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What difference does one academic year make?
Features and development of international foundation
students' academic lexis in assessed writing
at a UK university

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Submitted in partial fulfilment of the requirements for
the Degree of Master of Research (Education)

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Abstract

Despite extensive research into academic writing of university students from various linguistic backgrounds and disciplines at various levels of study, little research has focused on longitudinal studies of assessed writing produced by heterogeneous groups of students at a foundation level. This study seeks to fill this gap by investigating the most prevalent examples, features and development of academic lexis used in UK-based international foundation students' written assignments and the main contributors to this development.

These aims are addressed with the assistance of three tools, namely Text Inspector.com (Bax 2015), AntWordProfiler (Anthony 2013) and AntConc (Anthony 2014) which provide an insight into the qualitative and quantitative aspects of students' use of academic lexis comprising individual words and phraseologies in accordance with the Academic Word List (Coxhead 2000), the New Academic Vocabulary List (Gardner and Davies 2013), the Academic Collocation List (Ackermann and Chen 2013), and the Academic Formulas List (Simpson-Vlach and Ellis 2010). The textual analysis is complemented by individual qualitative interviews identifying the main contributing factors to the development of the students' academic lexis.

This small scale longitudinal study is based on a number of written assignments, produced by six international foundation students forming the entire 2016 - 2017 cohort of the International Foundation Programme at a London-based University, which were submitted to the University during the academic year.

The results indicate that despite an extensive usage of individual academic words, the use of academic phraseologies remains surprisingly limited in the students' assessed writing. Moreover, the most prevalent examples of individual academic vocabulary and

collocations seem to be drawn from the assignment topics. In addition, the interview data identified exposure to academic lexis in lessons and reading materials as primary contributors to its development. These findings have potentially important pedagogical implications by highlighting the importance of more explicit teaching of academic lexis and greater exposure to relevant reading materials.

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Acronyms

ACL – ACADEMIC COLLOCATIONS LIST	FD – FOUNDATION DEGREE
AFL – ACADEMIC FORMULAS LIST	GSL – GENERAL SERVICE LIST OF ENGLISH
AKL – ACADEMIC KEYWORD LIST	IFP – INTERNATIONAL FOUNDATION PROGRAMME
AVL – NEW ACADEMIC VOCABULARY LIST	TTR – TYPE-TOKEN RATIO
AWL – ACADEMIC WORD LIST	RQ – RESEARCH QUESTION
CIA – CONTRASTIVE INTERLANGUAGE ANALYSIS	UWL - UNIVERSITY WORD LIST
EAP – ENGLISH FOR ACADEMIC PURPOSES	

Chapter 1: Aims and objectives

1.1 Context

The focus of this study is academic writing in the context of UK-based Foundation Degrees (FDs) offered by universities with the aim to prepare students for and enable them to progress to a full degree. This study focuses specifically on assessed writing since written assignments continue to be the principal way of assessment at universities and as such academic writing is considered to be of great importance (Lillis and Scott 2007: 9). It is therefore crucial for students to meet the required standards of writing if they are to succeed.

Due to the globalisation of higher education, however, there has been a rapid growth in recent years in the recruitment of overseas students resulting in an increase of students who possess varying learning needs in terms of academic literacies, which are often insufficient for academic study (Lillis and Scott 2007: 8). This lack of academic literacies is accompanied by “an urgent need for academic institutions to address the literacy demands they make of their students, and to respond to these students’ learning needs” (Tribble and Wingate 2013: 307).

The issue of preparedness for academic study has been addressed by the introduction of FDs in the UK by the Department for Education and Skills. The aim of these degrees is to contribute to lifelong learning and widening participation by offering an additional route for people from less traditional educational backgrounds, who may not previously have considered studying for a higher qualification (QAA 2010; DfEE 2000 in Craig 2009: 26). Since their introduction in 2000, FDs have emerged as a significant element of higher education provision in the UK (Craig 2009: 23) and have seen a steady growth in student numbers, which rose from around 4,000 students enrolled in 2001-2002 to

around 100,000 students ten years later (HEFCE 2010). Hence considering their importance and popularity, it can be said that FDs play an important role in the current educational climate in the UK and it is thus worth scrutinising them.

1.2 Aims and rationale

Given that a large proportion of students enrolling on FDs are overseas students, this study is set in the context of UK-based FDs for international students. Also, considering the key role that academic writing plays in university assessment procedures, and thereby in the students' academic achievement, the focus of this study is on assessed academic writing with a particular focus on academic vocabulary, which is regarded as one of the key aspects of successful academic writing (Coxhead 2012: 137; Hyland and Tse 2007: 235).

This study therefore aims to investigate the usage and development of academic lexis in international foundation students' assessed writing and the contributors to this development. It is important to note, however, that "definitions of development are dynamic" (Haswell 1991 & 2000 in Camp 2012: 93) and "have been in a state of flux over the past fifty years" (Camp 2012: 93). This has led to writing development being characterised as an "elusive concept" (Faigley 1980: 299 in Camp 2012: 93), an "eelish notion" (Haswell 1991: 18 in Camp 2012: 93), and "ill-defined and difficult to assess" (Applebee 2000: 103 in Camp 2012), resulting in a complex scene of contemporary writing development research (Camp 2012: 93). Moreover, "development is contextual rather than universal" (Camp 2012: 101). Hence owing to its dynamism and complexity, the definition of writing development can refer to various phenomena. Contemporary

applications of developmental theory, nonetheless, point to some shared assumption about growth that can guide our efforts to foreground development in the assessment of writing (Camp 2012: 93-94). Therefore, in this study the notion of development relates to the growth in frequency and diversity of academic lexis (further focused on in section 4.2.3), which is “inferred from the observation of changes in concrete samples of L2 production collected at different times, such as essays or other writing samples in the case of writing production” (Butle and Housen 2014: 46). In addition, it also relates to the appropriateness and correctness of usage of the identified academic lexical items (further discussed in section 3.3.1.1).

The rationale for this study stems from a gap in the current body of literature, further discussed in Chapter 2, which has failed to investigate the varying linguistic features of multilingual FD students in terms of the use of their academic expressions in assessed academic writing. The rationale for this study also relates to the fact that written assignments constitute the main way of assessment and as such writing is regarded as a high-stakes activity in university settings as emphasised by Lillis and Scott (2007:9) who point out that “if there are ‘problems’ with writing, then the student is likely to fail.”

A further rationale for this study is encompassed by Tribble and Wingate (2013: 307), according to whom “the extent to which students are prepared for the literacy requirements of the university varies considerably”. This is further supported by Lillis and Scott (2007: 8) who also note that the increase in the numbers of higher education students and their linguistically, culturally and socially diverse backgrounds have been accompanied by “students’ written language often being treated as emblematic of falling standards”. It has been suggested that this lack of achievement in written assignments, and thereby lack of academic success, is linked to the knowledge of

academic vocabulary (Townsend and Kiernan 2015: 113; Gardner and Davies 2013: 1; Coxhead 2000: 230).

It is also important to emphasise that it is not only the extent to which international foundation students are prepared for academic literacy requirements at universities that varies considerably, but also the support offered by universities in the UK, which often pay “minimal official attention to language in higher education pedagogy” (Lillis and Scott 2007: 8). Thus the support that universities offer “tends to be inadequate as it often caters exclusively for a narrow set of target groups, neglecting the fact that students from all backgrounds are novices in the discourses and conventions” (Tribble and Wingate 2013: 307).

The importance of this study hence lies in the contribution it will make by better informing relevant university provisions offering academic writing support to diverse groups of students, as well as FD programmes which focus on the delivery of academic writing as a sole or integrated skill.

1.3 Dissertation organisation

This introductory section setting the context, aims and rationale for this study is followed by an overview of literature relating to the aims of this study, leading to the research questions which this study will attempt to address. This is followed by a chapter outlining the data collection processes, the methodological and conceptual frameworks and theoretical approaches drawn on, including ethical considerations. The next chapter focuses on how the collected data were analysed. Next, the analysis of the findings is presented accompanied with interpretations of the data and a subsequent discussion of the findings in relation to the research questions. This leads to conclusions summarising

the main findings and outlining the practical implications of this study, its limitations and suggestions for further research.

Chapter 2: Literature Review

2.1 Introduction

This chapter surveys the existing body of literature in order to address the above-outlined aims by identifying a gap in the current research which will inform my research questions. Therefore, this chapter first focuses on research into academic writing in general followed by an overview of studies relating to FD contexts in particular. Next, the importance of academic lexis in academic writing is examined and the definition of academic lexis in the context of this study is provided. Thereafter, a review of a number of pedagogical lists is offered, which in this study serve the purpose of identification of academic lexical items, leading to approaches to lexis and the theoretical framework adopted for this study. The section concludes by highlighting the relevance of this study and the presentation of research questions.

2.2 Overview of studies

2.2.1 Academic Writing

Extensive research has been conducted into the various aspects of academic writing of undergraduate, postgraduate and expert writers. These studies often focus solely on a group of students from a specific linguistic background (Cai 2016; Leedham 2015; Huang 2015; Peters and Pauwels 2015; Leedham and Cai 2013; Plakans and Gebril 2012; Dontcheva-Navratilova 2012; Zhang 2011; Li and Schmitt 2010; Li and Schmitt 2009; Leedham 2006;) or belonging to a specific academic discipline (Peters and Pauwels 2015; Qin 2014; Tribble and Wingate 2013; Li and Schmitt 2010). A great deal of studies are comparative studies of native and non-native students (Staples and Reppen 2016; Güngör and Uysal 2016; Leedham 2015; Perez-Llantada 2014; Dutra et al. 2014;

Leedham 2012; Adel and Erman 2012), or explore cross-disciplinary differences (Staples et al. 2016; Cortes 2013; Hyland 2012; Hyland and Tse 2009). A number of comparative studies also investigate the differences between student and expert writing (Qin 2014; Durrant and Mathews-Aydinli 2011; Hyland 2008; Lee and Swales 2006). Some studies have approached the investigation of academic writing from a longitudinal perspective (Oppenheimer et al. 2017; Shrestha 2014; Wardle and Roozen 2012; Shrestha and Coffin 2012; Slomp 2012; Srinon 2011; Woodward-Kron 2008; de Haan and van Esch 2005; Sternglass 1993).

However, despite extensive research into academic writing, no studies addressing the academic writing of FD students have been identified, a gap further addressed in the following section.

2.2.2 Foundation Degrees

The majority of studies into FDs in the context of higher education in the UK explore primarily the transition of FD students to an honours degree (Morgan 2015; Nzekwe-Excel 2012; Ooms et al. 2012; Winter and Dismore 2010; Palmer et al. 2009; Russell 2009; Greenbank 2009; Cristie et al. 2008; Greenbank 2007; Hampton and Blythman 2006; Tierney and Slack 2005; McInnis 2001), often pointing to difficulties relating to academic integration and adaptation to an academic culture, including adapting to a new style of writing (Nzekwe-Excel 2012; Winter and Dismore 2010; Cristie et al. 2008; Greenbank 2007; Tierney and Slack 2005). However, none of these studies have provided a more specific account of the difficulties FD students experience with academic writing. This is surprising considering the amount of academic writing that FD

students are required to do during their FD as well as after progression to an honours degree.

Notwithstanding a lack of studies addressing FD students' writing skills, a number of recent case studies relating to international foundation students' vocabulary have been reported by international FD practitioners. These studies, however, focus primarily on discipline-specific vocabulary, its teaching and learning (Hutton 2016; De Vries and Raffin 2016; Gurr 2016; Groves 2016; Watson and Edward 2016) without providing insights into the demonstration of knowledge of this vocabulary in writing. Vocabulary on international foundation programmes (IFPs) is also the focus of Fava-Verde's (2016) and Woodcock's (2016) debate, where Fava-Verde (2016: 21) argues for the "teaching the broader concepts of academic discourse rather than the specific disciplinary nuances", whereas Woodcock (2016: 21) maintains that discipline-specific vocabulary is vital to academic success and hence this vocabulary need be taught effectively.

From these studies it becomes apparent the IFP practitioners' focus tends to be primarily on discipline-specific vocabulary. This does not, however, take account of the fact that a number of IFPs are generic (as opposed to discipline-specific) in nature, as is the case of the IFP selected for this study. In addition, these studies fail to consider academic vocabulary in the context of written assignments on IFPs.

2.2.3 Overview of studies: summary

In sum, it can be said that there exists an extensive body of literature focusing on academic writing in general as well as vocabulary in IFP contexts. At the same time, however, these various studies assist in highlighting one gap in the research which seems to lie in longitudinal studies into the usage and development of general academic

vocabulary in IFP students' assessed writing. Given the numbers of IFP students, this is an important omission.

This gap is therefore to be addressed in this small scale longitudinal study conducted over the course of one academic year (in this context referring to 24 teaching weeks over a period of 6 months during which students attended university) by investigating the assessed writing of IFP students from various linguistic, cultural as well as educational backgrounds. In particular, this study aims to examine students' writing at a lexical level since academic lexical items are considered one of the most prominent linguistic features that not only indicate belonging to the academic community if used appropriately (Coxhead 2012: 138), but also make academic texts challenging (Townsend and Kiernan 2015: 113; Coxhead 2000: 5, 213). For this reason, it is useful now to examine the role that academic lexis plays in academic writing.

2.3 Academic Lexis

2.3.1 Role of academic lexis in academic writing

Lexical items are seen as vital in academic writing as there is a well-established link between the knowledge and deployment of academic lexis and academic success (Townsend and Kiernan 2015: 113; Gardner and Davies 2013: 1; Coxhead 2000: 230) as the demonstration of knowledge of these items is important in high-stakes writing and assessment (Coxhead 2012: 137). Gardner and Davies (2013: 1) point out that this is true for students at all levels of study and for native and non-native speakers alike. Academic lexis is thus regarded as a key element of academic writing style (Hyland and Tse 2007: 235) which, however, a great number of students regard as problematic (Lahlafi and Rushton 2015; Zhang 2011; Paquot 2010; Plakans 2009; Hyland and Tse 2007; Coxhead

2000). The importance of sufficient knowledge of academic lexis is also highlighted by Gardner and Davies (2013: 1) who note that good command of academic lexis, or the lack thereof, “may be the single most important discriminator in the ‘gate-keeping’ tests of education”. It is for this reason that Coxhead (2016: 183) emphasises that “learners, teachers, and researchers need to know more about the behaviour of academic words and phrases in academic texts”. Since the focus of this study is on academic lexis, the next section will define this term as used in the context of this study.

2.3.2 Definition of academic lexis

Despite their widespread use, the terms vocabulary and lexis have been often used interchangeably. However, for the purpose of this study a distinction is made between lexis and vocabulary based on a definition of lexis referring to “the words and other meaningful units” (Corpus Approaches to Social Science 2013), where lexis is seen as a hypernym encompassing not only individual lexical items but also phraseological units. *Academic lexis* therefore includes individual academic lexical items as well as academic phraseologies further divided into collocations and formulaic sequences, which occur with a higher frequency in academic registers across a variety of disciplines than in any other contexts and provide “a set of options to refer to those activities that characterize academic work, organize scientific discourse and build the rhetoric of academic texts” (Paquot 2010: 212).

The complexity surrounding formulaic language is also noteworthy as there is “no consensus on how to define and identify formulaic language” (Wray 2008 and Wray and Perkins 2000 in Qin 2014: 220). This has resulted in numerous terms, such as *clusters*,

lexical bundles, *n-grams* or *lexical phrases* used to refer to formulaic language, depending on how it is operationalised by different researchers (Qin 2014: 220).

Hence it is important to acknowledge the distinction between *formulaic sequences* and *lexical bundles*, with the latter being considered a sub-type of formulaic sequences (Huang 2015: 13) based on a frequency-based approach adopted by the North-American corpus linguistics school which has introduced the term *lexical bundles* (Perez-Llantada 2014: 84) to refer to “the most frequently recurring sequences of words in a given genre” identified on specified cut-off frequencies (Qin 2014: 221). These word sequences occur together more frequently than expected by chance and form lexical bundles which may or may not be syntactically complete (Qin 2014: 221). According to Biber and Barbieri (2007: 269 in Dontcheva-Navratilova 2012: 39) among the features of lexical bundles which distinguish them from other kinds of formulaic language is their frequency of occurrence, structural incompleteness, non-idiomaticity and lack of perceptual salience.

In this thesis, the terms *lexical bundles* and *formulaic sequences* are used interchangeably. The selected pedagogical list as well as the operationalisation of these expressions is further discussed in section 2.4.4.

The difference between collocations and lexical bundles is also important to note. While lexical bundles refer to a continuous sequence of words, collocations often involve a sequence of words which may be separated by other words and which may thus differ in their position relative to each other (Durrant 2009: 158).

Academic lexical items, also variously known as sub-technical, semi-technical or specialised non-technical items (Hyland and Tse 2007: 235), are further divided into general academic expressions occurring with high frequency across disciplines and

discipline-specific primarily used in one discipline (Townsend and Kiernan 2015: 113). In this study, however, the focus is on general academic expressions in accordance with a number of pedagogical lists, outlined below, which have been created with the aim of providing a compilation of the most frequent general academic lexical items used across disciplines.

Accordingly, *academic vocabulary* is understood as individual general academic words, which have been identified on the basis of the Academic Word List (Coxhead 2000) and the more recent New Academic Vocabulary List (Gardner and Davies 2013). *Academic collocations* are combinations of mainly two lexical (as opposed to grammatical) items based on the Academic Collocation List (Ackermann and Chen 2013). *Academic formulaic sequences*, or lexical bundles, are referred to as continuous sequences of 3-5 words on the basis of the written component of the Academic Formulas List (Simpson-Vlach and Ellis 2010).

Since these lists form the basis of this study by providing a list of expressions which will be identified in students' writing to serve a subsequent analysis, the following section provides a description and critical evaluation of these lists.

2.4 Review of pedagogical lists

2.4.1 The Academic Word List (AWL)

The AWL (Coxhead 2000) contains 570 word families accounting for approximately 10% of the words used in the target corpus of 3.5 million words of academic texts published mainly in New Zealand between early 1960s and the late 1990s (Gardner and Davies 2013: 3; Coxhead 2000: 213). The creation of the AWL was guided by 4 principles: *frequency* based on the fact that a word family had to occur a minimum of 100 times in

each of the 4 disciplines that the target corpus comprised; *range* referring to the word family's occurrence in at least 15 of the 28 subject areas into which the 4 disciplines are further sub-divided; *uniformity* meaning that a member of a word family had to occur at least 10 times in each of the 4 main sections; and *specialised occurrence* referring to the exclusion of the 2000 most frequent word families in the General Service List of English Words (GSL) created by West in the 1950s as a compilation of the most frequent 2000 word families in English based on a five-million word corpus of written English (Gardner and Davies 2013; Coxhead 2011; Paquot 2010; Coxhead 2000).

The above characteristics of the AWL as well as the methodology that guided its compilation lend themselves to a number of criticisms. Firstly, its division into four disciplines means that some disciplines remain unrepresented. A further flaw of the AWL has been seen in its foundation on the GSL, which has been criticised for its coverage and age (Eldridge 2008: 111; Paquot 2010: 11) due to changes that have occurred in the English language and culture since its creation. The use of word families, where a word family was defined as a stem plus all closely related affixed forms, to determine word frequencies has also been seen as a limitation of the AWL as pointed out by Gardner and Davies (2013: 3 - 4), whose concern with focusing on word families instead of lemmas is that second language adult learners' knowledge of derivational word relationships is arrived at much later than knowledge of inflectional word relationships.

Gardner and Davies (2013) thus propose that lemmas, defined as "words with a common stem, related by inflection only, and coming from the same part of speech", ought to be preferred to word families when creating pedagogical lists (Gardner and Davies 2013: 4). The issue of relying on word families to create pedagogical word lists has been

addressed by the creation of the New Vocabulary List by Gardner and Davies (2013), further discussed below.

2.4.2 The New Academic Vocabulary List (AVL)

The use of lemmas for the compilation of the AVL was intended to result in a more accurate assessment of word forms, functions and meanings than provided by the AWL (Gardner and Davies 2013: 9). Further proposed strengths of the AVL compared with the AWL could be seen in its size and range as it is based on a 120-million words of academic texts taken from the 425-million word Corpus of Contemporary American English (COCA) composed of 9 academic disciplines (Durrant 2016: 51; Gardner and Davies 2013: 9). It can therefore be said that in terms of the size and representativeness of the target corpus the AVL arguably constitutes an advance on the AWL (Durrant 2016: 49).

The AVL is not without limitations, however. Durrant (2016: 49) points out that about half of the words in the list are used very little and that the items that are frequent differ across academic disciplines. Nevertheless, he also found that out of the total of 3015 items forming the list, 427 items in the list are frequent across 90% of disciplines, supporting the notion of a generic academic vocabulary but at a considerably smaller scale than the entire AVL.

2.4.3 Comparison and evaluation of the AWL and AVL

Despite a common aim to compile a generic list of academic vocabulary commonly used in academic contexts across a variety of disciplines, there are significant differences between the AWL and AVL, outlined in Table 1 below.

