Academic Literacy Practices: A Case Study of a Post Graduate Student

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Abstract

This paper explores the academic writing practices of a post graduate student from a University of Pakistan. It also examines the role of English in academic writing and related problems, including the issues of identity involved in the writing processes and practices at university. The study is longitudinal and spans a period of 12 months in which data is collected through various means including student's narrative, her written academic texts, and her discussion around these texts and surrounding practices. The study is located in a case study method of research and employs academic literacies approach to look into the writing processes, practices and perspectives on it. The data analyzed include the written narratives, the texts, and the semi-structured interviews, for linguistic analysis of texts the study draws on systemic functional linguistics. The paper interprets the multilingual student writer's problems with writing and identity experienced at a university where writing is governed by dominant institutional norms and individual expectations of the teachers. The study has implications for both higher education institutions and teachers to play their role in addressing these problems.

Keywords: Higher education; academic writing; multilingual identity; academic literacy; writing practices

1. Introduction

The study that focuses on the relationship between student writing and identity has contributed to a better understanding of the phenomenon of writing and related challenges in educational institutions. Such study gains significance when it is carried out in a multilingual setting that includes

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academic language and students' concerns about it. In an academic setting, academic writing is essential because it is the primary method through which professors evaluate their students, and those who struggle with it are usually believed to be less capable than those who do.

Ivanic (1998) asserts that "writing is an act of identification in which people connect themselves with socio-culturally constructed options for self-hood, participating in the replication or challenge of dominant practices and discourses, and the values, beliefs, and interests that it reflects" (p.32). The majority of academic literacy research has focused on finding ways to socialize students into "correct" academic behaviors without having them question the practices themselves (Ivanic, 1998).

When Green, Hammer, and Stephens (2005) interviewed university staff, they discovered that in their perception the "problem" lies with the students and not with the methods of instruction, and that the majority of studies suggested providing remedial support to help students make up for their deficiencies (Henderson & Hirst, 2007).

The purpose of the current study is to look into a postgraduate student's academic writing practices and the challenges they encounter while trying to balance their writing assignments. Additionally, it looks at how language shapes identity during the writing process as well as the amount to which prevailing conventions and practices obstruct or facilitate meaning-making. The study focuses on academic writing instruction and learning at a Pakistani higher education institution, where English is used as both a medium of instruction and a second or foreign language.

The study uses a case study research methodology, which is an in-depth examination of a case or cases. According to Creswell (2007), "The data collection in case study research is typically extensive, drawing on multiple sources of information" (p. 75), and our study provides a comprehensive analysis of the studied case, including a detailed account of the case's background and its specifics. As in case study research, where the researcher takes a thorough picture of the situation, data collection in this study involves a variety of data gathering techniques (Creswell, 2007 p.132).

In order to fully understand academic literacies, it is crucial to include the viewpoints perspectives of the students themselves as they actively

contribute to the process of meaning-making in universities (Lea & Street, 1998). This study focuses on students' perspectives in order to explore their complex relationship with the dominant literacy practices and discourses of their institutions.

2. Literature Review

There are many different types of literacy study conducted; this research adopts a perspective of literacy as a social practice (Barton & Hamilton, 2000; Lea & Street, 1998, 1999, 2006; Street, 1995, 1996). Literacy practices describe the typical socio-cultural ways that written language is used, discussed, and understood.

When viewed from the perspective of academic literacies, students' struggles with writing at the university are not caused by any cognitive deficiencies, but rather, the majority of them result from the gaps between the existing academic literacies and other literacies that students are aware of (Barton 2000). They result from the lack of opportunities for students to discuss their writing issues and the expectations from their writings as well as the acceptable standards of writing, also there lies the differences in perspectives between students and teachers on specific writing practices (Lea & Street, 1998). (Lillis, 1999)

The theory and methods that define an Academic Literacies Approach are both included in the idea of academic writing as a social practice. Practice connects language to the actions taken by people who are socially positioned in society and have a duty to meet the needs of situational and socio-cultural contexts in certain ways (Malinowski, 1994 cited in Lillis & Scott, 2007). Primarily, practice shows that language use is never isolated from the people and their situations; rather, it is always tied to them. Next, practices are linked to texts and integrated into people's everyday routines, or habitus in Bourdieu's (1991) language, as well as those of social institutions.

