Lima Sambeny, for having endured my absence and behaved so wonderfully whenever I needed to concentrate on my work.
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I wish to thank, first of all, my almighty God for giving me strength and wisdom to complete this long lasting learning process, and also for providing me with hope, faith and perseverance during the course of my studies, especially during a period when I had personal, professional and family problems.

I would like to acknowledge the invaluable contributions of everyone who individually, in group or institutionally helped me, but due to the extensiveness of this indebtedness it will be difficult to account for every contribution rendered to me, and which has helped me shape and reshape my thesis. Therefore the list of contributors presented here is endless and it is by no means exhaustive.

I wish to express my sincere gratitude to Dr Daniel Mingas, ISCED’s General Director for giving me permission to undertake my studies at one of South Africa’s best universities; the University of the Witwatersrand, Johannesburg.

I am very grateful to my supervisor, Dr Dominique Mwepu, for his magnificent support and patience throughout the whole process of writing this thesis. His critical and constructive comments and professional advice have helped to illuminate my project and introduce me to the world of scientific research. My thesis would not have been completed without him.

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I express my special thanks to all the teacher education students and lecturers in the Modern Languages Department especially those who participated in and contributed to the success of this study. Without them this research would not have been possible.

Studying for a PhD is barely possible without some support from other researchers. I thank all the lecturers from the Modern Languages Department, especially from the English section for their support and collaboration. Special thanks go to Antonio Filipe Augusto for encouraging me to fulfil my own academic and professional dreams, as well as helping me to settle down in South Africa.
My deepest gratitude to Dr Ana Sofia Gonzalez for the uncountable hours she spent with me in editing my work and Elvira Gonzalez for being so patient and supportive during the course of my studies. It is such mutual encouragement that has driven me and has contributed significantly to the production of my thesis.

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I owe special thanks and appreciation to my husband, Zacarias Sambeny, who encouraged me to leave my family behind for the third time in order to study in South Africa. Without him I could not have completed this thesis. He has helped me in countless practical and technical ways, especially with computer use, when editing this document. But most importantly, he has given me confidence and helped to keep me going even when I felt discouraged or depressed. Finally, I wish to thank all my children and grandchildren for their support and understanding during the course of my studies, especially Gyasi de Barros who kept complaining that “Grandmothers do not study; they stay at home and play with their grandchildren”. He was quite reluctant to understand my desire to further my studies and to accept my absence in the first stages of my work on this thesis.
ABSTRACT

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

In the words of Biggs, data revealed that the course components (the curriculum, the objectives, methods, the learning activities and the assessment procedures) that
constitute the teaching and learning system are not yet aligned (Biggs, 1999). The type of assessment students have throughout the course is not preparing students the production of the research report. In other words there is no relationship between the ongoing assessment and the final assessment. It was found that most of the time students use rote learning to survive the difficulties faced during course work which helps them complete the four years of coursework but not produce the research report. Another finding from this study was that research supervision practices need to be reviewed as this is the area that constitutes the main hindrance to the students’ success in completing their research reports. The study ends up with conclusions and some recommendations.
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<tr>
<td>ISCED</td>
<td>Instituto Superior de Ciências da Educação</td>
</tr>
<tr>
<td>TTI nr 200</td>
<td>Teacher Training Institute Number 200</td>
</tr>
<tr>
<td>EFP nr 306</td>
<td>Teacher Training College Number 306</td>
</tr>
<tr>
<td>HAAD</td>
<td>Head of Academic Affairs Department</td>
</tr>
<tr>
<td>DDAAD</td>
<td>Deputy Director of the Academic Affairs</td>
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<tr>
<td>BICS</td>
<td>Basic Interpersonal Communicative Skills</td>
</tr>
<tr>
<td>MLD</td>
<td>Modern Languages Department</td>
</tr>
<tr>
<td>CALP</td>
<td>Cognitive Academic Language Proficiency</td>
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<tr>
<td>TES</td>
<td>Teacher Education Students</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<td>ILOs</td>
<td>Intended Learning Outcomes</td>
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<td>TLAs</td>
<td>Teaching and Learning Activities</td>
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<td>Assessment Tasks</td>
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<td>L1</td>
<td>First Language</td>
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<td>L2</td>
<td>Second Language</td>
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<tr>
<td>GSLE</td>
<td>General Subject Lecturer</td>
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<td>CSL</td>
<td>Content Subject Lecturer</td>
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<td>S</td>
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<td>PCK</td>
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