Table 1: Comparison of the AWL and AVL

Features	AWL	AVL
Date of creation	2000	2013
Basis of creation	GSL created in 1950s	No pre-existing list
Corpus size	3.5 million words 414 academic texts by more than 400 authors	120 million words 13,000 academic texts
Corpus sample	Academic texts published mainly in New Zealand between 1960-1990s No spoken samples	Contemporary academic texts (as recent as 2011), academically- oriented magazines, finance sections of newspapers published in the USA No spoken samples
Disciplines	4 disciplines: science, arts, commerce, law – further divided into 7 subject areas	9 disciplines: education, humanities, history, social science, business and finance, medicine and health, philosophy/religion/psychology, law and political science, science and technology
Organisation and size	570 word families resulting in 3,094 individual words	3,015 lemmas combined into 1991 word families

In spite of these numerous differences between the AWL and AVL, Gardner and Davies (2013: 19-20) argue that direct comparisons of these two lists may be unfair owing to the different methodologies and guiding principles used for their compilation, and conclude that both lists “represent different conceptualizations of what ‘core academic’ means.”

The usefulness of these two lists for this study lies in the fact that they were both compiled using written academic texts, excluding examples of oral academic discourse, and their aim to provide a generic list of academic vocabulary items which are not discipline-specific.

A major criticism, however, points to the reliance on single words, which does not reflect the fact that words tend to co-occur with other items in preferred combinations which can sometimes cause them to take on additional meanings (Hyland and Tse 2007: 246 - 7). Failing to acknowledge the prevalence of these multi-word combinations can thus be

seen as a significant limitation of both lists. Therefore, it was deemed necessary to employ two other lists for this study, namely the Academic Formulas List (Simpson-Vlach and Ellis 2010) described as an empirically derived and pedagogically useful list containing formulaic sequences or lexical bundles, and the Academic Collocation List (Ackermann and Chen 2013) comprising solely lexical (as opposed to grammatical) word combinations, further described below.

2.4.4 The Academic Formulas List (AFL)

The AFL is claimed to make a major novel contribution by its ranking of the formulas in accordance with an empirically derived psychologically valid measure of utility, the ‘formula teaching worth’ and the classification of the identified formulas by pragma-linguistic function based on an adaptation of Biber’s (2004 in Simpson-Vlach and Ellis 2010) and Hyland’s (1998 in in Simpson-Vlach and Ellis’s 2010) functional taxonomy, resulting in the following three functional groups: referential expressions, stance expressions, and discourse organizers, each comprising further subcategories (see Appendix 1). The corpus from which the AFL was derived comprised 2.1 million words each of academic speech and writing. The written component of the target corpus consisted of Hyland’s (Hyland 2004 in Simpson-Vlach and Ellis 2010: 491) research article corpus of 1.2 million words combined with 931,000 words found across academic disciplines using Lee’s (2001 in Simpson-Vlach and Ellis 2010: 491) genre categories for the British National Corpus. Other guiding principles were the length of formulas, which excluded 2-word sequences on the premise that they are often subsumed in longer phrases, which consequently included sequences of 3 to 5 words, and their frequency of occurrence which was set at a minimum of 10 times per million.

However, an exclusive focus on formulaic sequences may lead to a neglect of collocations due to their positional variables (Durrant 2009: 158). Therefore, the Academic Collocation List (ACL) has been selected to complement the AFL in identifying academic phraseologies, outlined below.

2.4.5 The Academic Collocation List (ACL)

One of the challenges of compiling this list comprising 2469 lexical (as opposed to grammatical) word combinations, as acknowledged by Ackermann and Chen (2013: 244), lay in the fact that there does not appear to exist an absolute definition of collocation. Their definition of collocations hence refers to word combinations which tend to co-occur more frequently than would be expected by chance across academic disciplines and are pedagogically relevant in English for Academic Purposes (EAP) contexts (Ackermann and Chen 2013: 246).

Its sole inclusion of lexical collocations may be a premise for criticism, however, as argued by Durrant (2009: 163): “an exclusive focus on lexical collocations may be misguided” since the majority of word combinations are ‘grammatical’ collocations, meaning that they contain at least one non-lexical word such as a preposition, determiner, pronoun or modal verb. This view is supported by others, who emphasise that there is no absolute distinction between lexis and grammar (Langacker 1987 and Sinclair 1991 in Durrant 2009: 163), that grammatical patterns are frequently strongly associated with specific lexical items (Hunston and Francis 2000 in Durrant 2009: 163), or that lexical items often favour particular grammatical patterns (Sinclair 2004 and Hoey 2005 in Durrant 2009: 163). Ackermann and Chen (2013: 246), however, comment that lexical collocations are found to be more challenging for learners to master and

hence consider the ACL consisting of lexical collocations of much greater use not only to language learners but also to EAP teachers.

The above discussion of the importance of multi-word combinations sets the theoretical framework for this study, which is the focus of section 2.5.

2.4.6 Other Lists

In addition to the pedagogical lists outlined above, a number of other lists have been compiled to serve pedagogical purposes in terms of the learning and teaching of academic lexis, namely the University Word List (UWL), the Academic Keyword List (AKL) and the Phrasal Expression List. These lists have, however, been discounted for the purpose of this study owing to their limitations as compared with the above discussed lists.

As far as the UWL is concerned, it is no longer considered relevant today as it was developed in 1984 (Xue and Nation 1984 in Bauman n.d.) on the same principle as the AWL i.e. based on the exclusion of items in the GSL. It has thus been replaced by the more recent AWL.

The AKL (Paquot 2010) comprises a set of 930 potential academic words which have been identified by a data-driven procedure based on range, keyness and evenness of distribution. The target corpus consisted of professional as well as learner writing of British-based native and non-native students. A limitation of this list is that the corpus was skewed towards social sciences and humanities as acknowledged by Paquot (2010: 33), and the fact that frequency was not used as a criterion in its compilation process.

The main rationale for prioritising the AFL over Martinez and Schmitt's (2012) Phrasal Expression List was the fact that a large number of items on the Phrasal Expression List were 2-word items which are likely to be encompassed in longer formulaic sequences such as those forming the AFL.

2.4.7 Lists: Summary

Based on the above discussion it can be concluded that owing to the different target corpora and methodology used in the compilation of the lists selected for this study, it has to be remembered that no list is an accurate representation of the varieties of academic discourse. However, due to the fact that all of the selected lists have been created with the aim to provide generic (as opposed to discipline-specific) academic lists, they are considered suitable for addressing the aims of this study. Despite the suitability of the selected lists in terms of their focus on general academic expressions, it has to be noted that the basis of these lists was formed mainly by research articles or other forms of academic publications, which were written for different purposes than students' written assignments serving predominantly display and assessment purposes. Nonetheless, since the selected pedagogical lists were produced drawing on the genres of academic writing, they are regarded as a suitable basis for identification of academic lexis in students' assessed writing.

2.5 Approach to lexis and theoretical framework

The approach to academic lexis outlined in section 2.4 above relates to Sinclair's (1990 in Flowerdew 2015) lexical approach, according to which lexical items are regarded as having primacy over the grammar; an approach to English language teaching which has extended to EAP contexts, where it has generated some debate over the extent to which there exists a core set of lexical items common to the various academic texts and disciplines. In terms of individual lexical items, Sinclair's (2004 in Flowerdew 2015: 102) model of language suggests that "meaning of words is realised by the co-textual environment rather than residing inherently in individual words", leading to the notion of a phraseological aspect of language, where the emphasis is on the phraseological behaviour of individual words. It is in accordance with this lexico-grammatical approach that this study will consider the identified academic lexis in their phraseological contexts. This is because individual words tend to have distinctive associations in terms of their collocations and colligations and therefore "every word may have its own grammar in these respects, a grammar which can only be acquired through experience of its typical contextual patternings" (Aston 2001: 15 in Liu and Jiang 2009: 62).

2.6 Summary and research questions

Due to an increasing diversity in the social, ethnic as well as linguistic composition of student population in Western higher education in the recent years resulting from widening participation and internationalisation, "the extent to which students are prepared for the literacy requirements of the university varies considerably" (Tribble and Wingate 2013: 307). This is problematic as institutions which fail to address these unique and varying needs of international students "may leave these students feeling

disappointed, unfulfilled and even exploited” (Sherry at al. 2010: 33 - 34). Therefore, it is vital that university students possess sufficient linguistic competencies in order to be able to fulfil the university requirements in terms of accessing academic literature as well as in terms of their productive knowledge of academic language which they are frequently required to demonstrate in written assignments (Paquot 2010: 1).

For this reason, as well as to address the gap in research (summarised in section 2.2.3) and also given the importance of academic lexis in written assignments (discussed in section 2.3.1), this study aims to address the following research questions (RQs):

RQ1: What are the most prevalent examples and features of academic lexis in international foundation students’ assessed writing?

RQ2: How does international foundation students’ academic lexis used in assessed writing develop over the course of one academic year?

RQ3: What are the main contributors to the development of international foundation students’ academic lexis in assessed writing?

The following two chapters discuss the methodological choices and principles employed in addressing these research questions by first providing an overview of the data collection processes followed by the processes employed for the data analysis.

Chapter 3: Data collection

3.1 Introduction

This chapter provides an account of the data collection to address the above-outlined research questions. First, it outlines the methodological and conceptual frameworks, theoretical approaches and writing paradigms applied to this study. Then it sets the research context and provides a description of the recruitment procedures accompanied by a discussion of issues relating to ethical considerations. This is followed by an overview of the participants and data collection processes.

3.2 Methodological and conceptual frameworks

Since this study investigates the most prevalent examples, features and development of academic lexis, it was deemed necessary to adopt a mixed method approach as outlined in Table 2 below:

Table 2: Methodological framework

Research focus	Approach	Detail
RQ1: The most prevalent examples and features of academic lexis	Quantitative Qualitative	Number of instances of lexis Features of identified lexis
RQ2: The development of academic lexis over the course of one academic year	Quantitative Qualitative	Number of instances of lexis Features of identified lexis
RQ3: The main contributors to the development of academic lexis	Qualitative	Individual semi-structured interviews

The approach to this study draws on the constructivist's view of knowledge with relativist ontological views, where knowledge is seen as constructed through people's meaning-making with the aim to gain insights and understanding of how it operates (Heavyside 2017: 75; Potter 2006: 81, 89). This study also relates to interpretive approach to social phenomena associated with constructivist epistemology. According

to this interpretive approach the researcher is to adopt an exploratory orientation to the phenomenon under study. This leads to the requirement for the collected data to be “structured as little as possible by the researcher’s own prior assumptions” and emphasises the understanding of the participants’ perspectives (Hammersley 2009: 21, 36 - 37). In addition, this study has also been shaped by the structuralist approach which tends to emphasise the possibility of multiple interpretations generated by the same phenomenon, and that “different interpretations often circuit within any context rather than a single one being dominant” (Hammersley 2009: 29). The key aspects of these conceptual frameworks underpin qualitative approaches to research, which possess the following distinctive characteristics which are applicable to my study:

- Exploratory orientation in research design referring to the fact that the starting point is a general interest in a particular issue rather than a well-defined theory or specific hypothesis, where a major aspect of the research process is concerned with clarifying the issue under study
- The data used in this type of research is unstructured at the point of collection, meaning that the data are not organised into analytic categories on collection but are subsequently structured in terms of analytic categories
- The collection of documents and interview data are commonly used to address the phenomenon being investigated
- The aim is to understand the issues in their contexts
- The emphasis is on developing explanations

(Hammersley 2009: 35 - 36, 44, 54)

3.3 Theoretical approaches

In addition to the above outlined methodological and conceptual frameworks, a number of theoretical approaches have been applied to the analysis of the textual data, namely the lexico-grammatical approach, the corpus-based approach and Contrastive Interlanguage Analysis (CIA). The lexico-grammatical approach to vocabulary will inform the qualitative analysis of academic lexis in their phraseological environments, while the corpus-based approach to textual analysis will assist with the quantitative aspect of the study by the identification of the frequency of instances of academic lexis and its subsequent qualitative assessment for their features and usage in contexts. The CIA will be employed in assessing and comparing individual students' texts.

3.3.1 Lexico-grammatical approach

The notion of lexical items having primacy over grammar is encompassed in Sinclair's (1999 in Flowerdew 2015: 101) concept of the lexical approach (discussed in more detail in Chapter 2 section 2.5). However, it is not to say that grammar ought to be neglected since lexis also incorporates various grammatical forms (Flowerdew 2015: 101). This is based on evidence from corpus data that demonstrates that "different senses of a word tend to occur in different lexico-grammatical environments" (Sinclair 1991 in Flowerdew 2015: 101) and that it is the phrase rather than the word that is the "normal primary carrier of meaning" (Sinclair 2008: 409 in Vincent 2013: 44). It is in accordance with this approach to lexis that the identified academic lexical items will be further considered in their co-textual environments and assessed for their appropriacy of usage in the given context as well as grammatical correctness, further discussed below.

3.3.1.1 The notion of correctness

The notion of correctness or accuracy is understood as referring to the extent of deviancy from a particular norm where such deviations are usually classified as errors (Housen and Kuiken 2009: 463). This, however, raises the issue of the selected criteria applied for the evaluation of correctness and errors identification, including issues relating to “prescriptive standard norms (as embodied by an ideal native speaker of the target language) or to non-standard and even non-native usages acceptable in some social contexts or in some communities” (Polio 1997, James 1998, Ellis 2008 in Housen and Kuiken 2009: 463).

In terms of writing assessment, Newman (1996: 23) notes that “although we still evaluate students’ writing in terms of correctness every day, we do so without having reformulated a consensus about what this concept means”. This is because “there is little consensus about correctness or even whether language can be described as correct or incorrect in the first place” (Newman 1996: 23) and “the application of correctness to the formal characteristics of one variety is still, no doubt, problematic” (ibid: 30). Newman (1996: 26) thus proposes that correct language could be seen as “language which is judged to have fulfilled standards of some kind or another” and proposes that what is required is “reference to some more solid criterion than simple expectations regarding language forms. The need for some outside anchor can perhaps be most succinctly seen in the dictionary definitions of the word” (ibid: 25).

Therefore, the correctness of usage will be considered with the assistance of two online dictionaries, namely the Longman Dictionary of Contemporary English Online (1996–2017) based on a 330-million-word corpus of contemporary English and Cambridge Dictionary Online (2017) compiled using a 1.5-billion-word corpus. Both dictionaries

were consulted for assessment of academic lexis in their lexico-grammatical environments including features such as prepositions following nouns or countability versus uncountability of nouns.

3.3.2 Corpus-based approach to textual analysis

The identification as well as analysis of lexis in its lexico-grammatical environments is possible owing to a corpus-based approach to textual analysis, claimed to be “the most commonly applied approach in contemporary research of written academic discourse” (Blagojevic 2016: 75), which has “proved valuable for identifying the salient lexis characteristic of different academic genres for use in pedagogy” (Flowerdew 2015: 101) by providing a representative picture of the group of writers under investigation (Hyland 2016: 119). In particular, “corpora have proved useful in determining the features of an academic register, in terms of both word frequencies and specific vocabulary” (Krishnamurthy and Kosem 2007: 337). This is because corpora enable processing of large principled collections of texts which make it feasible to identify and further analyse complex patterns and various aspects of language use (Biber et al. 1998: 4). Therefore, in this study the corpus-based approach will first be used for an identification of academic lexis from a quantitative perspective, which will serve a subsequent qualitative analysis of academic lexis in accordance with the lexico-grammatical approach outlined above.

3.3.3 Contrastive Interlanguage Analysis (CIA)

For comparisons of the findings, CIA will be used as its comparative design makes it possible to “uncover a wide range of features distinctive of learner language and assess their degree of generalizability across learner populations” (Granger 2015: 7). Unlike contrastive analysis, which compares two or more languages, CIA is frequently used in learner language research to generate two types of comparison of varieties of one language: native with non-native or different non-native varieties (interlanguage).

The latter enables researchers to assess whether particular linguistic features are specific to one language group and thus potentially due to the learners’ mother tongue interference or shared by several learner populations and hence likely to be developmental or owing to other factors such as teaching methods (Paquot 2010: 70).

In terms of interlanguage, CIA was designed to investigate primarily argumentative type of writing of upper-intermediate to advanced learners, where the focus has been lexically-based with the dominant view of lexis as phrasal rather than single-word and has thus been used in studies of collocations, colligations and lexical bundles as well as studies of discourse features which are also lexically driven and focus on discourse markers or linking words, for instance (Granger 2015: 10).

CIA has been adopted in this study since it has been designed to test the hypothesis that upper-intermediate to advanced learners of English, irrespective of their linguistic background, “share a number of linguistic features that characterize their use of academic vocabulary” (Paquot 2010: 4). Its relevance for this study hence lies in its focus on phraseologies in argumentative learner writing and its comparative component which does not consider the learners’ mother tongue background.

In addition, the vast majority of studies have employed the technique for comparison of a learner corpus and a native reference corpus rather than for exploration of various learner corpora in the same target language, where this study differs from others. The rationale behind this is the fact that interlanguage comparisons involving a number of different mother tongues are seen as indispensable if the distinguishing features of learner language at a given stage of development are to be identified (Bartning 1997 in Paquot 2010: 79).

In addition to the above outlined theoretical approaches, there are numerous writing paradigms to which second language writing researchers tend to orient, the most relevant of which is briefly discussed in the next section.

3.4 Writing paradigms

Hyland (2016: 122 - 123) presents six broad ways in which researchers often view writing which in turn lead them to select some methods over others. Among these are *writing as expressive activity* where writing is viewed as a creative art, and *writing as situated activity* which emphasises the “physical and experiential contexts in which writing occurs”. Other perspectives on writing are *writing as ideology* where texts reinforce power relations, and *writing as social activity* emphasising discourse rather than texts as objects. Further ways of viewing writing, which are most relevant to this study, include *writing as cognitive activity* where, for example, the effect of different writing tasks becomes apparent, with retrospective interviews commonly used, and *writing as completed activity* focusing on describing language rather than the writing process where corpora have recently been increasingly used to identify how various linguistic

features are typically used or to assess improvement in student writing by measuring increases in words, for instance.

3.5 Frameworks and approaches: summary and evaluation

The above discussed methodological and conceptual frameworks, theoretical approaches and writing paradigms have been selected as most suitable in the context of this study and have thus informed and shaped the data collection processes, which are the focus of the remainder of this Chapter. However, it has to be pointed out that other approaches were also considered, namely linguistic ethnography, which would provide further insights into the phenomenon under investigation by employing additional methods such as observations, participation and collection of other types of data such as the students' written reflections on their learning, the tutors' feedback on both formative as well as summative assignments, and various handbooks providing guidelines regarding requirements, including specific assessments and marking criteria. Due to the complexity of this approach and time required for the data collection, however, this approach was beyond the scope of this study.

The next sections focus on the research context, recruitment procedures and ethical considerations, participants and collection of relevant data in accordance with the frameworks and approaches outlined above in order to address the research questions in the chosen context, outlined below.

3.6 Research context

This study is set in the context of an IFP at a London University which is targeted at overseas students who wish to pursue an honours degree at a UK-based university, but do not meet the entry requirements in terms of former academic qualifications or level of English proficiency. This programme hence aims to prepare the students for undergraduate study in the UK by helping them settle into student life in the UK and build the skills and confidence necessary for successful degree study.

The IFP selected for this study is delivered over a period of 6 months (equalling 24 teaching weeks) during which students are required to attend sessions in the form of lectures, laboratories and seminars, reflecting the structure of most honours degrees. The students are required to complete four modules (IFP0100 Academic Writing, IFP0200 Researching and Presenting, IFP0400 Developing Independent Learning, and IFP0500 Integrated Subject Based Projects), by submitting oral and/or written assignments serving the purpose of summative assessment, which is a decisive factor in determining the students' progression to an honours degree. On successful completion of the IFP, students will be able to progress to a full degree of their choice within the University.

3.7 Recruitment procedures and ethical considerations

For the purpose of this study, the British Education Research Association Guidelines (2011) and the recommendations for good practice in applied linguistics student projects as outlined by the British Association for Applied Linguistics (2016) have been followed, further discussed below.

After obtaining ethics approval from both the Open University as well as the University where the research was to be conducted, valid consent was sought from the IFP Programme Leader prior to approaching the participants. Thereafter, the participants were approached directly by the researcher who, as the students' tutor on the IFP0200 module, had direct access to them. The participants were then provided with a consent form and an information sheet detailing the purpose of this study and other relevant information such as how the collected data were going to be used or the possibility to withdraw from the study. So as to ensure that informed consent was given all participants had the opportunity to ask any questions or discuss any concerns relating to the study with the researcher prior to signing the consent form.

The Research Ethics Approval, Information Sheets as well as Consent Form are presented in Appendices 9 – 12.

3.8 Participants

The selected sample for this study is formed by the entire 2016 - 2017 cohort of IFP students at the chosen University and consists of 6 students, who are all young adults and come from various linguistic, educational and cultural backgrounds. An overview of the participants can be seen from Table 3 below. For ethical reasons, the students have been anonymised and pseudonyms (e.g. Student A etc.) are used throughout this dissertation.

Table 3: Overview of participants

Students	Country of origin	Gender	Age
Student A	Egypt	Male	23
Student B	Bermuda	Female	22
Student C	Turkey	Male	18
Student D	Qatar	Male	24
Student E	Vietnam	Female	20
Student F	Japan	Male	20

In spite of this small sample potentially resulting in limited data, owing to their varied backgrounds, the selected group of participants is considered to form a suitable sample representing international foundation students at UK universities. Since this study provides an in-depth investigation of the features of academic lexis, the sample of students was considered sufficient for the purpose of this study. Nonetheless, the limitations that the sample size will have on the data need be acknowledged.

3.9 Data collection

Two types of qualitative data have been collected for the purpose of this study: students' written assignments submitted to the University over the course of the academic year 2016 - 2017 (i.e. October 2016 - April 2017) which should assist in addressing RQ1 and RQ2, and interview data obtained from individual students at the end of the academic year (i.e. end of March / beginning of April 2017) so as to address RQ3 as further discussed below.