The goal of the academic literacy method is to comprehend more about the text than just its linguistic structure and the connotations that it has for the students and teachers who are involved in academic literacy practices. Analyzing how Academic Literacies address the the role of language in creating meaning as demonstrated by students' scholarly writing as well as what they have to say about academic writing is crucial as a result (via observations, interviews, documents, and so on.). According to Lillis and

Scott (2007), a lot of research on academic writing concentrates on text rather than on practice, and "the (pre) identifying of difficulties in student writing as textual in nature 'leads to pedagogical solutions' which are largely textual in nature'" (p. 10).

In contrast, the Academic Literacies lens examines all aspects of academic writing, including student texts and the processes used to create those texts, disciplinary genres, as well as it challenges the institutional policies, existing academic standards, and their connections to issues of power and identity.

3. Methodology

According to the main objectives of the study, qualitative ethnographic inquiry is thought to be the best technique for examining how writing interacts with identity and its numerous facets given their complex and dynamic nature. The study is exploratory-interpretive in nature and is a qualitative examination based on the research conducted by Street and Lea (1997, 1998, and 1999) referred to as an Academic Literacies Approach, using this approach they investigated student writing in higher education.

Three sorts of data are required in order to examine writing and identity-related topics. First and foremost, it is important to understand the student herself and the context from which she is approaching her studies. To do this, it is important to become familiar with the standards, norms, customs, and prior writing-related experiences that may have an impact on the student's writing and help to define her writing identity.

The data includes:

    i.   Written Narrative
    ii.   Midterm exams and one class assignment
    iii.   Semi-structured Interview

According to Halliday (1973), the linguistic and functional decisions made by the writer reflect the social context and how it affected her view. The text is not taken out of its context of use since SFL text analysis takes into account the language resources as well as their socio-cultural and ideological connotations. The goal of the theoretical framework and analytical tools is to demonstrate how context and text interact.

Systemic Functional Grammar explores the Ideational, interpersonal, and textual functions of a text. The ideational function focuses on how people

make meaning of their worldly experiences, including both inner and outward events. The transitivity system, which is the study of the representation of reality and the investigation of worldviews and mindsets, thus serves as a representation of the ideational function. English transitivity systems study three basic categories of processes, including existential, behavioral, and verbal processes. These categories include material, mental, and relational. Social placement and interaction are determined by the interpersonal meta-function. Through the use of speech acts, emotion, and modality, interpersonal function reveals writers' social status, roles, social position, and relationships. Thirdly, a textual meta-function examines the language and lexico-grammatical choices made in the texts to help identify the genre of the work.

It is important to examine the ideational, interpersonal meta-function and lexico-grammatical characteristics of the texts in order to determine how the student's texts index the social practices and positions of their authors. So, we have taken a few passages from a postgraduate student's assignment and midterm exam.

4. Data Analysis
The student's case history based on her narrative, a semi-structured interview with the student, and linguistic analysis of academic texts are the three types of data that are presented in this part along with their interpretations.

4.1 Case History of the Student based on her Narrative

Asra is a native of the Azad Jammu and Kashmir region of Pakistan and speaks Urdu as her first language. She is also fluent in the regional tongues of Punjabi, Pahari, and Gojri.

Like every Pakistani today, *I mix and flip between Urdu and English when I speak.*

Since she was little, she has enjoyed reading and used to read newspapers, poems, and short stories. She also enjoyed writing and used to do her schoolwork. She used to watch English documentaries and cartoons, which helped her, improve her command of the language.

