

UNIVERSITI TEKNOLOGI MARA

**Academic Discourse Socialization Of
Postgraduate ESL Learners
During Research Seminars
At A Research University**

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AUTHOR'S DECLARATION

I hereby declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as reference work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification. I, hereby, declare that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

This research investigated the academic discourse socialization of postgraduate ESL learners during Research Seminar. Based on the theory of language socialization, academic discourse socialization and oral academic discourse, a qualitative case-study was conducted on two postgraduates from a research public university during their research seminars respectively. Data was obtained through participation observation as well as researcher field notes. The first participant was observed during Seminar 1 which was the defending of proposal while the second participant was observed in Seminar 2 which is the presentation of findings. This research adopted Huberman and Miles' (1994) way of identifying patterns, themes and cluster that emerged from the data in order to analyze it. Data showed the similarities in structure of the research seminar in both sessions and also the differences in interaction during the research seminar in an academic setting. Findings showed that both Research Seminar sessions, which was the Defense of Proposal Seminar and Presentation of Findings Seminar, were highly regulated by expert members especially the chairpersons; the form and order of both sessions were highly structured in an academic setting; and that many different manifestations of 'questioning' was evident in the inquiring of the candidates by the expert members. The current study enhances quality in the field of research regarding academicians' and students' roles during the Research Seminar process. This study has also lengthened on the literature on Academic Discourse by giving evidence of the structure of the defense proposal session in academic setting.

ABSTRAK

Kajian ini menyiasat sosialisasi wacana akademik pelajar ESL pascasiswazah semasa Seminar Penyelidikan. Berdasarkan teori sosialisasi bahasa, wacana akademik dan sosialisasi wacana akademik lisan, kes kajian kualitatif telah dijalankan ke atas dua pasca siswazah dari universiti awam penyelidikan masing-masing semasa seminar penyelidikan mereka. Data diperoleh melalui pemerhatian penyertaan dan juga nota bidang penyelidikan. Peserta pertama diperhatikan semasa Seminar 1 iaitu Pertahanan Seminar Cadangan manakala peserta kedua diperhatikan dalam Seminar 2 yang merupakan Pembentangan Penemuan Seminar. Kajian ini menggunakan cara mengenalpasti corak, tema dan kelompok yang muncul daripada data mengikut Huberman dan Miles (1994) untuk menganalisisnya. Data menunjukkan persamaan dalam struktur seminar penyelidikan itu dalam kedua-dua sesi dan juga perbezaan dalam interaksi semasa seminar penyelidikan dalam persekitaran akademik. Penemuan kajian menunjukkan bahawa kedua-dua sesi Seminar Penyelidikan, yang merupakan Pertahanan Seminar Cadangan dan Pembentangan Seminar Penemuan, telah sangat dikawal selia oleh ahli-ahli pakar terutamanya pengerusi; bentuk dan susunan kedua-dua sesi telah sangat berstruktur dalam persekitaran akademik; dan yang banyak manifestasi berbeza 'pertanyaan' terbukti dalam persoalan calon oleh ahli-ahli pakar. Kajian semasa meningkatkan kualiti dalam bidang penyelidikan mengenai peranan ahli akademik dan pelajar semasa proses Seminar Penyelidikan. Kajian ini juga telah menyumbang kepada kesusasteraan pada Wacana Akademik dengan memberi keterangan mengenai struktur sesi cadangan pertahanan dalam suasana akademik.

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