3.9.1 Textual data collection

The criteria applied to the selection of the assignments for this study were based on the assignments being in a written form, constituting a continuous academic prose and

completed by individual students. This led to the total of four assignments being regarded as suitable for the purpose of this study. An overview of all assessment tasks is provided in Table 4 below, with assignments selected for this study due to meeting the above criteria highlighted in bold.

Table 4: Overview of all assignments

Assignments Overview			
Assignments	Assignment type	Module	Due date
Summative Assessment 1	Individual oral presentation	IFP0200	w/c 14.11.2016
Summative Assessment 2	Individual essay	IFP0100	23.11.2016
Summative Assessment 3	Information leaflet	IFP0400	5.12.2016
Summative Assessment 4	Individual report	IFP0500	27.1.2017
Summative Assessment 5	Individual report	IFP0400	17.2.2017
Summative Assessment 6	Individual essay	IFP0100	10.3.2017
Summative Assessment 7	Group report	IFP0200	7.4.2017
Summative Assessment 8	Group presentation	IFP0500	w/c 3.4.2017
Summative Assessment 9	Learning diary (part 1)	IFP0400	5.12.2017
	Listening task		10.2.2017
	Learning diary (part 2)		24.4.2017

From Table 4 above four assignments emerge as suitable representing two most common types of writing at UK universities, namely essays and reports. These assignments vary in length as well as topic focus. An overview of the assignment types, topics, length and due dates is presented in Table 5 below followed by an overview of the collected assignments, including the students' grades and re-submissions, in Table 6.

Table 5: Overview of selected assignments

Assignment	Assignment topic	Due date	Word count
Essay (1)	Intelligence and learning	23.11.2016	720 words (+/-10%)
Essay Re-Sit (1a)	Intelligence and learning	9.1.2017	720 words (+/-10%)
Report (2)	Sustainable tourism	27.1.2017	1700 words (+/-10%)
Report Re-Sit (2a)	Sustainable tourism	24.2.2017	1700 words (+/-10%)
Report (3)	Barriers to sustainability	17.2.2017	1700 words (+/-10%)
Report Re-Sit (3a)	Barriers to sustainability	17.3.2017	1700 words (+/-10%)
Essay (4)	Social networking	10.3.2017	1350 words (+/-10%)
Essay Re-Sit (4a)	Social networking	7.4.2017	1350 words (+/-10%)

Table 6: Overview of collected assignments

	1	1a (Re-Sit)	2	2a (Re-Sit)	3	3a (Re-Sit)	4	4a (Re-Sit)
Student A	60%	-	80%	-	74%	-	81%	-
Student B	73%	-	85%	-	75%	-	80%	-
Student C	37% - Fail	40%	0% plagiarism (excluded)	0% plagiarism (excluded)	51%	-	0% plagiarism (excluded)	-
Student D	39% - Fail	56%	45%	-	29% - Fail	40%	59%	-
Student E	62%	-	50%	-	26% - Fail	40%	49%	-
Student F	69%	-	68%	-	0% plagiarism (excluded)	65%	69%	-

Among assignments collected for this study were also re-submissions of assignments which were awarded a fail mark due to failing to meet the marking criteria sufficiently to be awarded a pass mark. In case of re-submissions, it was first considered that these assignments were used instead of the first submission in order to ensure that the same number of assignments was collected from all students for comparative purposes. However, this would not assist in determining the development of academic lexis over the specified period as the re-submissions of two assignments (2a and 3a) were due after the submissions of the following assignment, as can be seen from Table 5. It was therefore decided to collect both the first submission as well as re-submission in such instances. However, submissions as well as re-submissions awarded 0% owing to plagiarism were excluded on the basis that extensively copied sections of texts would not provide an accurate measure of the students' linguistic abilities.

Since all written assignments were submitted in an electronic form, once consent from individual participants and the IFP Programme Leader had been obtained, the documents were available for download. To ensure anonymity, the documents were anonymised on collection before a further textual analysis was conducted.

3.9.2 Interview data collection

Interview data were collected in order to address RQ3 which aims to establish the contributors to the development of academic lexis that IFP students use in their assessed writing. The interviews were conducted with individual participants at the University premises. Prior to each individual interview, the participants were made aware of the fact that the interviews were going to be audio-recorded solely for the purpose of this study and of their choice not to answer questions which they did not wish to discuss. They were also given the opportunity to ask any questions relating to the interview process or the study.

The interviews were semi-structured and revolved around ten themes relating to the students' experience with academic writing, in particular their experience on the IFP in terms of the development of their academic vocabulary in their written assignments. A detailed interview schedule is included in Appendix 6.

The semi-structured format of interviews was selected as it allows for an extensive follow-up of participants' responses while following a set of guidelines (Hyland 2016: 117). This flexibility and openness to changes ought to enable the researcher to obtain relevant information addressing the phenomena under study (Kvale 2007: 51). This flexible responsiveness is thus helpful in establishing writers' attitudes to writing (Hyland 2016: 118).

Any potential distress that could be caused by the interview process was eliminated by ensuring that the participants had sufficient information not only about the interview process prior to the interview but also about the data processing following the interview and the overall purpose of this study.

However, it has to be remembered that a number of factors may influence the participants' accounts, which the researcher need be aware of. One of these issues relates to the problem of reactivity which may impact the elicited accounts resulting from the fact that the researcher was also the participants' tutor on the IFP0200 module focusing on researching and presentation skills. However, the issue of reactivity was likely to be reduced by the fact that the assessments on this module did not form the sample of the selected texts (presented in Table 4 above) and academic writing skills were not delivered or assessed by the researcher.

A further aspect of interview data which requires caution is the interviewees' ability to recollect past events as the detail with which these events are recalled and described by the interviewees may be distorted by the time that has passed (Dawson 2009: 28).

Despite this, it is believed that the elicited interview data can assist in addressing the question of contributors to the development of academic lexis since it was considered the most suitable method of addressing RQ3, as supported by Hammersley (2009: 51) who points out that interviews can provide access to the knowledge participants have about the contexts in which they act, which might not be available from any other source.

In spite of interview data being considered the most suitable method of addressing RQ3, the limitation of the data need be considered by the researcher during the interpretation process. This is because the insights into the students' perceptions of the contributors to the development of their academic lexis gained from the interview data

may not reflect other factors that may have played a contributory role, which the students may be unaware of.

3.10 Summary

In sum, the above presented research design outlining the context of the study, the selected sample and data collection methods is believed to be suitable for addressing this study's research questions as follows:

- RQ1 is addressed by identification of academic lexis and their features in a number of written assignments produced by IFP students over a six-month period
- RQ2 is addressed by making comparisons between individual assignments in terms of frequency of usage and features of academic lexis
- RQ3 is addressed by individual semi-structured interviews focusing on the students' perceptions of their development of academic lexis used in their assessed writing and the contributors to this development

The following chapter focuses on the methods employed for the analysis of the above described data.

Chapter 4: Data analysis

4.1 Introduction

This chapter provides a detailed account of the data analysis by focusing on the analytical tools and processes and their evaluation. It first describes the textual data processing and the tools employed for their subsequent analysis before outlining the focus of the textual analysis. Next, the interview data are focused on, followed by a summary and evaluation of the research tools and processes.

4.2 Analytical tools and processes

4.2.1 Textual data: processing

Prior to a linguistic analysis of the students' assignments based on the pedagogical lists (discussed in Chapter 2.4) the texts were modified in a number of ways in order to maximise the accuracy of results. First, the lists of references and any tables and figures were excluded. In addition, hyphenated and apostrophised words and words enclosed in quotation marks identified in the students' texts, which are also contained in the AWL and/or the AVL, were amended by removing the hyphen, and by inserting a space between the word and the apostrophe or quotation mark so as to be accurately detected by the software tools (described in the following section). Finally, words in the AWL and/or AVL which appeared in end-of-sentence citations were also eliminated from the original texts and replaced by 'Ref' rather than deleted so as to preserve the word count. These would include references to sources such as the United Nations Environment Programme where *environment* is regarded as an academic vocabulary according to both the AWL and AVL. An overview of all textual amendments can be found in Appendix 3.

4.2.2 Textual data: tools

Three analytical tools were employed for the identification and analysis of academic lexis used in the students' written assignments. These included:

- Text Inspector: an online tool for analysing the vocabulary content of texts, particularly for second language learners (Bax 2015)
- AntWordProfiler: a freeware tool for profiling the vocabulary level and complexity of texts (Anthony 2013)
- AntConc: a freeware corpus analysis toolkit for concordancing and text analysis (Anthony 2014)

Text Inspector was initially used as a primary tool for the identification of academic vocabulary as well as phraseologies. However, after identification of academic vocabulary according to the AWL and AVL separately, it became apparent that a large number of individual academic items was duplicated in the output generated by both Lists. Therefore, it was decided to merge the AWL and AVL to create one comprehensive list of academic vocabulary with the aim to obtain a more accurate picture of the students' use of individual academic words. This has resulted in a combined List consisting of 5109 individual lexical items. This combined List was then linked to the AntWordProfiler and has led to the identification of academic vocabulary in the students' texts. Since this tool has the ability to identify single-word expressions only, multi-word expressions contained in the AFL and ACL were detected by the use of Text Inspector.

The identified academic lexis was then assessed for appropriateness and grammatical correctness of use in context with the assistance of the AntConc's concordancing function (outlined in Appendix 5). This method proved particularly useful in establishing

whether the academic lexis was used correctly and appropriately in their context as the concordance programme is able to “bring together all instances of a search word or phrase in the corpus as a list of unconnected lines of text, showing instances of actual language use” (Hyland 2016: 120). The AntConc’s concordance plot function was also used so as to obtain an overview of the distribution of academic lexis across the various assignments which assisted in the exploration of the potential task-effect on the students’ usage of academic lexis.

The identification of academic lexis by the AntWordProfiler and Text Inspector served a subsequent qualitative and quantitative analysis of these expressions, outlined in the next section.

4.2.3 Textual data: analysis

4.2.3.1 Academic vocabulary

After identification of individual academic vocabulary based on the combination of the AWL and AVL with the assistance of the AntWordProfiler, the individual academic vocabulary was subjected to a manual check for their word classes with the assistance of AntConc concordancing in accordance with the word classes provided by the AVL, resulting in exclusion of a number of items from the subsequent analysis. This is because certain words with the same form can belong to various word classes where only one of the word classes is considered academic. For instance, *use*, *future*, and *report* can be found in the AVL and display two different word classes but are considered core academic words if used as a noun in the case of *use*, an adjective in the case of *future* and a verb in case of the *report*. An overview of excluded items can be found in Appendix 3. Due to its organisation around word families the AWL does not provide information

about word classes and so an exclusion of certain items based on their word class was not possible.

Following this, the frequency of these individual lexical items was considered. In addition, since “lexical variety in particular has been shown to be a strong measure of academic writing development” (Staples and Reppen 2016: 19), the Type-Token ratio (TTR) was also manually calculated taking into consideration the identified academic items only (as opposed to calculating general lexical diversity based on entire texts) and their total occurrence in any given text. This calculation generates results between 0 – 1, with a higher figure indicating a greater lexical diversity (deBoer 2014: 140). The aim of this was to gain insights into breadth of academic lexis, which manifests itself by word frequency and lexical diversity (Crossley et al. 2011: 243) defined as “the range of vocabulary and avoidance of repetition” (Malvern et al. 2004: 3 in Gebril and Plakans 2016: 79), as well as into its development over the period of one academic year based on the selected assignments.

However, since the TTR is dependent on text length and as such may not be an accurate measure of lexical diversity if used as a sole instrument, this was complemented by calculations indicating the percentage of academic vocabulary in individual students’ assignments so as to consider the total word count of individual assignments as compared to the total word count of academic expressions and thereby establish the impact that the assignment’s length might have on the frequency of usage of academic vocabulary.

Further, the identified academic vocabulary appearing with a minimum frequency of 10 across all individual students’ assignments were then assessed for grammatical correctness and appropriateness in context with the assistance of AntConc’s

concordancing function (see Appendix 5). In addition, AntConc’s concordance plot was used to view the distribution of academic vocabulary in order to consider the effect that the topic or task type may have on selection and usage of lexical items.

4.2.3.2 Academic phraseologies

Similar to academic vocabulary, after all the academic phraseologies were identified, their frequency, TTR as well as percentages per text were calculated and their distribution across assignments was assessed. In terms of TTR and percentages, the entire phraseological expression was regarded as a unit representing one type. The identified academic phraseologies were also assessed for appropriateness and grammatical correctness of use in context (see Appendix 5). In addition, phrase structure of academic collocations in accordance with the ACL and phrase types of lexical bundles were identified. Moreover, functional categories of lexical bundles based on Simpson-Vlach and Ellis’s (2010) adaptation and extension of Hyland’s (1998 in in Simpson-Vlach and Ellis’s 2010) and Biber’s (Biber at al. 2004 in Simpson-Vlach and Ellis’s 2010) categories of lexical bundles (presented in Appendix 1) were used for categorisation of identified academic formulaic sequences.

An overview of the focus of textual analysis of identified academic lexis is provided in Table 7 below.

Table 7: Focus of textual analysis

Academic lexis	
Frequency	
Type-Token ratio	
Percentages of academic types per text	
Appropriateness and correctness of usage in context	
Distribution across assignments	
Academic collocations	Academic lexical bundles
Phrase structure	Phrase type
	Functional categories

4.2.3.3 Textual analysis: evaluation

The above outlined approaches to textual analysis are believed to be suitable for addressing RQ1 and RQ2 in the context of this study. It has to be pointed out, however, that there are a number of other measures of lexical diversity such as VOCD-D (McCarthy and Jarvis 2010; Duran et al. 2004; McKee et al. 2000), HD-D (Torruella and Capsada 2013) or MTLT (Torruella and Capsada 2013; McCarthy and Jarvis 2010). Nonetheless, since the focus was on lexical diversity of academic lexis only as opposed to general lexical diversity, the TTR measure was selected as more suitable. This is because it enabled to consider academic lexical items only whereas the other measures use random or sequential sampling methods considering entire texts to calculate lexical diversity, which in this study would not generate the desired results.

4.2.4 Interview data

The interview data obtained from the semi-structured interviews conducted with individual participants were subjected to a thematic analysis and coding, presented in Appendix 7.

Although the interview data are to complement the textual analyses by providing further insights into the development of the students' academic lexis and particularly into the main contributors of this development, a caution is required in terms of the validity of such accounts as "we cannot assume that anyone is a privileged commentator of his or her own actions, in the sense that the truth of their account is guaranteed." (Hammersley and Atkinson 2007: 182). Nonetheless, in the context of this study, interviews were considered the most suitable method of addressing RQ3.

4.2.5 Summary of research tools and data processes

Table 8 below provides an overview of the research tools employed for this study and their accompanying analytical processes.

Table 8: Research tools and processes

Stages	Data	Tools	Processes	RQs
Step 1	Textual	AntWordProfiler	Identification of academic vocabulary and their frequency	RQ1, RQ2
		Text Inspector	Identification of academic phraseologies and their frequency	RQ1, RQ2
Step 2	Textual	Manual/AntConc (concordancing)	Identification of word classes and exclusion of non-academic items based on the AVL	RQ1, RQ2
Step 3	Textual	Manual	Re-calculation of academic types and tokens of academic vocabulary after exclusion of non-academic items from the AVL based on word-classes	RQ1, RQ2
Step 4	Textual	Manual	TTR of academic lexis	RQ1, RQ2
		Manual	Percentages of academic lexis	RQ1, RQ2
		AntConc (concordance plot)	Distribution of academic lexis across assignments	RQ1, RQ2
		Manual	Categorisation of phrase structures of academic collocations	RQ1, RQ2
		Manual	Categorisation of phrase types of lexical bundles	RQ1, RQ2
		Manual	Categorisation of functional categories of academic lexical bundles	RQ1, RQ2
		AntConc (concordancing)	Assessment of academic lexis for appropriateness and correctness in context	RQ1, RQ2
Step 5	Textual	Manual	Comparison of individual students' assignments (CIA)	RQ1, RQ2
Step 6	Interview	Manual	Thematic analysis and coding	RQ3
Step 7	Interview & Textual	Manual	Relation of textual analyses to interview data	RQ1, RQ2, RQ3

4.3 Evaluation of research tools

Having employed three different tools for identification and textual analysis of academic lexis, it has to be noted that they all possess certain advantages and none of these tools is without limitations. An evaluation of each tool is provided below.

4.3.1 Evaluation of Text Inspector

During the initial analysis using the AWL and AVL separately, the AWL function of the Text Inspector proved to generate a more accurate output of academic vocabulary containing all the individual instances of words as used in the texts rather than the word family keyword generated by the default AWL function of the AntWordProfiler. For instance, the AntWordProfile's AWL would detect 72 instances of *sustain* while in reality the student used the words *sustainable* and *sustainability* with no instances of *sustain*. Therefore, in terms of detecting individual academic vocabulary as opposed to individual word families, the Text Inspector proved more useful. In addition, being able to access a bespoke version of the tool which was linked to the ACL and AFL enabled me to identify academic phraseologies in the students' assignments. However, its limitations were found in its inability to detect hyphenated and apostrophised words (discussed in 4.2.1). Another limitation of this tool is its inability to identify non-contiguous phraseological sequences, which may have led to a distortion of the findings based on the ACL.

4.3.2 Evaluation of AntWordProfiler

The AntWordProfiler's advantage over the Text Inspector lay in the fact that it enabled me to create my own list as a basis for analysis. For this reason this tool was selected as the primary tool for identifying academic vocabulary on the basis of the combined AWL and AVL. This was to ensure an accurate identification of individual academic vocabulary based on both the AWL and AVL which were checked to ensure that they contained all words as identified by their compilers. This resulted from the fact that AntWordProfile's AWL function generated inaccurate results as the following words which appear in the

AWL were not detected: *re-evaluate, so-called, ministered, ministering, non-traditional, presumptuous, under-resourced.*

4.3.3 Evaluation of AntConc

The AntConc's concordance plot and concordancing features proved very useful for seeing instances of academic lexis in context across all students' assignments as well as their distribution; a function not supported by either the Text Inspector or AntWordProfiler. It was found particularly beneficial due to the fact that there seems to be no limit in terms of the length of individual files or the total number of files uploaded.

4.4 Data analysis: summary

This chapter has provided an account of the analysis of the data collected for this study. It also focused on the analytical tools and processes and it concluded with their evaluation. It is believed that the data analysis processes presented in this chapter were suitable to address the RQs and have generated reliable findings, presented in the following chapter.

Chapter 5: Findings

5.1 Introduction

This chapter presents an overview of findings of the textual analysis relating to individual students' use of academic lexis, generated on the basis of the selected pedagogical lists discussed in Chapter 2.4 with the assistance of the tools discussed in the previous chapter, accompanied by commentary of the lexical trends displayed in the written assignments. This is followed by an overview of the main interview findings.

The textual findings are presented in tables, which include the numbers of types (i.e. different words) and tokens (i.e. total number of words) used for the calculation of the TTR for academic lexis (Kojima and Yamashita 2014: 24; McKee et al. 2000: 323) complemented by percentages of academic lexis per text. In addition, the phrase structures of the identified academic collocations and phrase types of academic lexical bundles are included (e.g. P phrase = Prepositional phrase, N phrase = Noun phrase etc.). Academic lexical bundles are further considered from the point of view of their functional categories according to their three main functions, sub-divided into further categories, as discussed in 4.2.3.2. An overview of these functional categories including the adopted codes can be found in Appendix 1. Moreover, tables outlining the most prevalent examples of academic lexis are presented followed by graphs representing the changes in academic lexis usage over the course of the academic year.