Asra: *Though I attended an English-medium school, the possibilities to acquire the language outside of what was covered in class were not much. The teachers did not encourage us to read or speak in addition to our academic work.*

Except for tests, writing was not required during her college years.

She enrolled in the university in order to pursue a promising career and mentioned that she was the first member of her family to do so.

Asra: *I experienced some difficulties during the first semester, but I managed to pull through. I am able to identify with the struggles that students could experience throughout their academic careers, which motivates me to help students with their research after my post graduate degree.*

Asra comments on her writing experiences and challenges by saying, *I frequently believe that my writing may occasionally fail to express what I wish to portray in an academic writing scenario. I believe that I fall short of writing properly, as required by my academic environment and the expectations of the lecturers. I rely on using the words I already know when I write rather than learning new ones.*

She describes her ongoing bewilderment and stress as she writes an assignment, meets the deadline, and is still dubious of its validity and acceptance in the examiner's eyes.

Asra: *I hate the cut off dates. Working on projects through whole week, but even then, you are unsure if you have followed the guidelines and criteria correctly. As a result, it's a strange sensation that combines both exhilaration and fear. Despite the fact that our lecturers give us clear instructions on the work and their expectations, this situation may nevertheless arise.*

Meeting the teachers' expectations for my assignment writing is the biggest issue I have. You still don't understand what the teachers are actually looking for in your assignment, even if I am aware of what is required of me in the work that is due. Even if you think you did things correctly, it's as though you can never be sure.

She claims that it is difficult for the students, including her, to find authentic information and provide references.

Asra: *In addition, you should hunt for authentic content to add credibility to your project by referencing it at the end. The issues I feel still exist now include access to multiple websites and the authenticity of writing tasks.*

I don't particularly enjoy writing traditionally or following conventions, yet I must follow these conventions because I learnt them during my academic career. Each and every person must be fluent in written English. When you are a part of a degree program at this level first demands that you express your thoughts accurately and perfectly well... I believe I lack the ability to write effectively. I might not be able to communicate what I want to say since it's too basic or basically revolves

> *around the core topic. I think my performance is terribly lacking.*
>
> She also draws attention to the lecturers' disdain for explicit directions and appropriate rules, especially for the new students in an institution and/or the degree program.
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> *A student who is new to the academic setting might not be familiar with these procedures. There are many things for which there are no clear instructions. I don't mean to criticize the teachers, but the fact that all of them teach at the university level is extremely disappointing, even taking into account their own biases. The way the students are expected to complete tasks independently is ideal, but they receive inadequate guidance.*
>
> *Before giving students any form of duty, such as applying a theory to a book, teachers should make sure they understand it themselves first because it occasionally fails.*

Figure 4.1 Academic Literacy Practices and Interview Responses of Asra

The comments I obtained from my research subject during our interview are presented and interpreted here.

4.2 Writing and sense of Identity

The answers given by Asra show how she feels about herself and how that feeling changes depending on a number of different things. She discussed her concerns, worries, and reluctance in this discussion about her text, as well as her acceptance of and sense of ownership over her discourse. Even though Asra's project did not receive a high grade, there were some passages in it that she completely owned in both language and content.

Asra: *I was deeply connected to that because I had great interest in psychoanalytic theories. As a result, my interest grew, and I believe that because the language used in it was my own, the content belongs to me as well. Everyone has a unique writing voice and vocabulary that influences their writing. The assignment is entirely mine, both in terms of substance and vocabulary.*

Me: How do you feel about yourself as a person after looking at that assignment?

Asra: *I made an effort to be objective and flexible in that regard. I am not adhering to any particular stance—feminism or otherwise—and as a result, I believe I am pretty flexible in that regard. I also make an effort to be flexible in my work by including a variety of viewpoints.*

In response to a question regarding her writing style, she emphasized that she centered and highlighted the dialogues in the transcripts (mostly dialogues are written as left aligned in a text)

Me: In terms of the assignment's format the dialogue transcriptions have been centralized by you. Did you intend to do that?

