Report on the corrections made on the article: ‘We know what to say, we know what to write, but we don’t know how’: the challenges of becoming academically literate in a new linguistic and socio-cultural space

The following corrections have been made:

1. Dated references have been replaced by new ones and works from South Africa were added;

2. Secondary citations have been reduced to a strict minimum and more relevant references have been used;

3. I have positioned the article in critical studies of the 'global politics of knowledge-making' in English and have included the discussion of the domination of English as a language of global scholarship and the implications which the imposition of discourses from the Centre has on scholars from the periphery. I drew from scholars such as Canagarajah (2002); Lillis et al (2008) and Lillis & Curry (2010);

4. In relation to 3 above, I extended the discussion of the challenges which are faced by scholars and students from non-English backgrounds while writing academic works conforming to academic discourses in English;

5. More reference was made to the research data by adding more quotes from interviews with students and lecturers/research supervisors to support the arguments made;

6. The concept of ‘academic border guards’ has been explained and discussed more extensively;

7. A ‘lead in’ before the results section has been written;

8. The name of the university has been removed from the text for ethical reasons;

9. Freebody and Luke (1990) model has been explained and drawn on more extensively;

10. The section on the respondents’ perceptions on reading and writing has been rewritten to foreground the main argument showing how the students’ perceptions seem to 'contradict available literature';

11. More has been said about why the students ‘did not want to move out of their comfort zone'

12. Clarification was made on the ‘students use of discourses at their disposal’ to explain that this is about discourses, rather than language per se. An extract from an interview with one research supervisor was used to illustrate this.