5.2 Findings: Textual data

5.2.1 Findings Student A

Table 9: Findings Student A

Student A					
Assignment	1	2	3	4	Total
Type Count	288	499	648	471	Types: 1339
Token Count	849	1800	2638	1422	Tokens: 6709
List	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	Total
Types	70 (24.31%)	173 (34.67%)	218 (33.64%)	123 (26.11%)	414 (30.92%)
Tokens	121 (14.25%)	431 (23.94%)	678 (25.7%)	289 (20.32%)	1519 (22.64%)
TTR	0.58	0.4	0.32	0.43	0.27
List	ACL	ACL	ACL	ACL	Total
Types	2 (0.69%)	12 (2.4%)	21 (3.24%)	6 (1.27%)	32 (2.39%)
Tokens	3 (0.35%)	30 (1.67%)	114 (4.32%)	15 (1.05%)	162 (2.41%)
TTR	0.67	0.4	0.18	0.4	0.2
Phrase structure	adj+n 1 v+n 1	adj+n 11 adv+pp 1	adj+n 13 v+n 3 n+n 4 adv+pp 1	adj+n 4 v+n 1 adv + v 1	adj+n 22 n+n 4 v+n 4 adv+pp 2
List	AFL	AFL	AFL	AFL	Total
Types	2 (0.69%)	2 (0.4%)	3 (0.46%)	3 (0.64%)	8 (0.6%)
Tokens	3 (0.35%)	2 (0.11%)	8 (0.3%)	3 (0.21%)	16 (0.24%)
TTR	0.67	1	0.38	1	0.5
Phrase type	N phrase 1 Other 1	V phrase 1 P phrase 1	N phrase 2 Passive 1	N phrase 1 P phrase 1 Anticipatory 1	N phrase 3 P phrase 1 V phrase 1 Passive 1 Anticipatory 1 Other 1
Functional categories	A2 1 A4 1	A1a 1 A3 1	A2 2 B4 1	B5 1 A3 1 A4 1	A2 3 A1a 1 A3 1 A4 1 B4 1 B5 1
Total Types	74	187	242	132	454
Total Tokens	127	463	800	307	1697
TTR Total	0.58	0.4	0.3	0.43	0.27

5.2.2 Findings Student B

Table 10: Findings Student B

Student B					
Assignment	1	2	3	4	Total
Type Count	334	671	606	524	Types: 1525
Token Count	790	1874	1842	1311	Tokens: 5817
List	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	Total
Types	94 (28.14%)	243 (36.21%)	255 (42.08%)	177 (33.78%)	547 (35.87%)
Tokens	141 (17.85%)	451 (24.07%)	505 (27.42%)	352 (26.85%)	1448 (24.89%)
TTR	0.67	0.54	0.5	0.5	0.38
List	ACL	ACL	ACL	ACL	Total
Types	4 (1.2%)	15 (2.24%)	17 (2.81%)	7 (1.34%)	37 (2.43%)
Tokens	5 (0.63%)	20 (1.07%)	20 (1.09%)	7 (0.53%)	52 (0.89%)
TTR	0.8	0.75	0.85	1	0.71
Phrase structure	adj+n 2 adv+vpp 1 v+n 1	adj+n 12 n+n 1 adv+adj 1 v+n 1	adj+n 12 v+n 4 n+n 1	adj+n 4 v+n 2 adv+vpp 1	adj+n 27 v+n 6 adv+vpp 2 adv+adj 1 n+n 1
List	AFL	AFL	AFL	AFL	Total
Types	1 (0.3%)	4 (0.6%)	2 (0.33%)	12 (2.29%)	15 (0.98%)
Tokens	1 (0.13%)	4 (0.21%)	3 (0.16%)	13 (0.99%)	21 (0.36%)
TTR	1	1	0.66	0.92	0.71
Phrase type	P phrase 1	P phrase 2 N phrase 2	P phrase 1 N phrase 1	Anticipatory 3 N phrase 2 V phrase 3 P phrase 2 Other 1 Passive 1	N phrase 4 P phrase 3 Anticipatory 3 V phrase 3 Other 1 Passive 1
Functional categories	A3 1	A1a 2 A3 1 A1c 1	A1a 2	A2 4 B5 2 A1a 1 A1c 1 A3 1 A4 1 B3 1 B2 1	A2 4 A1a 3 A1c 2 B5 2 A3 1 A4 1 B3 1 B2 1
Total Types	99	262	274	196	599
Total Tokens	147	475	528	372	1521
TTR Total	0.67	0.55	0.52	0.53	0.39

5.2.3 Findings Student C

Table 11: Findings Student C

Student C				
Assignment	1	1a (Re-sit)	3	Total
Type Count	251	265	473	Types: 665
Token Count	659	708	1740	Tokens: 3107
List	AWL/AVL	AWL/AVL	AWL/AVL	Total
Types	50 (19.92%)	53 (20%)	226 (47.78%)	269 (40.45%)
Tokens	76 (11.53%)	83 (11.72%)	619 (35.57%)	778 (25.04%)
TTR	0.66	0.64	0.37	0.35
List	ACL	ACL	ACL	Total
Types	1 (0.4%)	1 (0.38%)	14 (2.96%)	15 (2.26%)
Tokens	1 (0.15%)	1 (0.14%)	19 (1.09%)	21 (0.68%)
TTR	1	1	0.74	0.71
Phrase structure	adj+n	adj+n	adj+n 14	adj+n 15
List	AFL	AFL	AFL	Total
Types			2 (0.42%)	2 (0.3%)
Tokens			2 (0.11%)	2 (0.06%)
TTR			1	1
Phrase type			Passive 2	Passive 2
Functional categories			b4 2	b4 2
Total Types	51	54	242	286
Total Tokens	77	84	640	801
TTR Total	0.66	0.64	0.38	0.36

5.2.4 Findings Student D

Table 12: Findings Student D

Student D							
Assignment	1	1a (Re-sit)	2	3	3a (Re-sit)	4	Total
Type Count	239	268	688	498	456	449	Types: 1684
Token Count	656	622	1772	1604	1476	1326	Tokens: 7456
List	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	Total
Types	66 (27.62%)	73 (27.24%)	229 (33.28%)	228 (45.78%)	162 (35.53%)	91 (20.27%)	564 (33.49%)
Tokens	115 (17.53%)	102 (16.4%)	375 (21.16%)	517 (32.23%)	399 (27.03%)	220 (16.59%)	1729 (23.19%)
TTR	0.57	0.72	0.61	0.44	0.41	0.41	0.33
List	ACL	ACL	ACL	ACL	ACL	ACL	Total
Types	4 (1.67%)	4 (1.49%)	7 (1.02%)	9 (1.81%)	15 (3.29%)	4 (0.89%)	39 (2.32%)
Tokens	4 (0.6%)	4 (0.64%)	11 (0.62%)	15 (0.94%)	59 (4%)	6 (0.45%)	99 (1.33%)
TTR	1	1	0.64	0.6	0.25	0.67	0.39
Phrase structure	adj+n 2 v+n 1 n+n 1	adj+n 2 v+n 1 n+n 1	adj+n 5 n+n 1 v+adv 1	adj+n 7 v+n 1 v+ajd 1	adj+n 12 n+n 3	v+n 3 adj+n 1	adj+n 27 v+n 5 n+n 5 v+ajd 1 v+adv 1
List	AFL	AFL	AFL	AFL	AFL	AFL	Total
Types	2 (0.84%)	2 (0.75%)	4 (0.58%)	5 (1%)	2 (0.44%)	6 (1.34%)	17 (1.01%)
Tokens	2 (0.3%)	2 (0.32%)	4 (0.23%)	6 (0.37%)	2 (0.14%)	7 (0.53%)	23 (0.31%)
TTR	1	1	1	0.83	1	0.86	0.74
Phrase type	P phrase 1 V phrase 1	P phrase 1 V phrase 1	N phrase 2 Passive 1 V phrase 1	P phrase 2 Other 1 Anticipatory 1 Passive 1	Passive 1 V phrase 1	Passive 2 V phrase 1 P phrase 1 Other 1 Anticipatory 1	Passive 5 V phrase 4 P phrase 2 N phrase 2 Anticipatory 2 Other 2
Functional categories	a3 b3	a3 b3	a1c a1a b2 b4	b4 c3a a1a a3 c3b	a2 b3	b5 c4 a3 b43	b45 a1a2 b32 a1c1 a21 a31 b21 b51 c3a1 c3b1 c41
Total Types	72	79	240	242	179	101	620
Total Tokens	121	108	390	538	460	233	1851
TTR Total	0.6	0.73	0.62	0.45	0.39	0.43	0.33

5.2.5 Findings Student E

Table 13: Findings Student E

Student E						
Assignment	1	2	3	3a (Re-sit)	4	Total
Type Count	256	504	464	481	354	Types: 1087
Token Count	734	1740	1736	1781	1327	Tokens: 7318
List	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	Total
Types	37 (14.45%)	152 (30.16%)	146 (31.47%)	150 (31.19%)	88 (24.86%)	314 (28.89%)
Tokens	52 (7.08%)	386 (22.18%)	372 (21.43%)	378 (21.22%)	286 (21.55%)	1474 (20.14%)
TTR	0.71	0.39	0.39	0.4	0.31	0.21
List	ACL	ACL	ACL	ACL	ACL	Total
Types	1 (0.39%)	11 (2.18%)	4 (0.86%)	4 (0.83%)	2 (0.56%)	16 (1.47%)
Tokens	1 (0.14%)	18 (1.03%)	4 (0.23%)	5 (0.28%)	2 (0.15%)	30 (0.41%)
TTR	1	0.61	1	0.8	1	0.53
Phrase structure	v+ajd 1	adj+n 11	adj+n 3 n+n 1	adj+n 3 n+n 1	adj+n 2	adj+n 14 n+n 1 v+adj 1
List	AFL	AFL	AFL	AFL	AFL	Total
Types		6 (1.19%)	6 (1.29%)	3 (0.62%)	1 (0.28%)	10 (0.92%)
Tokens		7 (0.4%)	7 (0.4%)	3 (0.17%)	2 (0.15%)	19 (0.26%)
TTR		0.86	0.86	1	0.5	0.53
Phrase type		P phrase 2 N phrase 1 V phrase 1 Adj phrase 1 Other 1	N phrase 1 P phrase 1 V phrase 1 Ajd phrase 1	P phrase 1 N phrase 1 Other 1	P phrase 1	P phrase 3 N phrase 3 Other 2 V phrase 1 Adj phrase 1
Functional categories		a2 1 c4 1 a1a 1 a3 1 b5 1 c1 1	c1 1 a1c 1 a2 2 a3 1 b5 1	a1c 1 a3 1 a4 1	a3 1	a1a 1 a1c 1 a2 2 a3 2 a4 1 b5 1 c1 1 c4 1
Total Types	38	169	156	157	91	340
Total Tokens	53	411	383	386	290	1523
TTR Total	0.72	0.41	0.41	0.41	0.31	0.22

5.2.6 Findings Student F

Table 14: Findings Student F

Student F					
Assignment	1	2	3a (Re-sit)	4	Total
Type Count	261	602	520	419	Types: 1228 Tokens: 5714
Token Count	720	1864	2012	1118	
List	AWL/AVL	AWL/AVL	AWL/AVL	AWL/AVL	Total
Types	74 (28.35%)	197 (32.72%)	167 (32.12%)	115 (27.45%)	387 (31.51%)
Tokens	120 (16.67%)	397 (21.3%)	415 (20.63%)	266 (23.79%)	1234 (21.6%)
TTR	0.62	0.5	0.4	0.43	0.31
List	ACL	ACL	ACL	ACL	Total
Types	4 (1.53%)	19 (3.16%)	11 (2.12%)	6 (1.43%)	35 (2.85%)
Tokens	4 (0.56%)	31 (1.66%)	24 (1.19%)	15 (1.34%)	74 (1.3%)
TTR	1	0.61	0.46	0.4	0.47
Phrase structure	adj+n 4	adj+n 17 v+n 1 adv+vpp 1	adj+n 10 adv+vpp 1	adj+n 5 v+n 1	adj+n 31 v+n 2 adv+vpp 2
List	AFL	AFL	AFL	AFL	Total
Types	3 (1.15%)	3 (0.5%)	8 (1.54%)	5 (1.19%)	17 (1.38%)
Tokens	3 (0.42%)	4 (0.21%)	9 (0.45%)	6 (0.54%)	22 (0.39%)
TTR	1	0.75	0.89	0.83	0.77
Phrase type	Other 1 Passive 1 Anticipatory 1	Passive 2 V phrase 1	Passive 3 P phrase 1 V phrase 3 Other 1	Other 2 Passive 2 V phrase 1	V phrase 5 P phrase 1 Passive 7 Other 3 Anticipatory 1
Functional categories	a2 2 b5 1	b4 2 a2 1	b4 2 b2 2 a1a 2 a2 1 a4 1	b4 2 b1 1 a2 1 b2 1	b4 5 a2 4 b2 3 a1a 2 b5 1 b1 1 a4 1
Total Types	81	219	186	126	439
Total Tokens	127	432	448	287	1330
TTR Total	0.64	0.51	0.42	0.44	0.33

From tables 9 – 14 it can be seen that the students display a greater usage of individual academic vocabulary (which ranges between 14.45% and 47.78% of academic vocabulary types per text i.e. all types) than academic phraseologies whose usage does not exceed 3.29% per text. In terms of academic phraseologies a higher number of academic collocations has been identified (ranging from 0.38% to 3.29% of academic collocations types per text) than academic lexical bundles (ranging from 0% to 2.29% of academic lexical bundles per text). As for the features of academic phraseologies, the most commonly used collocational structure is an adjective followed by a noun (as can also be seen from tables 17 and 18 below), and passive voice phrases in the case of academic lexical bundles (e.g. be argued that, carried out by, has been used, can be seen). Other common phrase types of academic lexical bundles are verb phrases (e.g. depend on the, needs to be, does not have), followed by noun phrases (e.g. the United Kingdom, an attempt to, a small number, the next section) with prepositional phrases (e.g. on the other, in some cases, in the form of, as a result of the, at this stage) also being common. In terms of their functional categories, most academic lexical bundles are referential expressions (e.g. in some cases, wide range of, insight into the, a small number) followed by stance expressions (e.g. it is clear that, it is possible to, it is important to) with very few instances of discourse organisers (e.g. are as follows, as a result of the, the next section). However, given the small number of instances of academic lexical bundles caution is required in terms of generalisations.

In terms of lexical diversity of academic vocabulary indicated by the TTR, it is interesting to note that all students demonstrated the highest TTR in their first assignment despite the lowest frequency of academic vocabulary types. It is also worth pointing out that according to the TTR, academic lexical diversity does not seem to increase with the

increase of academic vocabulary types. This can be seen, for example, from Student's A analysis (Table 9) where 70 academic vocabulary types used in the first assignment, representing 24.31% of the total types, resulted in TTR of 0.58, whereas 218 academic types used in assignment 3, representing 33.64% of all types, generated a TTR of 0.32.

Hence it can be said that the TTR figure is deceptive and thus needs be complemented by the percentages representing the content of academic vocabulary types in relation to all types in the texts.

Turning now to consider the actual instances of academic lexis, Tables 15 and 16 below contain the most frequently used academic vocabulary by all six students (Range = 6) with frequency exceeding 100. Tables 17 and 18 present the most common academic collocations used by at least three students (Range = 3 - 6), and Tables 19 and 20 outline the most common academic lexical bundles used by a minimum of three students (Range = 3 - 6). To consider the effect that the number of the collected assignments per student may have on the frequency owing to the collection of both the first submission as well as a resubmission, two tables for each type of academic lexis are presented below, outlining the frequency of academic lexis based on all collected assignments followed by a table presenting the frequencies for first submissions only. First submissions were selected over re-submissions to preserve the order of submissions.

Table 15: Most common academic vocabulary (all submitted assignments)

Word	Range	Freq	A	B	C	D	E	F
sustainable	6	340	47	52	47	37	113	44
social	6	240	49	46	4	56	45	40
development	6	223	31	15	49	66	39	23
sustainability	6	169	25	29	3	37	40	35
environment	6	128	22	6	9	18	37	36

Table 16: Most common academic vocabulary (first submissions only)

Word	Range	Freq	A	B	C	D	E	F
sustainable	6	305	47	52	47	35	80	44
social	6	235	49	46	4	53	43	40
development	6	188	31	15	49	48	22	23
sustainability	6	123	25	29	3	11	20	35
environment	6	106	22	6	9	12	21	36

From Tables 15 and 16 it can be seen that the most frequently used academic vocabulary (i.e. *sustainable*, *social*, *development*, *sustainability* and *environment*) are directly related to the assignment topics (outlined in Table 5 and Appendix 2), pointing to the impact of a lexical item appearing in the assignment briefs as well as the frequency with which it occurs in the briefs on its frequency in the student texts.

Table 17: Most common academic collocations (all submitted assignments)

Academic collocation	Range	Freq	A	B	C	D	E	F
primary research	6	23	4	1	3	7	3	5
private sector	5	8	3	1	1	0	2	1
public awareness	4	35	17	0	1	15	0	2
personal information	4	15	4	1	0	3	0	7
solar energy	3	93	67	0	0	25	0	1
natural resources	3	18	13	0	1	0	0	4
climate change	3	8	2	0	0	4	2	0
primary data	3	7	0	4	1	2	0	0

Table 18: Most common academic collocations (first submissions only)

Academic collocation	Range	Freq	A	B	C	D	E	F
primary research	6	18	4	1	3	4	1	5
private sector	5	7	3	1	1	0	1	1
personal information	4	15	4	1	0	3	0	7
public awareness	3	20	17	0	1	0	0	2
natural resources	3	18	13	0	1	0	0	4
climate change	3	7	2	0	0	4	1	0
solar energy	2	68	67	0	0	0	0	1
primary data	2	5	0	4	1	0	0	0

In Tables 17 and 18, *primary research* emerges as the most common academic collocation in terms of range, which is also the only academic collocation used by all six students. Having examined the concordance plot using AntConc this collocation has been identified in the reports only. This is also the case of *primary data*. With the exception of *primary research* and *primary data* which seem to be task-specific academic collocation, the remaining collocations are all topic-specific.

Table 19: Most common academic lexical bundles (all submitted assignments)

Academic lex. bundles	Range	Freq	A	B	C	D	E	F
on the other	5	18	2	3	0	4	5	4
they do not	3	6	4	1	0	0	1	0
the United Kingdom	3	4	2	1	0	0	1	0
it is clear that	3	3	1	1	0	0	0	1

Table 20: Most common academic lexical bundles (first submissions only)

Academic lex. bundles	Range	Freq	A	B	C	D	E	F
on the other	5	17	2	3	0	3	5	4
they do not	3	6	4	1	0	0	1	0
it is clear that	3	3	1	1	0	0	0	1
the United Kingdom	2	3	2	1	0	0	0	0

The above identified academic lexical bundles do not seem to relate either to the assignment type as they are found in both essays and reports or to the assignment topics.

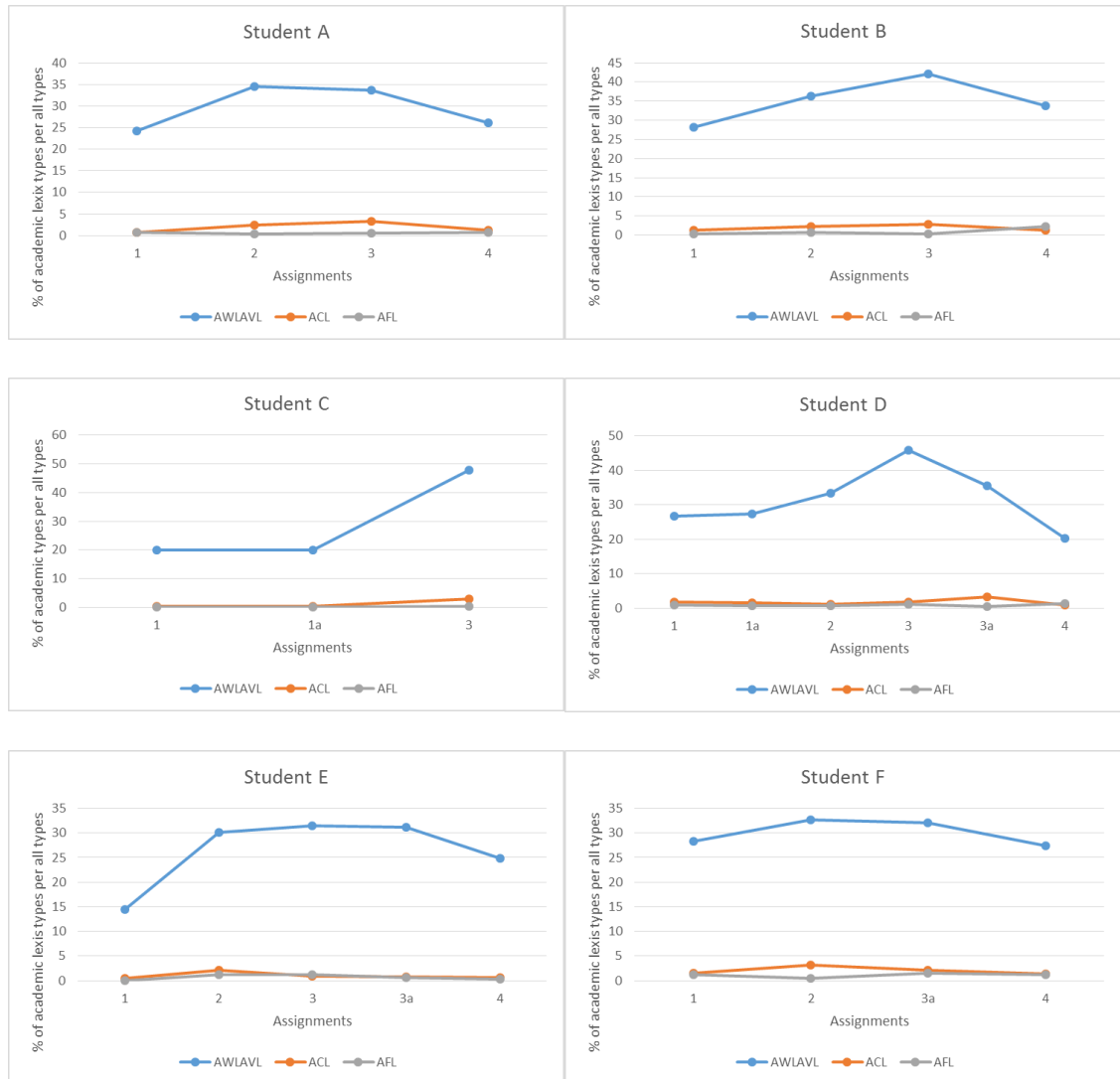
As far as the correctness and appropriateness of usage of academic lexis in the students' writing is concerned, it has been found that all instances of academic lexis were used appropriately in the given contexts. However, a number of grammatical errors have been identified, presented in Appendix 5 and summarised in Table 21 below.