Asra: *Yes, I did that on purpose to make a distinction between the dialogues and their interpretation, as well as to set them apart from one another.*

Her comments can occasionally be read as indications of her writing goals, desired tones, and desired persona. When we questioned Asra about a writer whose style she admires and would like to emulate, she answered:

Asra: *Bertrand Russell, yes. I want to write in a similar style to him because he writes in such a straightforward and, you might say, layman's way that everyone who is not an academic or linguist can read it, like it, and relate it to their own experiences. He writes in prose, and I really appreciate how straightforward it is.*

Me: It is clear and simple enough for anyone to grasp.

Asra: *I believe that language (writing) should be expressive and communicative.*

Me: Your goal in writing is to explain what you want to, and you are understandable.

Asra: *yes*

Due to the various disciplinary and topic requirements, she occasionally found it difficult to portray herself in her work. Asra expressed her concern that a writer must be able to express her opinions without being under any form of pressure, whether it comes from the expectations and ideals of the readers or from academic conventions. She spoke out as we were talking about how writers should consider readers' expectations.

Asra: *Authors are free to express themselves and are not required to adhere to the reader's values because there are excellent writers who can present their finest points of view without adhering to the reader's beliefs and expectations, which are frequently not known to the reader. We are somewhat constrained to that in academia, however, if you can reason with someone by means of your writing. They'll probably accept it. if they have an open mind.*

There are also excerpts from her interview where she dissociates herself from her writing. Her main writing constraints were disciplinary and subject requirements; therefore through her writing, she does not reveal her identity.

Me: Is the identity you presented in this assignment one that you naturally possessed, or did you deliberately attempt to portray it in order to demonstrate it to the reader?

Asra: Basically, I'm there, but I can't really explain where I stand, or I'm just limited and directed by the subjects covered in my assignments and tests.

Me: Were you somewhat constrained?

Asra: *You always have a topic or theme in mind when you write something. The only way that I could express myself was through language since I had a feminist theme and knew that I needed to work on feminism, but because of that obligation, I was limited in how I could do so.*

In her writing, she also discussed the kinds of identities that she detests and resists. According to Asra, It is more important than ever for someone to write clearly and with accessibility, as she demonstrates in her response to my question.

We: Do you have anybody in mind who you don't want to write like?

Asra: *The master playwright Shakespeare is a favorite of all. He has excellent ideas, and I enjoy the linguistic tricks he established, but the reason I don't want to write like him is that his language is sophisticated and corresponds to a dialogic style; the average reader cannot understand that kind of language.*

Her answers further demonstrate that she occasionally complies with academic conventions, but other times she defies them and opts to follow her own path. Asra asserts vehemently that she has an original style and way of thinking and is unaffected by what the audience expects.

Me: You portray yourself exactly as you are. Right?

Asra: Yes, but I will make an effort to comprehend something if it makes sense to me and validates my ideology. If it does not, I will probably be persuaded to embrace it.

Me: Did you ever consider how your readers' perspectives and ideals might affect your language choices?

Asra: *I don't let my reader's opinions affect me. I'm impacted by what I'm reading, doing, and being exposed to, as well as by what I'm learning.*

4.3 Perspectives on Writing Problems

When asked about her experiences with writing challenges, Asra replied, *"I think so, I usually do not adhere to academic writing style and used to mix the formal and informal styles in my writing because I'm not very proficient in academic writing,* and I lack that kind of experience. We

receive the task, but we don't get to practice it since we are too busy studying for our classes, assignments, and tests. To develop a writing framework, you have to practice, and I think that's the problem.

Asra also discussed how she completed her assignment(s), including the difficulties she had while writing them. Despite her efforts, she failed to receive a high grade for her assignment, largely because of the subject and the lack of clarity surrounding it. She mentioned the following when discussing the task, the process of completing it, and meeting the deadline.

