

## **Developing academic literacy through subject-oriented writing**

Academic writing presents difficulties for students (Ask, 2007) whilst writing proficiency is cited as a critical determiner of academic success (Dysthe, Hertzberg & Løkensgard Hoel, 2002). However, there is limited knowledge about the exact cause of these difficulties.

The aim of this project is not only to help students improve their knowledge of academic texts, and develop their writing proficiency, but also to contribute to a university pedagogy course supporting academic writing.

Theoretical perspectives are taken from several fields, with perspectives on intercultural communication in academia, including writing culture, subject/field culture and student culture: writing skills, writing processes, school genres, academic writing, academic language and the teaching of subject-embedded academic writing (Dysthe, 1996; Løkensgard Hoel, 2001; Blåsjö, 2009, Halliday, 2003, Martin, 1993; 1997, Applebee, 1984, Schleppegrell, 2005, Lea & Street, 2006, 2011; Wingate, Andon & Cogo, 2011; Hunter & Tse, 2013).

Two groups of students have subject-embedded writing lessons. Student surveys, exit notes, interviews with teachers, plus comparative text analyses, provide insights into the effects of these lessons.

Preliminary results emphasise the importance of subject-embedded writing exercises and deliberative discussions about characteristics and expectations associated with academic texts. When academic writing culture interacts with subject and student culture, writing proficiency is developed.

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