Table 21: Overview of grammatical errors

Type of error	Total number of errors	Range (Students)
Singular verb form instead of plural	65x	6 (A,B,C,D,E,F)
Prepositions: Incorrect preposition / preposition omission	55x	4 (A,D,E,F)
Articles: Incorrect use of article / use of an indefinite article with an uncountable noun / article omission	50x	5 (A,C,D,E,F)
Incorrect word form	20x	3 (A,E,F)
Syntactic error	5x	2 (A, E)

In terms of the development of academic lexis, it is useful to provide a graphical representation of the changes in the students' usage of the various types of academic lexis, which can be seen from Table 22 below. Percentages of types of academic lexis as compared to the total number of types in individual assignments are used to consider the total word count so as to provide a more accurate picture of academic lexis representation in individual texts.

Table 22: Academic lexis development overview



From the above graphs it can be seen that without exception the students' usage of individual academic vocabulary is higher during the middle stage of the academic year representing the submission of reports, whereas the first and last task are argumentative essays. A similar trend emerges in terms of the usage of collocations; that is a slightly higher usage of collocations in reports than in essays but at a considerably smaller scale than academic vocabulary. In terms of academic lexical bundles, no general developmental pattern can be inferred from the above graphs except that their usage remains limited throughout the academic year.

5.3 Findings: Interview data

From the interview data it emerged that the majority of the students identified an improvement in their academic writing in general owing to teaching and feedback, and in academic lexis in particular primarily due to exposure to academic expressions in reading materials as well as explicit teaching of academic lexis. A number of perceived difficulties have also been identified by the students, some of which are supported by the analysis of correctness of usage of academic lexis (presented in Table 21 and Appendix 5). These interview findings are further discussed below with a focus on academic lexis.

5.3.1 Development of academic writing and lexis

5 out of 6 students identified a progression in their academic writing skills (Students A, B, C, D, E) and one student (Student F) was unable to assess whether there had been any improvement. Some areas of identified development included an improved understanding of the standards of writing at UK universities (Student B), and an awareness of the structure of a written academic task (Student E), for instance.

In terms of the development of academic lexis all 6 students reported an improvement. Students A and B claimed to have possessed good knowledge of vocabulary prior to entering a UK university but felt that they had improved during the academic year: “Now I know the difference if I see two words I know that this one is academic and this one is non-academic” (Student A). “I had a pretty decent vocabulary but I’ve learned a couple of new words” (Student B). Students D and F also reported an improvement: “There’re a lot of words that I’ve learned while I’m here” (Student D). “I think now I have much more vocabulary compared to the beginning” (Student F). Students C and E, despite

reporting an improvement in their academic vocabulary, still felt the need to continue to develop: “It’s also developed but I need to develop it more” (Student C). “It has improved but it’s still really bad” (Student E).

The above quotations demonstrate that in general the students felt an improvement in their academic vocabulary over the course of the academic year. In addition, some students also demonstrated an awareness of their need to continue to develop their academic lexis.

5.3.2 Contributors to academic writing and lexis development

Among the main contributors to the development of academic writing skills were teaching (Students A, B, C, E, F) and feedback (Students A, B, D, F). Other contributing factors were learning in small groups (Students A and B), exposure to suitable reading materials (Student C), practice (Student A) and immersion in the environment (Student E).

In terms of the development of academic lexis, exposure to suitable reading materials and explicit teaching of academic lexis were identified by the students as the primary contributors to the development of their academic lexis: “During the classes the videos we watched they contained a lot of vocabularies. Even the teachers when they explained to us they speak academically” (Student A). “In class reading certain studies that we were reading or examples of writing, I would see words that I wouldn’t notice before” (Student B). “Because of the lessons we take...my grammar and vocabulary developed” (Student C). “The teachers guide us whenever we got something wrong or there’re some words that some of us understand and some of us don’t ... you tell us the definition of the word and we write it down” (Student D). “When teachers talking to use I’m gonna

try to find it in a dictionary, then write it down...and research” (Student E). “Now I have much more vocabulary compared to the beginning [due to] lessons, teaching” (Student F).

5.3.3 Perceived difficulties

Despite a reported improvement in academic writing as well as academic lexis, students still felt that there are certain areas that they perceive as difficult. The most relevant to the textual analysis conducted are use of articles (Students E and F), mainly due to the fact that articles are not part of the language system in the students’ countries, and singular/plural forms (Student F): “In my country we don’t have articles *a* and *the* so I have to read again where is missing, where should go” (Student E). “Articles definitely, it’s something I don’t have in my language and singular plural, I still get confused sometime even though it’s a really basic thing”(Student F).

It is interesting to note that these correspond to the identified grammatical errors presented in Table 21 above.

5.4 Summary

The analysis of the above presented textual and interview data assist in addressing the RQs. The following chapter discusses the findings in relation to individual RQs leading to conclusions relating to practical implications of this study as well as its limitations and suggestions for further research.

Chapter 6: Discussion

6.1 Introduction

This chapter draws on the findings presented in the previous chapter and offers their interpretation in relation to the RQs, which are addressed in turn and focus on the different types of academic lexis separately.

6.2 Research Question 1

RQ1: What are the most prevalent examples and features of academic lexis in international foundation students' assessed writing?

The usage of academic vocabulary types per text ranges from 14.45% to 33.78% in essays and from 30.16% to 47.78% in reports. The most prevalent of these examples (as outlined in Tables 15 and 16 above) relate to the assignment topics, labelled *content vocabulary* by Olinghouse and Wilson (2013: 47) referring to “words that are unique to different topics”. A higher usage of academic vocabulary types in reports lends itself to the assumption that due to their structure reports encourage a greater variety of lexical repertoire. Hence it can be said that both the topic as well as task-type have an impact on academic lexical diversity. The task- and topic-effect is also evident in the usage of academic collocations, as can be from tables 17 and 18 above. The most prevalent examples of academic lexical bundles, on the other hand, are general academic i.e. not relating to the assignment types or topics.

All identified academic lexis was also used appropriately in their context and the majority of them were also used correctly from a grammatical point of view (see

Appendix 5). This is important as “use of vocabulary, in terms of both range and appropriacy, is an important aspect of academic writing” (Storch and Tapper 2009: 211).

In terms of frequency of the identified academic lexis, academic phraseologies appear with a significantly lower frequency than academic vocabulary. According to Peters and Pauwels (2015: 28), this lack of academic phraseologies in academic writing is not uncommon as a number of corpus-based studies have demonstrated that learners often experience difficulties with the appropriate usage of such sequences as “they are not easy for learners to identify and master” (Pawley and Syder 1983 in Wray 1999: 225). The low usage of academic formulaic sequences is also supported by Pawley and Syder (1983 in Wray 1999: 213) according to whom “formulaic language is also the final, and most difficult, stumbling block for otherwise advanced non-native speakers” and that “few non-native speakers ever fully accumulate the native repertoire of formulaic sequences” (Pawley and Syder 1983 in Wray and Perkins 2000: 23). A further explanation could lie in the fact that advanced learners may produce grammatically correct sequences, which however do not correspond to the preferred formulaic sequences used by native speakers (Pawley and Syder 1983 and Widdowson 1989 in Wray 1999: 223). Formulaic sequences used by advanced learners are also not necessarily used with the same frequency as those used by native speakers (DeCock et al 1998 in Wray 1999: 225) as also highlighted by Wray who suggests that non-native speakers not only “have a small inventory of formulaic sequences” (2012: 235), but they also tend to restrict themselves to a small selection of these sequences (1999: 228).

The lower usage of academic collocations than academic vocabulary is explained by Durrant (2009: 159) who claims that “most collocations are relatively rare, in comparison to individual words.” In addition, Wray (1999: 227) points out that non-

natives speakers “seem less sensitive than native speakers to a word’s collocational associates.” Another explanation could lie in the limitations of the ACL which has restricted itself to two-word lexical collocations as pointed out by Durrant (2009: 159, 165), who emphasises that collocational patterns can be found beyond the two-word level and the vast majority of them are grammatical collocations. Thus “an exclusive focus on lexical collocations may be misguided” (Durrant 2009: 163).

6.3 Research Question 2

RQ2: How does international foundation students’ academic lexis used in assessed writing develop over the course of one academic year?

From the textual analysis the task- and topic-effect become evident in all students’ findings. This suggests inconclusive results in terms of the development of academic lexis over the course of the academic year and instead points to the effect that both the task and topic have on lexical choices and repertoire in written assignments.

In comparison with academic vocabulary the usage of academic phraseologies remains limited throughout the academic year ranging from 0% to 3.29% with no real developmental pattern identified. This ought to be addressed in future EAP instructions for a number of reasons. First, formulaic language plays an important role in academic writing (Qin 2014: 220) and is “an important aspect of EAP writing development” (Staples et al. 2013: 214) as its “frequent use helps to identify competent language ability among individuals and to signal membership of a particular academic community” (Hyland 2011: 64). In addition, phraseologies “are an essential part of native and native-like language use” (Staples et al. 2013: 214). Moreover, “the absence

of such formulaic language may indicate writers' inexperience or lack of expertise in an academic context" (Bamberg 1983, McCully 1985, Wray 2002 in Qin 2014: 220).

6.4 Research Question 3

RQ3: What are the main contributors to the development of international foundation students' academic lexis in assessed writing?

The interview data revealed that with the exception of one student all students identified progression in the development of their academic writing in general, and all students identified an improvement of their academic lexis in particular. All students agreed that their perceived improvement of academic writing was primarily owing to teaching and feedback. The improvement of academic lexis was mainly due to teaching and exposure to academic language during lessons as well as in reading materials.

The importance of exposure has also been identified by Knoch et al. (2014: 12) who suggest that extensive exposure could "explain improvement in lexical complexity." Cumming et al. (2016: 47) and Plakans and Gebril (2012: 19) also claim that texts provide writers with language, including vocabulary, which they could use in their writing. However, caution is required in terms of measuring lexical competence based on the writer's lexical diversity as "the apparent lexical diversity may be partially due to the source material rather than the writers' lexical competence" (Gebril and Plakans 2016: 86) as also demonstrated by the findings of this study.

However, some argue that "mere exposure to academic texts is insufficient to increase ESL learners' lexical repertoire" and that explicit teaching of vocabulary is necessary (Hinkel 2002, 2003 in Storch and Tapper 2009: 218). This also seems to apply to

academic phraseologies, as noted by Cortes (2004: 417 in Dontcheva-Navratilova 2012: 55): “exposure of university students to a high frequency of occurrence of lexical bundles through academic reading, i.e. unconscious learning, does not result in their acquisition of these bundles.” From the interview data it has also emerged that explicit teaching of academic lexis and exposure to suitable reading materials ought to complement one another.

In terms of general academic writing skills, in addition to teaching, feedback has emerged as one of the primary contributors to the development of this skill, in line with Knoch et al.’s (2014: 12) study, where it was noted that “students appreciate feedback on their writing and if this is lacking, are then not aware of any deficiencies in the quality of their texts.”

6.5 Summary

The discussion of the findings presented in this chapter has led to important practical implications, but has also highlighted a number of limitations of this study pointing to areas worth further research. Hence the final Conclusion Chapter will first provide a summary of this study’s findings, followed by highlighting the importance of this study and its practical pedagogical implications. It then focuses on the limitations of this study leading to suggestions for further research.

Chapter 7: Conclusion and implications

7.1 Summary of findings

This study has attempted to broaden the understanding of international foundation students' use of academic lexis in assessed writing and the main contributing factors to its development. A number of interesting findings have emerged from this study. First, the students tended to use a considerably higher number of individual academic words than academic phraseologies. In terms of academic phraseologies, academic collocations were more frequently used than academic lexical bundles. Second, the most prevalent academic vocabulary and collocations seemed to be due to a task- and topic-effect, while academic lexical bundles did not seem to relate to either the task or topic. In terms of the features of academic phraseologies, the most commonly used structure was an adjective combined with a noun in case of academic collocations and passive voice phrases in lexical bundles. However, caution is required when making generalisations due to the small sample of instances of academic phraseologies and the short time-frame of the study. Moreover, all students used academic lexis appropriately in context with a number of grammatical errors relating mainly to incorrect verb and word forms, articles and prepositions.

In terms of lexical diversity of academic lexis, measured as percentages of academic types per all types in texts, a greater diversity of vocabulary types was used in reports than argumentative essays. A similar trend emerged in terms of academic collocations but at a considerably smaller scale than academic vocabulary, with no general pattern inferred for the use of academic lexical bundles, whose use remains limited throughout the academic year.

As for the contributors to the development of academic lexis, the interview data identified exposure to academic lexis during class time and in reading materials as primary contributing factors as perceived by the students. These findings have potentially important practical implications, further discussed below.

7.2 Importance and practical implications of the study

Due to “a huge expansion of higher education in many countries around the world, which has meant an increasing ethnic, class and age diversity in the student body”, leading to a “more culturally, socially and linguistically heterogeneous student population” (Hyland 2011: 54), it is important to understand how such a varied body of students approach and develop their command of academic lexis in their written assignments. This is because “writing is at the centre of teaching and learning in higher education...and remains the way in which students both consolidate and demonstrate their understanding of their subjects” (Hyland 2011: 55).

This study thus holds important pedagogical implications not only for IFP practitioners but also for broader EAP and other higher education contexts characterised by a diverse student population as it stems from the “importance of developing students’ academic vocabulary for successful writing and learning at university” (Woodward-Kron 2008: 234). This is because “a lack of vocabulary knowledge can prevent students from making progress” (Cobb and Horst 2001 in Tribble 2009: 411).

The pedagogical implications of this study hence lie in the approaches to the teaching of academic lexis and highlight the attention that needs to be paid to the different ways in which students develop their productive knowledge of academic lexis used in assessed writing. This study has demonstrated the importance of teaching academic lexical items

where “more explicit instruction in teaching academic vocabulary and incorporating these words appropriately into written compositions is needed” (Olinghouse and Wilson 2013: 60) as well as facilitation of exposure to academic lexis in appropriate sources.

7.3 Limitations of the study

Despite the interesting findings identified in this study, several limitations need to be recognized. Among these are the limitations of adopting a corpus linguistic approach and its quantitative frequency measures which fail to recognize student risk-taking and experimenting with language. This may manifest itself in the student writing by inclusion of expressions other than those offered in the assignment briefs, leading to fewer identified academic lexical items which could be considered correct or appropriate in the given context. This is an important limitation of a corpus approach as experimenting with language is a critical aspect of language learning as “student errors are evidence that progress is being made” (Scrivener 2005: 298). Errors are thus seen as developmentally necessary and should be regarded as an integral part of language development (Newman 1996: 24). Hence higher frequencies of identified items may not be an accurate reflection of learning taking place. This is because “learners who dislike risk-taking will, presumably, be drawn to accuracy because of a reluctance to use language they are not sure of” (Skehan 1996: 47).

Further limitations relate to the sample size, the number of assignments collected for this study and the length of study. In addition, there was little scope to focus on the teaching and learning in detail and hence the focus was primarily on the product rather than the process of academic writing, neglecting the dynamic interaction between the individual(s) and the social contexts within which knowledge is constructed, which is

seen as important since “the contexts in which students live and learn also contribute to their development” (Slomp 2012: 86).

Other factors that may impact the development of students’ academic lexis, such as student motivation or integration, were also beyond the scope of this study as was a focus on metacognitive knowledge, which can potentially provide a more stable picture of such development by considering “students’ thinking about their writing and their rationale for the choices they make as they shape their texts” (Slomp 2012: 87). This is seen as important as “there can often be a disparity between knowledge and actual performance” and “assessing metacognitive knowledge can help assessors see past the products to the thinking, analysis and choices that underlie them” (Slomp 2012: 87).

In addition, it would also have been useful to interview the students after analysing the textual data so as to be able to discuss the usage of specific academic lexis. Preferably, individual interviews would take place after submission and analysis of each assignment as well as at the end of the academic year.

These limitations lead to a number of suggestions for further research, discussed in the next section.

7.4 Further research

To date there have been few studies that have attempted to investigate the features and development of academic lexis of heterogeneous groups of international students at a foundation level of study. It would thus be useful to replicate this study with a bigger sample and focus on additional factors that may impact the development of international foundation students’ productive knowledge of academic lexis in assessed writing.

It would also be useful to focus on the impact that student motivation and level of integration has on the development of the students' academic expressions. Some of the other factors worth focusing on include the effect of the task and topic on the use of academic lexis as pointed out by Knoch et al. (2014: 4): "future research needs to take into consideration the nature of students' writing assessment tasks" (Knoch et al. 2014: 4).

The entire writing process and cognitive processes involved are also worth investigating since "writing is a complex process, involving the coordination of many high-level cognitive and meta-cognitive skills" (Olinghouse and Wilson 2013: 45).

Moreover, the effect that integration of sources has on the usage of academic lexis, commonly referred to as source-based writing, is worth focusing on as "research on source-based writing is still in its infancy" (Gebril and Plakans 2016: 87) and in terms of academic lexis, "there is relatively little research on lexical diversity in source-based writing" (Gebril and Plakans 2016: 80). Other reasons for investigating source-based writing include the fact that "students experience difficulties with, but develop certain strategies to deal with, the complex processes of writing from sources" (Cumming et al. 2016: 47). Thus the strategies that students use are worth scrutiny. Furthermore, "performance in tasks that involve writing from sources varies by task conditions and types of texts written and read" (Cumming et al. 2016: 47). Thus, as suggested above, the impact of the task types and materials read might also be worth studying.

Further, interesting insights could be gained from focusing on the influence that students' prior experience and educational background have on the integration of sources into their writing since "prior knowledge and experience influence students' performance in writing from sources" (Cumming et al. 2016: 47).

A further aspect of source-based writing worth investigating is linking the quality of academic writing to source materials and the impact it has on examinees' scores as pointed out by Gebril and Plakans (2016: 79):

“One concern that has not received due attention in research is how source materials affect lexical quality of academic writing. While an assumption may exist that writers use source text vocabulary as they write in integrated tasks, research has not confirmed this assumption nor has it determined if this lexical borrowing significantly affects examinees' scores.”

Hence “future research should consider this borrowing from a qualitative lens to better understand the impact of borrowing” (Gebril and Plakans 2016: 86).

From the above, it becomes clear that the scope for investigating the use and development of international foundation students' academic lexis is vast and ought to receive due attention for the benefits of not only IFP learners and practitioners, but also international students at various levels of study as well as university provisions offering academic support to a heterogeneous student population.

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APPENDIX

Appendix 1: AFL categorisation by function

Group A: Referential expressions		
1. Specification of attributes		
a) Intangible framing attributes		
an attempt to [are/was] based on by virtue of degree to which depend([ing/s]) on the in accordance with (the)	(in) such a way that in terms of a in the absence of in the course of in the form of in this case the	insight into the on the basis of the on the part of to the fact that with regard to
1. Specification of attributes		
b) Tangible framing attributes		
an increase in	the high levels of	over a period of
1. Specification of attributes		
c) Quantity specification		
a high degree a large number (of) (a) small number (of) (a) wide range (of) little or no	in a number of in both cases in most cases in some cases (the) total number (of)	(there) are a number (of) there are no there are several two types of
2. Identification and focus		
(as) can be seen (in) does not have has also been his or her it has been	none of these that it is not that there is no there has been	they [did/do] not this does not this means that which can be
3. Contrast and comparison		
be related to the is more likely (on) the other (hand) (the)	similar to those the difference between the	(the) same way as to distinguish between
4. Deictics and locatives		
at the time of at this stage	b and c	the united kingdom
5. Vagueness markers – not identified		

Group B: Stance Expressions		
1. Hedges		
appear(s) to be are likely to as a whole	at least in does not appear is likely to (be)	it appears that it is likely that less likely to
2. Epistemic stance		
assumed to be be argued that be explained by be regarded as be seen as	been shown to can be considered be considered as have shown that	if they are is determined by we assume that we have seen
3. Obligation and directive		
(it should) be noted (that) need not be needs to be	should also be should not be	take into account (the) to ensure that (the)
4. Expressions of ability and possibility		
allows us to are able to be achieved by [be/been/was] carried out carried out [by/in] be used as a be used to	can also be can be achieved can be expressed can easily be can be found (in) could be used	has been used (it) is not possible (to) it is possible ([that/to]) most likely to their ability to to carry out
5. Evaluation		
important role in is consistent with it is difficult it is important (to)	it is impossible to it is interesting to it is necessary (to) it is obvious that	it is worth (it) is clear (that) the most important
6. Intention/volition, prediction		
to do so	we do not	

Group C: Discourse Organisers		
1. Metadiscourse and textual reference		
as shown in at the outset in table 1 in the next section	in the present study in this article (in) this paper (we)	shown in figure shown in table the next section
2. Topic introduction and focus – not identified		
3. Topic elaboration		
a) non-causal		
are as follows factors such as	in more detail see for example such	as those
3. Topic elaboration		
b) cause and effect		
as a consequence as a result of the due to the fact (that) for the purposes of	for this purpose for this reason give rise to	is affected by it follows that to determine whether
4. Discourse markers		
even though the	in conjunction with	

Appendix 2: Assignments overview

➤ Assignment 1: Essay 1

Topic: Intelligence and Learning

Due date: 23rd November 2016

Description: This assignment is a reflective essay in which you should draw upon your own past experiences of learning. Additionally, you should show how the learning theory discussed in class relates to you as a learner.

Question: What kind of learner am I? Outline the term 'learning style'. Analyse your own learning style and how it relates to the characteristics of the learner types identified in Kolb's theory. Your points should be illustrated using examples from your past learning experiences.