Asra: *To begin with, I had to read a great deal of feminist ideas regarding the literacy practices of our task. I read for two days after that before deciding that I wanted to focus on psychoanalytic theories for my assignment. Aside from that, I was unable to take the books because it would take a long time to cover them, and I had no idea where to go. I saw a lot of films and other brief visual pieces, so I carefully picked one to use as an example for my work.*

Me: You had to put in a lot of time and effort to choose that particular movie to use as the sample. Yes.

Asra: *Yes, getting the transcript and then analyzing it took a lot of time—nearly 8 hours, to be exact.*

Me: In terms of grades, did you anticipate the results you obtained, or did you have higher expectations given the time and energy you put into it?

Asra: *I did anticipate higher grades because I was unfamiliar with the subject and had not been introduced to feminist language theories. In the past, I had read about feminist views, but it was difficult as it was a new subject, and I had no idea how to make the connection between the two.*

This problem is epistemological in nature; students struggle to meet the requirements of their courses and disciplines, but they also attempt to comprehend what is required of them in order to succeed. Their ignorance of proper writing conventions and how much they apply to each subject they take is a common problem.

4.4 Reader Writer Power-Relationship and the Role of Writing Conventions

Although she is fully aware of the requirements for academic writing, the interview reveals the deep-seated confusions that exist among students generally and in my studied case in particular. The issue arises when she

must apply this knowledge to a specific discipline, to a specific subject, and to a specific teacher. As she frequently assumes that she has created a fairly nice, passable piece of work only to discover later that it was not according to the standards and received a poor grade. Because of a gap between students and teachers' expectations, as was evident in Asra's case, this is further compounded by the students' confusion over identifying the issue and its cause.

Me: When writing, in your situation, were you conscious of the reader's expectations?

Asra: *She didn't say it out loud, but her teaching style and the way she conducted her lectures gave some indication of her expectations. However, those who had previously taken her lessons in the prior semesters may have received the impression that she has high standards. We were evasive about just what high expectations meant.*

Me: In this instance, did you have the opportunity to go and talk with the teacher about the expectation? Did you try to clarify it for yourself?

Asra: *No, instead, I made an effort to speak with the students who were already enrolled in her courses, which gave me a hazy notion of what she expected of them.*

She was also unaware of the teacher's marking standards, as shown by the fact that she was unable to receive good results for either her assignment or her exams.

Asra: *I was unaware of that, and nobody in my class was, I believe. She was unclear.*

In order to succeed at university, students must learn to adapt to "new methods of knowing" and "new ways of organizing and making sense of the knowledge" (Lea, 1999). They are aware that it is critical to express ideas in specific, generally accepted ways and to demonstrate their understanding of a subject using academic writing patterns that are prevalent in their particular field. Asra commented on this in her reflective interview regarding her assignment and tests, which we used in our research:

Me: How would you describe your identity as a student of English linguistics?

Asra: *It's true that there are expectations relating to grammatical construction in particular and the writing style used, and teachers expect us to always write in an academic manner. When writing, we should*

distinguish between the spoken and written forms; they should not be combined.

Me: When writing in an academic setting, do you follow the rules?

Asra: *You are required to write in an academic style and follow academic conventions at the M. Phil level, and I believe this is true for all levels after graduation. Therefore, we must follow academic traditions.*

5. Linguistic Analysis of Texts

We conducted a linguistic analysis of the selected examples to show how far the writers had incorporated an institutional voice. The excerpt from the assignment is 48 words long, whereas the excerpt from the exam is 61 words long. This is because our goal was to take the whole clause and complete concept, therefore we made an effort to avoid breaking it. We have picked five linguistic traits and applied them to the sample texts to examine the institutional voice and associated identity that these writings exhibit. The goal of this application is to back up the analysis based on our knowledge of how discourses that aim to produce identities involve identities in their construction.