Word count: 720 words (+/- 10%)

- Draw upon research into Kolb's learner types
- Apply Kolb's theory to yourself (note that it is not sufficient to repeat the exact wording of Kolb's theory but you must explain how your learning practice shows that you fit with Kolb's learner types in your own words)
- Illustrate points with experiences from past learning
- Comment upon how you believe you could be a better learner
- Use referencing throughout, including a bibliography in accordance with the IFP 0100 referencing guide.

➤ Assignment 2: Report 1

Topic: Sustainable Tourism

Due date: 27th January 2017

Brief: What is tourism and how does it affect people and the economy of a country? Why is sustainable tourism important?

For this assignment you have to choose an organization within the tourism industry in your country. Discuss ways in which the organization demonstrates commitment to sustainable tourism. What are the main barriers in your chosen organization that prevents them from being more sustainable? Research, discuss and suggest implementable ideas to enable the organization to support sustainable tourism practices.

Your report should include an analysis of the beneficial affects two sustainable tourism development projects have had on the local community and environment.

Word count: 1,700 words (+/- 10%)

➤ **Assignment 3: Report 2**

Topic: Preventing Barriers to Sustainability

Due date: 17th February 2017

Your report should include the following:

1. Literature Review. Explore the subject of barriers to sustainable development in general. Explore how these barriers have affected sustainable development initiatives, how these incidents have affected people's behaviour and decisions and how such barriers could be prevented in future.
2. Include a specific incident or story (a case study) related to barriers to a sustainable development initiative.
3. Primary Research. Provide details of how the sample survey was conducted by choosing an appropriate sample size and by choosing appropriate sampling techniques. You must conduct primary research by consulting relevant groups of respondent/s, which might consist of, but not limited to, fellow students, family, friends and staff. Remember to ensure that the Primary Research is related to the Literature Review. Present the statistics and analyse data that has been collected. Consider how you will work with and present your data (e.g. tables, graphs, bar charts etc.).
4. Draft Strategy. Based on the literature review and primary research, draw out a conclusion about how various barriers may impact the sustainable development initiatives and then outline a strategy for how you would prevent the barriers to your Sustainable Development Project.

Word count: 1,700 words (+/- 10%)

➤ **Assignment 4: Essay 2**

Topic: Social networking

Due date: 10th March 2017

Discuss: Does social media encourage crime?

Word count: 1,350 words (+/- 10%)

Criteria: It is not sufficient for you to simply discuss the merits or demerits of social media. In order to pass this assignment your essay must:

- Be written in a formal essay structure, using formal English and in the passive voice (third person)
- Clearly outline both positive and negative influences of social media in relation to crime.
- Directly answer the question, demonstrating a clear line of argument and drawing a firm conclusion from your findings. Your conclusion should clearly state what your position is on the impact of social media.
- Include supporting evidence from secondary research sources (you must include reference to at least two Journal articles, although you may draw upon as many resources as you wish)
- Be referenced correctly using in text citations with a full and accurate bibliography in accordance with the IFP 0100 referencing guide.

Appendix 3: Amendments to assignments

Textual amendments in students' assignments			
Student A		Student B	
original	amended	original	amended
long-term high-quality generation's residents' subject's	longterm (AVL) 1x highquality (AVL) 1x generation 's (AWL) 1x residents ' (AWL) 1x subject 's (AVL) 1x	in-depth community's 'traditional' style' organization's user's	Indepth (AVL) 1x community 's (AWL) 2x ' traditional ' (AWL/AVL) 2x style ' (AWL) 2x organization 's (AVL) 1x user 's (AVL) 1x
Student C		Student D	
original	amended	original	amended
high-quality decision-making well-being style" generations' Model' University's	highquality (AVL) 1x decisionmaking (AVL) 2x wellbeing (AVL) 1x style " (AWL) 1x generations ' (AWL) 1x Model ' (AVL) 2x University 's (AVL) 2x	long-term decision-makers decision-making time-consuming investors' individual's discussion's	longterm (AVL) 1x decisionmakers (AVL) 1x decisionmaking (AVL) 2x timeconsuming (AVL) 1x investors ' (AWL) 1x individual 's (AWL/AVL) 1x discussion 's (AVL) 1x
Student E		Student F	
original	amended	original	amended
third-party style' 'Developing	Thirdparty (AVL) 1 Style ' (AWL) 1x ' Developing (AVL) 1x	target's	target 's (AWL) 1x

Exclusions of vocabulary from in-text end-of sentence citations			
Student A			
Vocabulary	No of occurrence	List	Assignment
Environment	3x	AWL/AVL	2
Project	4x	AWL/AVL	2, 3
Global	1x	AWL/AVL	3
Economic	2x	AWL/AVL	3
Energy	1x	AWL	3
Security	3x	AWL	3
Media	1x	AWL	4
Economist	1x	AWL	4
Development	3x	AVL	2
Organization	2x	AVL	2
Change	1x	AVL	3
Independent	2x	AVL	4
International	2x	AVL	2
Ministry	2x	AWL	2
Commission	2x	AWL	3
Vision	2x	AWL/AVL	2, 3
Climate	1x	AVL	3
Export	1x	AWL/AVL	3
Student B			
Vocabulary	No of occurrence	List	Assignment
Sustainable	2x	AWL/AVL	2,3
Development	3x	AVL	2, 3
Commission	1x	AWL	3
Research	1x	AWL/AVL	4
Exploited	1x	AWL	4
Student D			
Vocabulary	No of occurrence	List	Assignment
Styles	3x	AWL	1
Energy	1x	AWL	3a
Student E			
Vocabulary	No of occurrence	List	Assignment
Media	1x	AWL	2
Network	1x	AWL/AVL	2
Student F			
Vocabulary	No of occurrence	List	Assignment
International	6x	AVL	2
Society	6x	AVL	2
Environment	1x	AWL/AVL	3a
Sustainable	2x	AWL/AVL	3a
University	2x	AVL	4
Ministry	1x	AWL	3a
Projects	1x	AWL	3a

Appendix 4: Excluded vocabulary based on the AVL

Student A		
Item excluded	Word class	Assignment(s)
study	Verb	1 (2x), 3 (1x)
use	Verb	1 (2x), 3 (5x), 4 (9x)
future	Noun	1 (1x), 2 (1x), 3 (1x), 4 (4x)
change	Verb	1 (1x), 3 (5x)
working	Verb	3 (2x), 4 (1x)
further	Adjective, adverb	1 (1x), 4 (1x)
class	Noun	1 (1x)
view	Noun	1 (1x)
need	Verb	2 (1x), 3 (19x)
report	Noun	3 (3x),
collected	Verb	2 (2x), 3 (1x)
planning	Verb	3 (1x)
changing	Verb	3 (2x)
claim	Verb	3 (2x)
found	Past form of 'find'	2 (1x), 3 (1x)
guide	Noun	3 (1x)
prescribed	Verb	2 (2x)
sharing	Verb	4 (1x)
word	Noun	3 (1x)
account	Noun	2 (1x)
advance	Noun	3 (1x)
preserving	Verb	2 (1x)
trained	Verb	3 (1x)
Student B		
Item excluded	Word class	Assignment(s)
gain	Verb	1 (2x), 2 (1x), 3 (4x), 4 (2x)
further	Adjective	2 (5x), 3 (4x), 4 (1x)
use	Verb	1 (1x), 4 (1x)
exchange	Verb	4 (1x)
future	Noun	2 (3x), 3 (3x)
report	Noun	2 (5x), 3 (5x)
changing	Verb	3 (2x)
collected	Verb	3 (1x)
completed	Verb	3 (1x)
total	Noun	2 (1x), 3 (1x)
base	Noun	3 (1x)
found	Past form of 'find'	3 (1x)
merging	Verb	3 (1x)
present	Noun	3 (1x)
waste	Adjective	2 (2x)
account	Noun	2 (1x)
decreasing	Verb	2 (1x)
view	Noun	1 (2x)

Student C		
Item excluded	Word class	Assignment(s)
study	Verb	1 (1x), 1a (1x),
future	Noun	3 (1x)
report	Noun	3 (6x)
need	Verb	1 (3x), 1a (3x)
state	Noun	3 (1x)
completed	Verb	3 (1x)
framing	Verb	3 (1x)
given	Verb	3 (1x)
intended	Verb	3 (1x)
progress	Noun	3 (1x)
received	Verb	3 (1x)
view	Noun	1 (2x), 1a (2x)
class	Noun	1 (1x), 1a (1x)
learned	Verb	1 (1x), 1a (1x)
whole	Adjective	1 (1x), 1a (1x)
Student D		
use	Verb	4 (6x)
shared	Verb	4 (2x)
sharing	Verb	4 (1x)
future	Noun	4 (1x)
further	Adverb	1 (1x), 3a (1x), 4 (1x)
act	Verb	3 (2x)
tuning	Verb	4 (1x)
need	Verb	2 (1x), 3a (1x)
report	Noun	3a (4x)
found	Past form of 'find'	3a (2x)
preserving	Verb	3a (2x)
progress	Noun	2 (1x), 3 (2x), 3a (1x)
word	Noun	3a (1x)
center	Noun	3 (2x)
state	Noun	2 (1x), 3 (1x)
total	Noun	3 (1x)
finding	Verb	2 (2x)
account	Noun	2 (1x)
base	Noun	2 (1x)
class	Noun	2 (1x)
connected	Verb	2 (1x)
decreasing	Verb	2 (1x)
subject	Adjective	2 (1x)
view	Noun	2 (1x)
working	Verb	2 (1x)
understanding	Verb	1 (1x), 1a (1x)
Student E		
use	Verb	2 (2x), 3 (1x), 3a (1x), 4 (4x)
sharing	Verb	4 (4x)

need	Verb	1 (1x), 3 (12x), 3a (11x), 4 (1x)
found	Past form of 'find'	2 (3x), 3 (2x), 3a (1x), 4 (1x)
gain	Verb	3 (1x), 3a (1x), 4 (1x)
account	Noun	4 (1x)
shared	Verb	4 (1x)
report	Noun	2 (10x), 3 (11x), 3a (10x)
future	Noun	1 (3x), 3a (1x)
change	Verb	2 (1x), 3 (1x), 3a (1x)
human	Noun	3 (1x), 3a (1x)
further	Adverb	3 (1x), 3a (1x)
preferred	Verb	3 (1x), 3a (1x)
preserving	Verb	3 (1x), 3a (1x)
collected	Verb	3a (1x)
combined	Verb	3a (1x)
flourishing	Verb	3a (1x)
needed	Verb	2 (2x)
understanding	Verb	2 (1x)
learned	Noun	1 (1x)
Student F		
use	Verb	2 (1x), 4 (3x)
demand	Verb	4 (2x)
gain	Verb	3a (1x), 4 (1x)
sending	Verb	4 (1x)
waste	Verb	3a (1x)
human	Noun	3a (1x)
report	Noun	2 (5x), 3a (5x)
educated	Verb	3a (1x)
future	Noun	1 (1x), 2 (1x), 3a (3x)
collected	Verb	3a (3x)
found	Past form of 'find'	2 (2x), 3a (1x)
shared	Verb	3a (1x)
act	Verb	3a (1x)
separated	Verb	3a (1x)
separating	Verb	3a (1x)
word	Noun	3a (1x)
expected	Verb	2 (2x)
working	Adjective, Verb	2 (2x)
learned	Verb	1 (1x)
sharing	Verb	1 (1x)

Appendix 5: Appropriateness and correctness of usage of academic lexis

Student A				
Academic lexis	Grammatically correct	Context-appropriate	Error	Error type
energy	✓ (94/94)	✓ (94/94)		
social	✓ (49/49)	✓ (49/49)		
sustainable	✓ (48/48)	✓ (48/48)		
media	X (20/36)	✓ (36/36)	social media does not...(2x) social media aids ... social media improves... (3x) social media not only reports... social media helps... social media attracts... social media accounts... social media encourages... (2x) social media has... (2x) social media refers to... social media assists...	Singular verb form instead of plural (16x)
development	✓ (31/31)	✓ (31/31)		
awareness	X (12/28)	✓ (28/28)	Awareness about... (16x)	Incorrect preposition (16x)
sustainability	✓ (25/25)	✓ (25/25)		
environment	✓ (22/22)	✓ (22/22)		
impacts	X (19/21)	✓ (21/21)	Impacts for... Impacts to...	Incorrect preposition (2x)
natural	✓ (21/21)	✓ (21/21)		
moreover	✓ (20/20)	✓ (20/20)		
information	✓ (18/18)	✓ (18/18)		
resources	✓ (18/18)	✓ (18/18)		
instance	✓ (16/16)	✓ (16/16)		
however	X (15/16)	✓ (16/16)	Egypt is the second largest producer of natural gas in Africa, however, Egypt is an importer for oil.	'however' used as a conjunction (1x) (syntactic error)
panels	✓ (16/16)	✓ (16/16)		
example	✓ (15/15)	✓ (15/15)		
promote	X (14/15)	✓ (15/15)	The current energy situation in Egypt requires the promote of solar energy.	Incorrect word form (1x)

environmental	✓ (15/15)	✓ (15/15)		
data	X (11/14)	✓ (14/14)	The data was collected... The research data was analysed... the secondary data was collected...	Singular verb form instead of plural (3x)
community	✓ (13/13)	✓ (13/13)		
therefore	✓ (13/13)	✓ (13/13)		
improve	X (12/13)	✓ (13/13)	Improve the public awareness about solar energy.	Incorrect preposition (1x)
barrier	✓ (13/13)	✓ (13/13)		
style	✓ (13/13)	✓ (13/13)		
future	✓ (11/11)	✓ (11/11)		
survey	✓ (11/11)	✓ (11/11)		
growth	✓ (10/10)	✓ (10/10)		
knowledge	✓ (10/10)	✓ (10/10)		
technical	✓ (10/10)	✓ (10/10)		
projects	X (9/10)	✓ (10/10)	the Ministry of Housing, which will enable the TDA to improve the planning, projects.	Punctuation distorting meaning / sentence structure (1x) (syntactic error)
sector	✓ (10/10)	✓ (10/10)		
project	✓ (10/10)	✓ (10/10)		
primary research	✓ (4/4)	✓ (4/4)		
private sector	✓ (3/3)	✓ (3/3)		
public awareness	X (5/17)	✓ (17/17)	Public awareness about... (12x) The public awareness... (10x)	Incorrect preposition (12x) Incorrect use of article (10x)
renewable energy	✓ (3/3)	✓ (3/3)		
report data	✓ (1/1)	✓ (1/1)		
secondary data	X (2/3)	✓ (3/3)	Secondary data was...	Singular verb form instead of plural (1x)
seek information	✓ (1/1)	✓ (1/1)		
share information	✓ (5/5)	✓ (5/5)		
significant role	✓ (1/1)	✓ (1/1)		
solar energy	✓ (67/67)	✓ (67/67)		
solar panel	✓ (1/1)	✓ (1/1)		
solar power	✓ (3/3)	✓ (3/3)		
survey data	✓ (1/1)	✓ (1/1)		
technical support	✓ (1/1)	✓ (1/1)		

widely used	✓ (1/1)	✓ (1/1)		
depend on the	✓ (1/1)	✓ (1/1)		
it is clear that	✓ (1/1)	✓ (1/1)		
on the other	✓ (2/2)	✓ (2/2)		
the united kingdom	✓ (2/2)	✓ (2/2)		
they did not	✓ (2/2)	✓ (2/2)		
they do not	✓ (4/4)	✓ (4/4)		
was carried out	✓ (2/2)	✓ (2/2)		
which can be	✓ (2/2)	✓ (2/2)		
Student B				
Academic lexis	Grammatically correct	Context-appropriate	Error	Error type
sustainable	✓ (54/54)	✓ (54/54)		
social	✓ (46/46)	✓ (46/46)		
media	X (32/43)	✓ (43/43)	Social media has... Social media does... (2x) Social media provides... Social media was... Social media enables... Social media is... (3x) Social media facilitates... Social media offers...	Singular verb form instead of plural (11x)
sustainability	✓ (29/29)	✓ (29/29)		
research	✓ (20/20)	✓ (20/20)		
knowledge	✓ (18/18)	✓ (18/18)		
community	✓ (18/18)	✓ (18/18)		
lack	✓ (15/15)	✓ (15/15)		
development	✓ (16/16)	✓ (16/16)		
communities	✓ (14/14)	✓ (14/14)		
projects	✓ (14/14)	✓ (14/14)		
initiative	✓ (13/13)	✓ (13/13)		
study	✓ (13/13)	✓ (13/13)		
data	X (11/12)	✓ (12/12)	Data was collected...	Singular verb form instead of plural (1x)
current	✓ (10/10)	✓ (10/10)		
raise awareness	✓ (2/2)	✓ (2/2)		
accurate picture	✓ (1/1)	✓ (1/1)		
commonly known	✓ (1/1)	✓ (1/1)		
further information	✓ (1/1)	✓ (1/1)		
gain access	✓ (1/1)	✓ (1/1)		
necessary information	✓ (1/1)	✓ (1/1)		

personal information	✓ (1/1)	✓ (1/1)		
primary data	X (3/4)	✓ (4/4)	Primary data was...	Singular verb form instead of plural (1x)
gain insight	✓ (2/2)	✓ (2/2)		
background knowledge	✓ (2/2)	✓ (2/2)		
further investigation	✓ (2/2)	✓ (2/2)		
report findings	✓ (2/2)	✓ (2/2)		
brief overview	✓ (3/3)	✓ (3/3)		
carry out research	✓ (1/1)	✓ (1/1)		
further development	✓ (1/1)	✓ (1/1)		
high percentage	✓ (1/1)	✓ (1/1)		
low priority	✓ (1/1)	✓ (1/1)		
national policy	✓ (1/1)	✓ (1/1)		
positive attitude	✓ (1/1)	✓ (1/1)		
primary research	✓ (1/1)	✓ (1/1)		
private sector	✓ (1/1)	✓ (1/1)		
reliable data	✓ (1/1)	✓ (1/1)		
specific case	✓ (1/1)	✓ (1/1)		
local community	✓ (6/6)	✓ (6/6)		
available resources	✓ (1/1)	✓ (1/1)		
focal point	✓ (1/1)	✓ (1/1)		
future development	✓ (1/1)	✓ (1/1)		
increased level	✓ (1/1)	✓ (1/1)		
national income	✓ (1/1)	✓ (1/1)		
newly established	✓ (1/1)	✓ (1/1)		
profound effect	✓ (1/1)	✓ (1/1)		
recent study	✓ (1/1)	✓ (1/1)		
scholarly research	✓ (1/1)	✓ (1/1)		
wide range	✓ (1/1)	✓ (1/1)		
directly linked	✓ (1/1)	✓ (1/1)		
experiential learning	✓ (1/1)	✓ (1/1)		
have a tendency	✓ (1/1)	✓ (1/1)		
be argued that	✓ (2/2)	✓ (2/2)		
on the other	✓ (3/3)	✓ (3/3)		
depending on the	✓ (1/1)	✓ (1/1)		

has also been	✓ (1/1)	✓ (1/1)		
in some cases	✓ (1/1)	✓ (1/1)		
it has been	✓ (1/1)	✓ (1/1)		
it is clear	✓ (2/2)	✓ (2/2)		
it is clear that	✓ (1/1)	✓ (1/1)		
should also be	✓ (1/1)	✓ (1/1)		
the united kingdom	✓ (1/1)	✓ (1/1)		
there has been	✓ (1/1)	✓ (1/1)		
they do not	✓ (1/1)	✓ (1/1)		
in the form of	✓ (2/2)	✓ (2/2)		
insight into the	✓ (3/3)	✓ (3/3)		
wide range of	✓ (1/1)	✓ (1/1)		
Student C				
Academic lexis	Grammatically correct	Context-appropriate	Error	Error type
development	✓ (50/50)	✓ (50/50)		
sustainable	✓ (47/47)	✓ (47/47)		
policies	✓ (15/15)	✓ (15/15)		
lack	✓ (12/12)	✓ (12/12)		
society	✓ (12/12)	✓ (12/12)		
strategies	✓ (12/12)	✓ (12/12)		
style	✓ (12/12)	✓ (12/12)		
study	✓ (11/11)	✓ (11/11)		
resources	✓ (11/11)	✓ (11/11)		
various	✓ (11/11)	✓ (11/11)		
implement	✓ (10/10)	✓ (10/10)		
research	X (7/10)	✓ (10/10)	A primary research...(2x) An exploratory research...	Use of an indefinite article with an uncountable noun (3x)
improve	✓ (10/10)	✓ (10/10)		
civil society	✓ (3/3)	✓ (3/3)		
economic resources	✓ (1/1)	✓ (1/1)		
effective implementation	✓ (2/2)	✓ (2/2)		
environmental issues	✓ (1/1)	✓ (1/1)		
financial resources	✓ (1/1)	✓ (1/1)		
future development	✓ (1/1)	✓ (1/1)		
major issue	✓ (1/1)	✓ (1/1)		
national government	✓ (1/1)	✓ (1/1)		
natural process	✓ (2/2)	✓ (2/2)		
natural resources	✓ (1/1)	✓ (1/1)		