The data is analyzed by using five elements, which derive from Halliday's Functional Grammar's analytical tools (Halliday 1994), and are directly derived from Ivanic (1998). The purpose of this linguistic study is to demonstrate the close relationship between specific discourse patterns and the dominant beliefs and values within the academic community.

5.1 Clause Structure

Language variance in every language is greatly influenced by clause structure. This variety—the ways in which various sorts of clauses are organized to contribute to producing meaning in various ways—is indicated by the amount of information crammed into the clauses. To analyze clause structure, the lexical density calculation method is used. According to Halliday (1989), lexical density is "the average number of lexical words per clause," (Ivanic, 1998 p. 260). To do this, first count the "lexical words" and clauses in the excerpt, then divide the former by the latter. In many scholarly and administrative writings, "an average of 5 or above counts as high lexical density" (Ivanic, 1998, p. 260).

According to Ivanic (1998), "an average of 2 or lower counts as low lexical density" as in casual conversation. 'Lexical words' are those words that hav0e specific meanings in vocabulary, such as 'names of entities

(people and things), names of processes (actions, events, etc.), and names of attributes' (Halliday, 2004, p.37).

Ivanic (1998) encouraged adding more clauses in case of uncertainty, so we have done the same. In Asra's excerpt 1, we counted "that she watched" as a separate clause. This demonstrates how our calculations, rather than the other way around, always result in lower lexical densities. Table 1 lists the number of sentences, lexical words, and the lexical density calculation for each excerpt. The lexical density in both of these excerpts is high, at 5 and 5.3 respectively.

Despite the fact that the excerpts are fairly brief, even a close examination of them shows that the author is adhering to the customs of their society and, in doing so, "renegotiating their identities in a quite fundamental, physical sense in the process" (Ivanic, 1998 p.263).

Table 5.1 Lexical density in clauses

Extract		No. of lexical items		No. of clauses		Lexical density	
A	B	*A*	*B*	A	B	A	B
		23	30	04	06	**5.3**	**5**

5.2 Verbs (Process Types)

The selected passages are notable for the linguistic processes they depict since the verbs mostly relate to interactions between abstract concepts rather than concrete objects; they also discuss the people's mental activity rather than their bodily actions or feelings. This highlights a crucial aspect of the academic community that can be found in practically all of the writings produced by students; it demonstrates the writers' interest in the concepts and mental processes that are indicative of intellectual activity. Their verb selections reveal their preferences and intellectual standing in the academic environment.

More passive verbs are used, such as "can be seen," "can be observed," "can be treated," and "can be distinguished," without any reference to the actor. As the table illustrates, the majority of the verbs are definite and in the present tense, with the exception of the verb "watched," which indicates that the writers are mostly interested in facts, states of affairs, and links between abstract ideas and realities. The verbs are shown in different verb processes in Table 2 according to Halliday.

Table 5.2 Verb processes

Mental	Relational	Verbal	Material
Can be seen, Watched	*Has*	States	
Can be dealt	*developed*	State	
Can be distinguished	*Will have*		
Can be viewed, have served			

5.3 Nouns, Nominalization, and Nominal Groups

These excerpts primarily contain abstract, non-animate nouns that refer to ideas, theories, phrases, concepts, and other things. Humans are the only animate nouns, and they mostly relate to authors and theorists. As we look over this list, we notice that abstract nouns are frequently used as participants, and when humans are mentioned as participants, they are always writers, theorists, or sorts of people rather than actual persons. This gives the work an abstract aspect that makes it seem removed from real life and historical events. Additionally, both living and nonliving nouns, i.e., the concepts, hypotheses, and people they refer to, are particular to the respective fields that the writers are a part of.

They convey specific meanings in this way and reveal the writers' positions both within and outside of academia generally. We have noted the "head nouns," or the primary subject or object of the verbs.