primary data	✓ (1/1)			
primary research	X (1/3)	✓ (3/3)	A primary research... (2x)	Use of an indefinite article with an uncountable noun (2x)
private sector	✓ (1/1)	✓ (1/1)		
public awareness	X (0/1)	✓ (1/1)	There is inadequate public awareness policies and strategies...	Singular verb form instead of plural (1x)
renewable energy	✓ (1/1)	✓ (1/1)		
can be achieved	✓ (1/1)	✓ (1/1)		
can be used to	✓ (1/1)	✓ (1/1)		
Student D				
Academic lexis	Grammatically correct	Context-appropriate	Error	Error type
development	✓ (66/66)	✓ (66/66)		
social	✓ (56/56)	✓ (56/56)		
sustainability	✓ (37/37)	✓ (37/37)		
sustainable	✓ (37/37)	✓ (37/37)		
media	X (23/36)	✓ (36/36)	Media was... Media has... (4x) Media encourages... Media makes... Media brings... Media is... (2x) Media presents... Media gives... Media promotes...	Singular verb form instead of plural (13x)
energy	✓ (33/33)	✓ (33/33)		
information	✓ (25/25)	✓ (25/25)		
research	X (23/24)	✓ (24/24)	A detailed research...	Use of an indefinite article with an uncountable noun (1x)
awareness	X (14/21)	✓ (21/21)	Awareness about... (3x) Awareness on... (4x)	Incorrect preposition (7x)
economic	✓ (20/20)	✓ (20/20)		
environmental	✓ (19/19)	✓ (19/19)		
environment	✓ (18/18)	✓ (18/18)		
community	✓ (17/17)	✓ (17/17)		
data	✓ (17/17)	✓ (17/17)		
style	✓ (15/15)	✓ (15/15)		
lack				
primary	✓ (12/12)	✓ (12/12)		
projects	✓ (12/12)	✓ (12/12)		
initiatives	✓ (12/12)	✓ (12/12)		
respondents	✓ (11/11)	✓ (11/11)		

knowledge	✓ (11/11)	✓ (11/11)		
involved	✓ (10/10)	✓ (10/10)		
need	X (8/10)	✓ (10/10)	There is need for... (2x)	Article omission (2x)
carry out research	✓ (1/1)	✓ (1/1)		
have access	✓ (1/1)	✓ (1/1)		
share information	✓ (1/1)	✓ (1/1)		
collect information	✓ (1/1)	✓ (1/1)		
acquire knowledge	✓ (2/2)	✓ (2/2)		
get involved	✓ (1/1)	✓ (1/1)		
contribute significantly	✓ (1/1)	✓ (1/1)		
research findings	✓ (2/2)	✓ (2/2)		
research methodology	✓ (1/1)	✓ (1/1)		
survey data	✓ (1/1)	✓ (1/1)		
climate change	✓ (4/4)	✓ (4/4)		
learning process	✓ (2/2)	✓ (2/2)		
personal information	✓ (3/3)	✓ (3/3)		
solar energy	✓ (25/25)	✓ (25/25)		
public awareness	X (10/15)	✓ (15/15)	Public awareness on... (4x) Public awareness about...	Incorrect preposition (5x)
primary research	✓ (7/7)	✓ (7/7)		
primary data	✓ (2/2)	✓ (2/2)		
secondary data	✓ (2/2)	✓ (2/2)		
solar power				
alternative means	✓ (1/1)	✓ (1/1)		
contemporary world	✓ (1/1)	✓ (1/1)		
environmental degradation	✓ (1/1)	✓ (1/1)		
high percentage	✓ (1/1)	✓ (1/1)		
large percentage	✓ (1/1)	✓ (1/1)		
technical support	✓ (1/1)	✓ (1/1)		
civil society	✓ (3/3)	✓ (3/3)		
significant interaction	✓ (2/2)	✓ (2/2)		

environmental impact	✓ (1/1)	✓ (1/1)		
limited resources	✓ (1/1)	✓ (1/1)		
potential impact	✓ (1/1)	✓ (1/1)		
social responsibility	✓ (1/1)	✓ (1/1)		
significant role	✓ (2/2)	✓ (2/2)		
local economy	✓ (1/1)	✓ (1/1)		
natural environment	✓ (1/1)	✓ (1/1)		
primary concern	✓ (1/1)	✓ (1/1)		
significant contribution	✓ (1/1)	✓ (1/1)		
continuous process	✓ (2/2)	✓ (2/2)		
critical thinking	✓ (1/1)	✓ (1/1)		
theoretical concept	✓ (1/1)	✓ (1/1)		
an attempt to	✓ (1/1)	✓ (1/1)		
are based on	✓ (1/1)	✓ (1/1)		
a small number	✓ (1/1)	✓ (1/1)		
as can be seen	X (0/1)	✓ (1/1)	As can be seen Fig. 3	Preposition omission (1x)
on the other	✓ (4/4)	✓ (4/4)		
be regarded as	✓ (1/1)	✓ (1/1)		
should not be	✓ (2/2)	✓ (2/2)		
needs to be	✓ (1/1)	✓ (1/1)		
can also be	✓ (1/1)	✓ (1/1)		
it is possible to	✓ (1/1)	✓ (1/1)		
be carried out	✓ (1/1)	✓ (1/1)		
to carry out	✓ (1/1)	✓ (1/1)		
can be used to	✓ (2/2)	✓ (2/2)		
it is important to	✓ (1/1)	✓ (1/1)		
are as follows	✓ (1/1)	✓ (1/1)		
as a result of the	✓ (2/2)	✓ (2/2)		
even though the	✓ (3/3)	✓ (3/3)		
Student E				
Academic lexis	Grammatically correct	Context-appropriate	Error	Error type
sustainable	✓ (113/113)	✓ (113/113)		
social	✓ (45/45)	✓ (45/45)		
sustainability	✓ (40/40)	✓ (40/40)		
development	X (38/39)	✓ (39/39)	the development sustainable tourism can...	Preposition omission (1x)

environment	X (16/37)	✓ (37/37)	To sustain environment...(4x) Preserve environment...(4x) Conserve environment...(2x) Support environment...(2x) Impacts on environment...(2x) Improving environment...(2x) Benefits to environment... Environment barriers...(2x)	Omission of article before noun (19x) Incorrect word form (2x)
however	X (24/27)	✓ (27/27)	Even though sustainable tourism has negative impacts to a country, however, the development sustainable tourism can... There are many goals of sustainable development however, UNDG (2008) and SD (2017) suggest...(2x)	Syntactic error (3x)
community	✓ (26/26)	✓ (26/26)		
survey	✓ (26/26)	✓ (26/26)		
sustain	X (23/25)	✓ (25/25)	Sustainability can be defined as sustain, preserve...(2x)	Incorrect word form (2x)
media	X (15/24)	✓ (24/24)	Media is... (5x) Media does... Media prevents (2x) Media encourages...	Singular verb form instead of plural (9x)
society	✓ (24/24)	✓ (24/24)		
moreover	✓ (23/23)	✓ (23/23)		
general	✓ (21/21)	✓ (21/21)		
impacts	X (14/20)	✓ (20/20)	Negative impacts to... (6x)	Incorrect preposition (6x)
information	✓ (19/19)	✓ (19/19)		
economic	X (12/19)	✓ (19/19)	improve economic...(2x) local economic... to sustain economic...(2x) support economic and community...(2x)	Incorrect word form (7x)

environmental	X (14/19)	✓ (19/19)	Help the environmental have fresh air...(3x) Damaging the environmental... Impacts to the environmental of a country...	Incorrect word form (5x)
networking	✓ (17/17)	✓ (17/17)		
example	✓ (17/17)	✓ (17/17)		
negative	✓ (16/16)	✓ (16/16)		
furthermore	✓ (15/15)	✓ (15/15)		
support				
result				
culture	✓ (14/14)	✓ (14/14)		
provide	✓ (13/13)	✓ (13/13)		
economy	✓ (13/13)	✓ (13/13)		
impact	X (11/12)	✓ (12/12)	Impact to...	Incorrect preposition (1x)
improve	✓ (12/12)	✓ (12/12)		
organization	✓ (12/12)	✓ (12/12)		
solution	✓ (11/11)	✓ (11/11)		
develop	X (9/11)	✓ (11/11)	A develop country... A develop countries...	Incorrect word form (2x)
research	✓ (10/10)	✓ (10/10)		
study	✓ (10/10)	✓ (10/10)		
environmental protection	✓ (3/3)	✓ (3/3)		
negative impact	✓ (4/4)	✓ (4/4)		
traditional culture	✓ (3/3)	✓ (3/3)		
local economy	✓ (2/2)	✓ (2/2)		
economic growth	✓ (1/1)	✓ (1/1)		
environmental damage	✓ (1/1)	✓ (1/1)		
environmental pollution	✓ (1/1)	✓ (1/1)		
positive impact	✓ (2/2)	✓ (2/2)		
previous part	✓ (1/1)	✓ (1/1)		
solar panel	✓ (1/1)	✓ (1/1)		
technical assistance	✓ (1/1)	✓ (1/1)		
climate change	✓ (2/2)	✓ (2/2)		
get involved	✓ (1/1)	✓ (1/1)		
next generation	✓ (2/2)	✓ (2/2)		
primary research	✓ (3/3)	✓ (3/3)		
private sector	✓ (2/2)	✓ (2/2)		
does not have	✓ (2/2)	✓ (2/2)		

on the other	✓ (5/5)	✓ (5/5)		
in this case the	✓ (1/1)	✓ (1/1)		
on the other hand the	✓ (1/1)	✓ (1/1)		
even though the	✓ (1/1)	✓ (1/1)		
there are a number of	✓ (2/2)	✓ (2/2)		
the next section	✓ (4/4)	✓ (4/4)		
the united kingdom	✓ (1/1)	✓ (1/1)		
they do not	✓ (1/1)	✓ (1/1)		
the most important	✓ (2/2)	✓ (2/2)		
Student F				
Academic lexis	Grammatically correct	Context-appropriate	Error	Error type
sustainable	X (43/44)	✓ (44/44)	enough knowledge about the sustainable	Incorrect word form (1x)
social	✓ (40/40)	✓ (40/40)		
environment	✓ (36/36)	✓ (36/36)		
sustainability	✓ (35/35)	✓ (35/35)		
media	X (28/33)	✓ (33/33)	Social media has...(2x) Social media encourages... Social media enables...(2x)	Singular verb form instead of plural (5x)
information	X (24/25)	✓ (25/25)	Information of...	Incorrect preposition (1x)
development	✓ (23/23)	✓ (23/23)		
however	✓ (21/21)	✓ (21/21)		
environmental	✓ (17/17)	✓ (17/17)		
research	✓ (15/15)	✓ (15/15)		
communities	✓ (15/15)	✓ (15/15)		
issues	✓ (14/14)	✓ (14/14)		
natural	✓ (13/13)	✓ (13/13)		
result	✓ (12/12)	✓ (12/12)		
data	X (8/12)	✓ (12/12)	Data is...(2x) Data was... (2x)	Singular verb form instead of plural (4x)
style	✓ (11/11)	✓ (11/11)		
figure	X (0/10)	✓ (10/10)	The figure 1,2,...(10x)	Inappropriate use of article (10x)
definition	✓ (10/10)	✓ (10/10)		
personal information	X (5/7)	✓ (7/7)	The personal information... (2x)	Incorrect use of article (2x)
unlimited access	X (2/3)	✓ (3/3)	An unlimited access	Incorrect use of article (1x)
collect information	✓ (2/2)	✓ (2/2)		

physical contact	X (1/2)	✓ (2/2)	Physical contact to ...	Incorrect preposition (1x)
rapid expansion	✓ (1/1)	✓ (1/1)		
specific information	✓ (1/1)	✓ (1/1)		
environmental issues	✓ (9/9)	✓ (9/9)		
primary research	✓ (5/5)	✓ (5/5)		
positive attitude	✓ (3/3)	✓ (3/3)		
human behaviour	✓ (2/2)	✓ (2/2)		
public awareness	✓ (2/2)	✓ (2/2)		
natural resources	✓ (4/4)	✓ (4/4)		
brief summary	✓ (2/2)	✓ (2/2)		
further information	✓ (2/2)	✓ (2/2)		
critical thinking	✓ (1/1)	✓ (1/1)		
fully developed	✓ (1/1)	✓ (1/1)		
solar energy	✓ (1/1)	✓ (1/1)		
natural environment	✓ (8/8)	✓ (8/8)		
cultural values	✓ (2/2)	✓ (2/2)		
academic research	✓ (1/1)	✓ (1/1)		
dramatic effect	✓ (1/1)	✓ (1/1)		
give access	✓ (1/1)	✓ (1/1)		
indigenous people	✓ (1/1)	✓ (1/1)		
negative consequences	✓ (1/1)	✓ (1/1)		
negative impact	✓ (1/1)	✓ (1/1)		
next decade	✓ (1/1)	✓ (1/1)		
positive impact	✓ (1/1)	✓ (1/1)		
previous research	✓ (1/1)	✓ (1/1)		
private sector	✓ (1/1)	✓ (1/1)		
widely used	✓ (1/1)	✓ (1/1)		
younger generation	✓ (1/1)	✓ (1/1)		
future study	✓ (1/1)	✓ (1/1)		
higher education	✓ (1/1)	✓ (1/1)		
learning process	✓ (1/1)	✓ (1/1)		
natural process	✓ (1/1)	✓ (1/1)		
to carry out	✓ (1/1)	✓ (1/1)		
depend on the	✓ (1/1)	✓ (1/1)		

depending on the	✓ (1/1)	✓ (1/1)		
has also been	✓ (1/1)	✓ (1/1)		
can also be	✓ (1/1)	✓ (1/1)		
at this stage	✓ (1/1)	✓ (1/1)		
be argued that	✓ (1/1)	✓ (1/1)		
carried out by	✓ (1/1)	✓ (1/1)		
been carried out	✓ (2/2)	✓ (2/2)		
has been used	✓ (2/2)	✓ (2/2)		
be considered as	✓ (1/1)	✓ (1/1)		
can be seen in	✓ (2/2)	✓ (2/2)		
can be seen	X (3/4)	✓ (4/4)	this tendency can be seen with people...	Incorrect preposition (1x)
are likely to	✓ (2/2)	✓ (2/2)		
which can be	✓ (2/2)	✓ (2/2)		
if they are	✓ (1/1)	✓ (1/1)		
it is clear that	✓ (1/1)	✓ (1/1)		

Appendix 6: Interview schedule

1) Reasons for studying at a UK university

Q: Why did you choose to study at a UK university as opposed to one of your home universities?

2) Prior experience of learning English with the focus on writing

Q: Can you describe your prior experience of learning English with the focus on writing i.e. was the focus on the writing process or the final product of your writing? In other words, would you be given any guidance as to how to approach writing tasks (writing process) or were you just given feedback on what you produced (writing product)?

Q: What different text types did you have to complete?

Q: Were most of the tasks formative or summative?

Q: Was the writing you had to do exam-driven i.e. focusing specifically on a completion of particular exam tasks such as the writing section in the IELTS test?

Q: What sort of feedback did you receive on your writing; what did it mainly relate to i.e. grammar, vocabulary, text structure...?

3) IELTS

Q: How helpful did you find the IELTS test in preparation for academic writing at a UK university?

Q: Has it influenced the way you approached written academic tasks on this programme? If so, how?

Q: In terms of the development of your vocabulary, did you find that the IELTS had prepared you sufficiently for university study?

4) Perceived differences between UK academic writing and prior experience

Q: What would you say are the main differences between UK academic writing and your prior experience (e.g. in terms of language use, level of criticality, research/reading-based, content, structure etc.)?

5) Students' perceptions of what constitutes good academic writing

Q: What, in your opinion, constitutes good academic writing at university?

6) Perceived difficulties with the writing process

Q: What have you found particularly difficult in terms of the process of completing written academic tasks such as essays and reports (e.g. understanding of task and requirements, the amount of reading/research, language use/register, grammar, use of appropriate vocabulary, structuring arguments, organisation of ideas, criticality, referencing, paraphrasing, summarising, use of signposting and linking devices)?

7) Writing progression

Q: How do you think your writing has developed over the course of the academic year?

Q: What do you think has contributed to it (e.g. taught sessions, independent learning, reading...)?

8) Vocabulary development

Q: How do you think your academic vocabulary used in written assignments has developed over the course of the academic year?

Q: What do you think has contributed to it (e.g. taught sessions, independent learning, reading...)?

9) Cognitive processes employed by students

Q: Can you describe to me how you approach written academic tasks from title to completion i.e. what do you do first, next etc.? How long does each of these stages take you?

10) Writing strategies employed by students

Q: Can you describe to me how you go about the actual writing of your assignments e.g. what are some of the strategies that you use such as paraphrasing, editing, translating, proof-reading etc.?

Appendix 7: Interview data: thematic analysis and coding

Theme: Reasons for studying at a UK university		
Summary of students' answers	Codes	Categories
A: has lived in the UK for 5 years, universities in the UK have better reputation than student's home universities, better reputation than US or other universities	Reputation of UK universities/value of a UK degree	Reputation of UK universities/value of a UK degree (5/6)
B: no universities in the student's country, a British citizen paying home students fee, degree from the UK is considered valuable (more than from a US university)	Reputation of UK universities/value of a UK degree	Extra skills (2/6) Experience of London (1/6)
C: universities in the UK considered better than in the students' home universities, learns some extra things here e.g. writing and presentation skills, education in the UK is considered better and different	Reputation of UK universities/value of a UK degree Extra skills	
D: level of education better in the UK, easier to get a job after graduating from a UK university	Reputation of UK universities/value of a UK degree	
E: in student's country she won't have a job after graduating but if she studies in the UK she can improve not only English but also a way of thinking, student wants to change the way she thinks	Value of a UK degree Extra skills	
F: used to study English in New Zealand and the original plan was to go to university there but thought it would be boring and as a student it would be a good idea to experience London (as opposed to just nature in New Zealand), had visited in London and loved the city so decided to study in London and experience the diversity in London	Experience of London	
Theme: Prior experience of learning English with the focus on writing		
Summary of students' answers	Codes	Categories
A: learning English since primary school, perfect at vocabulary and grammar as a lot of focus on grammar and vocabulary but no focus on punctuation except full stops and commas. Good at prepositions as teachers focused on it a lot. Teachers back home had good grammar which is what they focused on, focus on tenses and grammar. Found when preparing for IELTS in the UK that punctuation and tenses are important, on the IFP encountered first academic English even though had an idea from IELTS, in SS' country no use of linking words or punctuation, no big problem missing full stop, no need to have an argument in SS' home	Main focus: grammar Main focus: vocabulary No focus: punctuation No focus: linking words Tasks: essay-type Writing strategy: not research based	Main focus: grammar (6/6) Main focus: vocabulary (3/6) Main focus: text structure (3/6) Writing strategy: not research based (3/6) Tasks: summative (3/6)

<p>country, no structure necessary in SS home country, main concern was vocabulary and tense, focus mainly on vocabulary, grammar and sentence structure, mainly essay-type tasks – one essay once a week, were encouraged to write whatever comes to head, always excelled at English, was always interested in English, was shocked here when his first essay was not as good as expected, SS were assessed on a lot of things including attendance, homework etc.</p>		<p>Tasks: essay-type (2/6)</p> <p>Tasks: formative (1/6)</p> <p>No focus: punctuation (1/6)</p>
<p>B: didn't learn to speak English (being a native speaker), no focus on structure in the past, more focus on structure now, more focus on words now, more specific guidance now in terms of structure, mainly summative in the past, doesn't remember doing formative at high school, feedback mainly on structure and some grammar,</p>	<p>Main focus: grammar</p> <p>No focus: structure</p> <p>Tasks: summative</p>	<p>No focus: linking words (1/6)</p> <p>No focus: structure (1/6)</p>
<p>C: didn't do much writing in home country, focus mainly on tenses, previous experience with writing relates to IELTS preparation – looking at previous written IELTS tasks, then writing and receiving instant feedback on the writing process – step by step guidance on grammar, vocabulary, linking words (to get higher marks, to improve sentence structure), use of passive tense, feedback also on the whole text structure, 5-6 writing pieces per week, one-to-one feedback received straight after task completion (student started IELTS preparation before taking the exam – hence an intense preparation), tasks done under exam conditions (timed writing), mainly formative feedback during IELTS preparation sessions but also mark received</p>	<p>Main focus: grammar</p> <p>Main focus: vocabulary</p> <p>Main focus: text structure</p> <p>Tasks: formative and summative</p>	
<p>D: not much focus on writing in high school, very short pieces of writing, no focus on research, not similar to current experience in the UK, students were encouraged to write using their own ideas as opposed to research topic, no feedback just a grade, no drafts submitted just a final submission, mainly essays, focus on grammar which was then applied to writing, feedback wasn't helpful in guiding students as it was insufficient</p>	<p>Writing strategy: not research based</p> <p>Tasks: summative</p> <p>Tasks: essay-type</p> <p>Main focus: grammar</p>	
<p>E: didn't do any reports or essays in her country except the IELTS test but in the test there were only two writing tasks, teacher told them to write anything they think, no guidance was given on task production, feedback received on grammar and a bit of text structure</p>	<p>Writing strategy: not research based</p> <p>Main focus: grammar</p> <p>Main focus: text structure</p>	
<p>F: in NZ used to take an English course mainly focused on grammar, speaking, writing skills</p>	<p>Main focus: grammar</p>	