Additionally, we have noted the overall number of words and the percentage of lexical words to total words in each extract, as well as the longest nominal group in each extract. By adopting this style, the writers place themselves squarely inside the realm of academic discourse, which is characterized by the dense packing of information through the use of embedded sentences within clauses and more lexical elements. According to Ivanic, "These qualities place the writers among people accustomed with written material and used to condensing ideas rather than stringing them out more loosely." These practices, while not exclusive to academic discourse, characterize it. (1998, p. 269).

In the studied extract A total number of words are 28 words and 39 percent are the lexical words indicating a quite high lexical density. This suggests that she positions herself as a learner in the academic community by writing in dense clauses; the longest nominal group was identified in the assignment, not in the exam paper. This might be because she took

more care and had more time to write the assignment than she did during the exam.

5.4 Tense, Mood and Modality

The examination of tense, mood, and modality add to the properties of verbs and nouns previously covered. Both of these passages mostly use the present tense. The writers' interest in eternal truths is indicated by the usage of the present tense. The passages are all in the declarative mood; not a single one of them contains any of the imperative or interrogative moods. This exemplifies another characteristic of academic discourse where facts, information, and ideas are assertively offered to influence the readers' beliefs rather than seeking knowledge. However, Asra also has certain instances of modalized verbs (4 instances). In terms of categorical viewpoint, the phrases "can be seen," "can only be distinguished," "can be regarded," and "can be treated" are used.

The writing style in these excerpts establishes the authors as competent and assured rather than speculative and uncertain. The academic community's established writers are highlighted in this, and as students are newcomers and apprentices in this community, they prefer to reflect it in their writing as well.

5.5 Lexis

Lexis is the use of specific words and terminologies that are common in the academic world. Using specific prepositions, the conjunctive, nominalizations, carrying nouns, and lexical elements are all part of this. The usage of certain words and concepts that could indicate our participants' affiliation with the academic community and their discipline is another aspect of their writing. The use of a specific language is required for membership in the academic community, and this language's associated lexicon includes "Graeco-Latin words (Corson 1985), certain prepositions and conjunctives (Hartnett 1986), nominalizations and carrier nouns, and lexical items (often more than one word) which are used metaphorically to convey abstract meanings" (Ivanic, 1998 p.270).

The lexis is mostly related with the specific field of linguistics and can be found in other discourses because discourses are dynamic and fluid rather than static. The lexis in Asra is associated with four different discourse types: linguistics, media discourse, psychoanalysis, and feminism. By choosing to express themselves in this fashion, the authors also provide

the impression of being at ease with such speech while demonstrating their identification with the academic community and their profession.

6. Discussion

This paper includes a linguistic analysis of 50-word samples from the writer's assignments and exam questions to show how the lexico-grammatical traits of all these educational excerpts affect the writer's standing in the academic world. Even though the samples are little, analyzing these condensed extracts has assisted in illuminating the points that we were trying to analyze and decipher. Asra's extracts have a density of 39% and only one lengthy nominal group, but they are highly lexical dense, use verbs that emphasize more relational and mental processes, and have lexis that shows she is associated with the academic community in general and an apprentice of her discipline in particular.

The analysis of the data shows that Asra's writing has discursive qualities that are ingrained in the academic community and, consequently, represent the practices, attitudes, and interests of that community. The writer is associating herself with those interests, values, and practices by engaging in these discourses.

7. Conclusion

In this case study, a postgraduate student's academic writing practices, experiences with academic writing, and the steps required in completing an assignment are all examined. Triangulation is used to combine the data from three sources to gain a comprehensive understanding of the topic being researched. The conclusions from these data are complementary to one another since they combine Asra's extensive academic experiences with regard to writing practices, which were primarily articulated in her narrative and interview. The quantitative dimension of linguistic analysis supports the qualitative aspect of the analysis too. Thus, taken as a whole, they help us comprehend the student's academic literacy practices, their identification with certain institutions and academic communities, and challenges related to self-representation in academic writing.

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