<p>which he needed for IELTS, in student's didn't do any writing skills in English, learned English writing style in NZ - the focus was similar to his current experience in language support at university, teachers gave student papers and discussed how it works followed by some activities, received a lot of guidance in NZ on structure, grammar, cautious language, reporting verbs, didn't do any reports as the course was focused mainly on IELTS preparation, tasks involved graph description (similar to reports but not sure), received feedback on grammar issues, used to write essays by thinking in Japanese first then translating into English but it didn't work so started to think in English as it was easier but it took a lot of time to get used to it</p>	<p>Main focus: text structure Main focus: vocabulary</p>	
Theme: IELTS		
Summary of students' answers	Codes	Categories
<p>A: in the first academic writing tasks on the IFP, SS tried to follow the IELTS structure and use vocabulary and structure learned for IELTS, IELTS was helpful in preparation for academic study</p>	<p>IELTS helpful</p>	<p>IELTS helpful (5/6) N/A (1/6)</p>
<p>B: not relevant (student being a native speaker)</p>	<p>N/A</p>	
<p>C: useful, learned linking words, punctuation, main structure of writing (introduction etc.), has not influenced student's writing on the IFP as he learned a lot on the programme, also development of vocabulary due to describing graphs used in writing tasks which helped with vocabulary, vocabulary developed during IELTS was good but not enough/ it helped but needs to learn more vocabulary to use in writing as well as in speaking</p>	<p>IELTS helpful</p>	
<p>D: IELTS was helpful, tasks related to university study, confidence boost before coming to study in the UK, IELTS has influenced how student approached academic tasks at a UK university (particularly reading tasks but also writing), IELTS writing tasks related to assignments at university e.g. describing a chart – relevant to report writing (discussion section where statistics are discussed), IELTS didn't contributed very much, more helpful student's experience of speaking English and watching TV</p>	<p>IELTS helpful</p>	
<p>E: student didn't think she was prepared very well for the IELTS test even though she wanted to study in the UK, student think she was lucky to obtain the required IELTS score (5.5), the writing tasks in IELTS have influenced the way student writes now at university as she had not done any such tasks in the past, thanks to IELTS</p>	<p>IELTS helpful</p>	

<p>she now knows how to write an essay but there are no similarities between the IELTS essays and the essays student is doing at university now, IELTS was mostly helpful in terms of grammar and vocabulary, academic vocabulary developed a bit but not much thanks to IELTS, student did prepare for university study but still felt a bit insecure about new environment, teachers etc.</p>		
<p>F: IELTS was totally different from UK university experience but not sure what the differences are, IELTS did help and influenced the way student writes now as he hadn't experienced academic writing and reports until he studied how to do essays and reports in NZ, without that experience would have no idea how to do it, IELTS has helped develop academic vocabulary during IELTS preparation</p>	<p>IELTS helpful</p>	
<p>Theme: Perceived differences between UK academic writing and prior experience</p>		
<p>Summary of students' answers</p>	<p>Codes</p>	<p>Categories</p>
<p>A: general English used in student's as they had to follow the books set by the government, still struggling with punctuation as before only full stops and counting commas were focused on as a form of punctuation, didn't even know the meaning of punctuation, had to learn now at university what colons and semi-colons are, before was familiar with only four linking words, now is also familiar with the different functions of linking words and in which parts of essays to use them, topic sentences - make it easier to write and develop ideas, in SS' country - write whatever comes to head, clarity - has learned in the UK that other people have to understand it as well (in SS' country main thing was the student understood it), student reads out loud to make sure it is correct, in SS' country the good thing was a lot of focus on vocabulary (students had to write the same words twenty times just to memorise), in SS' country a lot of focus on grammar but despite that students is still not sure sometimes about what tense to use in English, complex sentences - had to learn the rules again now</p>	<p>Importance of punctuation in the UK Importance of linking words in the UK Importance of topic sentences in the UK Importance of clarity in the UK No focus on research in SS' country Focus on grammar in SS' country Focus on vocabulary in SS' country</p>	<p>Referencing in the UK (2/6) Importance of topic sentences in the UK (2/6) Importance of punctuation in the UK (1/6) Importance of linking words in the UK (1/6) Importance of clarity in the UK (1/6) No focus on research in SS' country (1/6) Focus on grammar in SS' country (1/6)</p>
<p>B: Formative assessment are seen beneficial (UK), opportunity to talk and connect with tutors and get feedback before handing work in, before – no feedback prior to submission, more research at high school than before, student did psychology in the past and a lot of research</p>	<p>Formative assessment and feedback in the UK</p>	<p>Focus on vocabulary in SS' country (1/6) Formative assessment and feedback in the UK (1/6)</p>
<p>C: length of written tasks (shorter in the student's country), mainly done in the</p>	<p>Length of tasks</p>	<p>Length of tasks (1/6)</p>

student's L1 rather than in English, less strict in student's country – punctuation not paid much attention to	No focus on punctuation in SS' country	No focus on punctuation in SS' country (1/6)
D: structure, references, how to start a paragraph, didn't go into detail before studying in the UK	Importance of topic sentences in the UK Referencing in the UK Structure	Specificity in writing in the UK (1/6)
E: in the UK writing is more specific, in student's country they keep going round and round and don't have to use their own words, have to use mainly teacher's words and remember everything teachers say, the I approach in the UK is a new thing for student, in the UK students are encouraged to think critically and express themselves - student is not used to it and is nervous about it ("oh my god what am I going to say) - in sessions as well as in writing, avoiding plagiarism when using other sources	Specificity in writing in the UK Critical thinking in the UK Referencing in the UK Use of own words in the UK	Critical thinking in the UK (1/6) Use of own words in the UK (1/6) Focus on research in the UK (1/6)
F: is experiencing what he didn't experienced before even though he studied IELTS but it was different from all the assignments here, IELTS is just a test but all the assignments here require research skills, it might be group work and discussion	Focus on research in the UK Group work in the UK	Group work in the UK (1/6) Structure (1/6)
Theme: Students' perceptions of what constitutes good academic writing		
Summary of students' answers	Codes	Categories
A: good sign-posting, punctuation, linking words, topic sentences to help reader to know the argument, structure starting with an introduction to main body and then moving to conclusion, writing needs to be critical	Linguistic features Textual features Content	Linguistic features (5/6) Content (5/6)
B: grammar, vocabulary but not writing beyond, keep it simple but intelligent at the same time, voice (active vs passive), sentence structure (don't get lost, don't leave the reader thinking), punctuation (commas and full stops)	Linguistic features	Textual features (4/6)
C: structure, referencing, arguments, evidence, counter-arguments	Textual features Content	
D: perfect structure (the whole piece as well as sentence structure); comma splices, run-on sentences, no use of jargon that people wouldn't understand, if argumentative essay put all perspectives and describe both advantages and disadvantages and vice versa, introduction the same length as conclusion, main part should be the longest part	Linguistic features Textual features Content	
E: language - has to be really formal, cautious words, clarity (text and sentence structure), thesis statement (student always makes mistakes with the thesis statement)	Linguistic features Content	
F: not too difficult, should be easy to read for readers but not too simple, make sure that the	Linguistic features Textual features	

essay contains "difficult vocabulary" (i.e. academic e.g. instead of 'try' use 'attempt') and good expressions, the essay should flow well and make sense	Content	
Theme: Perceived difficulties with the writing process		
Summary of students' answers	Codes	Categories
A: first obstacle - get rid of what he learned in the past e.g. no commas required as taught in SS' country (it didn't matter if full stops not used), had to get rid of past bad habits first - that was the hardest thing, here started to understand what academic writing is, difficult to structure a good argument - didn't always have a good knowledge of the topic and how to structure the points he had / how to put them together	Structuring an argument Punctuation	Referencing (3/6) Punctuation (3/6) Use of articles (2/6) Writing a conclusion (2/6) Research skills (2/6)
B: punctuation is the hardest thing to master, comma splice, research is not considered difficult, can read pretty quickly, when writing up needs a plan to make it clear and understandable, Harvard referencing was difficult to switch to, introduction is easy to write while conclusion is difficult to write in a succinct way	Punctuation Referencing Writing a conclusion	Writing an introduction (1/6) Writing in English (1/6) Singular vs plural (1/6)
C: referencing (no need to reference in student's home country), word count increase, writing introductions and conclusions,	Referencing Writing an introduction Writing a conclusion Word count	Alphabet (1/6) Structuring an argument (1/6)
D: run out of ideas, thinking critically, difficult to concentrate, forgetting what student wants to write, getting distracted, references, bibliography, evaluating sources, finding the right sources	Referencing Critical thinking Research skills	Word count (1/6) Critical thinking (1/6)
E: articles (in the students' country they don't have articles) - has to be re-reading and checking where to put articles, comma-splice, using own words (paraphrasing, summarising), knowing whether sources are reliable or not, using critical thinking, evaluating sources (do they contain facts, is it true), using synonyms in writing, "everything is difficult"	Use of articles Punctuation Using own words Research skills	Using own words (1/6)
F: finds all written tasks difficult, maybe due to English which is completely different from student's own language, reading/speaking/writing -everything is difficult in English, finds articles difficult to use in English as they don't exist in his language, singular/plural, confused about the alphabet even though it's a basic thing	Use of articles Writing in English Singular vs plural Alphabet	

Theme: Writing progression and its contributors		
Summary of students' answers	Codes	Categories
A: now has the whole picture of the essay - makes a plan now before starting which he didn't use to do before, use of topic sentences and making sure that sentences are strongly linked to each other, use of a variety of linking words which are correct and in the correct positioning, use of punctuation, still struggling with articles, checks past assignments to see whether there are articles, keeps reading what he writes, development due to learning in a small group and having a lot of time during class time, teachers' slides, a lot of formative tasks throughout the year and receiving feedback, writing classes helpful, taking notes, writing summaries, practising	Identified writing progression Contributor: learning in small groups Contributor: teaching Contributor: feedback Contributor: practice	Identified writing progression (5/6) Contributor: exposure (6/6) (teaching 5/6) (reading 1/6) Contributor: feedback (4/6) Contributor: learning in small groups (2/6) Tentative identified writing progression (1/6)
B: writing has developed, UK standards of writing have become clearer, UK / US spelling was difficult before, writing argumentative essays, different types of essays, writing reports (student had no prior experience with writing reports), development mainly due to teaching and learning in small group – tutors were able to see what the students needed help with, tutors being attentive, in-depth feedback	Identified writing progression Contributor: learning in small groups Contributor: teaching Contributor: feedback	Contributor: practice (1/6) Contributor: immersion (1/6)
C: writing has developed as well as vocabulary, due to lessons/teaching, reading/researching	Identified writing progression Contributor: teaching Contributor: exposure to reading	
D: writing has developed, failed first essay, second essay was more difficult but got 59% - an improvement on first essay, development mainly due to feedback – knew how to correct mistakes, learned from mistakes, drafts helpful	Identified writing progression Contributor: feedback	
E: language has improved compared to the first time she arrived at university, knows what to write in the introduction, main body and conclusion without giving the reader a headache, have to include evidence, student reads it out loud after writing to make sure it can be understood, having a plan has helped - she didn't used to do it but tutor told her she had to have a plan which has helped her writing, improvement mainly due to teachers an being in the environment	Identified writing progression Contributor: teaching Contributor: immersion	
F: student hope he has improved but is not sure, found formative feedback very helpful, he'll see next year whether he's improved or	Identified writing progression (tentative)	

<p>not, right now at the end of the IFP student is not sure whether he's improved, student found everything that he has been told helpful - lessons, support, feedback</p>	<p>Contributor: teaching Contributor: feedback</p>	
Theme: Academic vocabulary development and its contributors		
Summary of students' answers	Codes	Categories
<p>A: academic vocabulary has developed, before had a good knowledge of general English vocabulary, realised that what he was studying in SS' country was non-academic, use of search engines sometimes to make sure he's using the right words, knows now the difference between academic and non-academic words, development mainly due to teaching, teachers explaining things and using academic language, videos watched in classes, teachers' slides containing academic language, the main contributor was researching - really helpful in picking up certain words e.g. assignment on fracking</p>	<p>Identified development of academic vocabulary Contributor: teaching Contributor: researching</p>	<p>Identified development of academic vocabulary (6/6) Contributor: Exposure (6/6) teaching (5/6) researching / reading (2/6) examples (1/6)</p>
<p>B: student had a decent vocabulary already but feels has improved, particularly linking words Improvement due to seeing examples and looking up unknown words</p>	<p>Identified development of academic vocabulary Contributor: exposure to examples</p>	<p>Contributor: friends (1/6)</p>
<p>C: has developed but needs to develop more due to lessons/teaching, started to use formal language as a result of lessons, grammar and vocabulary has developed, can use more complicated sentences now</p>	<p>Identified development of academic vocabulary Contributor: teaching</p>	
<p>D: has developed, uses words that student has learned, if didn't understand looks up new words, looks up synonyms, uses the words repeatedly, development mainly due to teaching/teachers' guidance and feedback, definitions of words provided by teachers which student then wrote down</p>	<p>Identified development of academic vocabulary Contributor: teaching</p>	
<p>E: thinks her vocabulary is still very bad even though it has improved, student finds it difficult to remember new words, it is easy to forget new words and it takes her a long time to remember one word, development due to writing new words down in her notes and then sticks it everywhere in her room (one word per note), student is constantly seeing her words around her in her room, new vocabulary comes mainly from teachers (when she doesn't understand a new word, looks it up in a dictionary and then writes it down), from friends and from research</p>	<p>Identified development of academic vocabulary Contributor: teaching Contributor: researching Contributor: friends</p>	

<p>F: not sure if academic vocabulary has improved/developed, thinks has more vocabulary compared to the beginning - mainly due to lessons/teaching</p>	<p>Identified development of academic vocabulary Contributor: teaching</p>	
Theme: Cognitive processes employed by students		
Summary of students' answers	Codes	Categories
<p>A: before the IFP he would just pick up the pen and write, now learns what is required, makes sure he interprets the question correctly, looks for key words and sign-posting, then starts researching and making a plan, doesn't do many drafts just one or two, the second one is usually the final one, most of the time gets feedback from tutors</p>	<p>Requirements Key words Researching Planning Feedback seeking</p>	<p>Researching (6/6) Planning (6/6) Requirements (4/6) Feedback seeking (3/6)</p>
<p>B: reads question/brief and breaks it apart into manageable parts, seeks help from tutors if necessary if title is unclear, makes schedule for everything, listens to classical music while working on assignments, takes a day between drafts for her mind to rest, Writing process: Reads brief, preliminary research, research into what makes sense to student, read to see how sources fit, back to research and orders according to topics, paraphrasing, use of referencing, writing topic by topic, drafting and re-drafting, reading many times, seeks feedback if not keeps on writing, a lot of attention to how it is written</p>	<p>Requirements Planning Researching Paraphrasing Drafts Feedback seeking</p>	<p>Drafts (3/6) Paraphrasing (2/6) Reviewing (2/6) Organising (1/6) Key words (1/6)</p>
<p>C: not sure how long stages take, first researching and writing useful information down, then a plan/draft, look at links again and fixes them step by step during writing</p>	<p>Researching Planning Drafts Reviewing</p>	
<p>D: reads instructions and marking criteria first, then tries to lay out the essay, finds resources and references, then evaluates resources, based on that tries to use what stands out that will be interesting for the reader, then forms thesis statement, then tries to find the main points for the main body – things that stand out to support his argument and lays them out in an organised way so that it doesn't mislead the reader, in conclusion discusses what has been included in the essay</p>	<p>Requirements Planning Researching Organising</p>	
<p>E: her uncle-in-law advised her to write the main body first, to include evidence and support (like a funnel), then do the conclusion, then introduction in the end, it takes usually nearly a day to find the source and read through it and write the plan, a week to prepare an essay (not complete), student is not always focused so it takes longer</p>	<p>Researching Planning</p>	

<p>F: when he gets the title has to make sure he understands it/the definitions of the title (searches for the definitions to get a general idea about the title), then makes an essay plan including word count for the different parts and how he's going to structure the essay, then looks for useful resources, then starts writing - tries not to translate anymore, tries to look at the sources first and put it into his own words in his head and starts typing (paraphrasing the original source), does a lot of drafts and tries to get feedback on everything that he does/writes, mainly focused on articles and punctuation, before sending draft always thinks about whether it's not "too Japanese style" (can't really explain what exactly it means but mainly referring to sentence structure and position of subject), makes sure the body part is answering the essay title when proofreading final draft</p>	<p>Requirements Planning Researching Paraphrasing Drafts Feedback seeking Reviewing</p>	
Theme: Writing strategies employed by students		
Summary of students' answers	Codes	Categories
<p>A: quite hard to get the first word, not sure if he can get a better one, sometimes translates in his mind and then starts to write it down, makes revision after every sentence, when he doesn't know the format uses translates, sees how other people write and sometimes follows the same style, does a lot of proof-reading - sometimes he proof-reads it as he likes what he's written, sometimes proof-reads 6-7 times, in reports re-reads part by part, does a lot of proof-reading but not a lot of drafts - usually is happy with what he produces, the first structure doesn't usually change too much (maybe some vocabulary change later but the structure doesn't).</p>	<p>Translating Reviewing/proof-reading Use of examples Not many drafts</p>	<p>Paraphrasing (5/6) Proof-reading (3/6) Translating (2/6) Reviewing/proof-reading (2/6) Focus on articles (1/6) Focus on punctuation (1/6)</p>
<p>B: paraphrases straight away, decides what's most relevant, writing and proof-reading at the same time, a lot of proof-reading, proof-reads another day with fresh eyes</p>	<p>Paraphrasing Proof-reading</p>	<p>Use of examples (1/6) Not many drafts (1/6)</p>
<p>C: paraphrasing, tries to describe in own words, makes changes, reads twice if time to proof-read sentences and punctuation, then submits, check references/plagiarism</p>	<p>Paraphrasing Proof-reading</p>	<p>Drafts (1/6)</p>
<p>D: writes drafts first, then reads it out loud, then fixes mistakes and moves on to the body, double checks each paragraph to make sure everything goes smoothly, uses a lot of paraphrasing unless it's a definition of something difficult to explain which he puts as it is and references, a few times submitted without proof-reading, last essay was done</p>	<p>Drafts Reviewing/proof-reading Paraphrasing</p>	

ahead of deadline which made it better than those which student didn't revise		
E: reads everything carefully, then notes down evidence in her own words, then using her notes to write and develop her own words and the essay, sometimes translates words she doesn't know and uses thesaurus for unknown words, does not proof-read - writes and submits without re-drafting	Paraphrasing Translating No proof-reading	
F: tries to look at the sources first and put it into his own words in his head and starts typing (paraphrasing the original source), mainly focused on articles and punctuation, before sending draft always thinks about whether it's not "too Japanese style" (can't really explain what exactly it means but mainly referring to sentence structure and position of subject)	Paraphrasing Focus on articles Focus on punctuation	

Appendix 8: Interview transcript

Interview Transcript Student A	
Interviewer	OK so thank you for agreeing to take part in my study. I have ten questions for you which are all relating to your academic experience here at the University on your International Foundation Programme. So the first question is, I am interested in why you chose to study in the UK as opposed to staying in your country and maybe studying at one of your home universities?
Participant	Well, the main reason for me to study in the UK because I live in the UK now, now living in the UK for five years plus the good reputation they have about the UK Universities even in [student's country] it is good reputation for us, something great for us to study in the UK, especially UK not US or not something else.
Interviewer	OK, great. So could you tell me a little bit about your previous experience of learning English but if you could focus on writing.
Participant	OK, hmm. We study English in [student's country] since primary school so it's like thirteen years of writing until you graduate. We, it's, I was like perfect in vocabulary and grammars because they concentrate us on vocabulary and grammars but no punctuations this is what I realised just like full stops and the counting comma. This is all the sort of punctuation they heard about in all thirteen years but using like in, on, for, to, we were good at this because the teachers' good grammar in [student's country]. However, when I moved to I studies a summer course at British Council in [student's country] by British teacher that he said like the use of the tense so I realised that the teacher teaches something that we have to start write tense. When I studied, when I made my IELTS here in the UKI found that like there are a lot of things like punctuations and sentence structure have to be correct which is I never heard in [student's country] about something called sentence structure. Also the tenses they have to go together. Like in [student's country] we could write like one sentence in present and then we move to the past and then we come again to the future but when I came here I saw that it's have to be sequence for the words using and when I came to the first year degree I started like was the first time for me to see academic English although I did the IELTS but IELTS was like the form of the test like I knew already how the form of writing should be like on the other hand and things but academic writing in the university was first experience.
Interviewer	OK so before you even came to University, when it comes to writing, were you given any guidance on how to complete written tasks or how to structure them?
Participant	Yes, because in [student's country] we used to write too much and in exam itself it's you have like task which is for specially for writing, like writing hundred word and as I told you it was nothing not even marks for missing punctuations or like linking words. We never used linking words. What we used was exactly I can remember: after, before, while, when. This was exactly the four linking words we used and the teachers like after when it comes past simple and after while have to come verb plus

	<p>in so this was exactly the four linking words that we using. Only full stop if you didn't miss it it's not a big problem, the teacher will just make it good for you. There is no comma splice, there is no comma, there is nothing there. Only comma like "today I ate apple comma banana comma foods and orange". This was the sort of punctuations. You don't need to have argument, you can just start like if you need to like write topic like about the education in [student's country] you can just put some from left and right and mix them together. You don't need to have like a structure like introduction, main body and then conclusion and linking words together. Even I think the teachers themself didn't, they were mainly concerned about their writings like if you write good is it like the words are they correct or not. This was the main focus, vocabulary correct, are the sentences correct, the tense.</p>
Interviewer	<p>So the feedback you received on your writing would be mainly to do with your grammar and vocabulary and sentence structure?</p>
Participant	<p>That's it. But instructions were OK this is while so the verb should be ing why are you putting something else, this was the sort of feedback that we was getting.</p>
Interviewer	<p>OK. So what sort of tasks did you used to do then? Was it mainly essays or was it ...?</p>
Participant	<p>I never write a report before. It was mainly like essay like in class we used to write essay every week at least. Let's say there is occasion like the October victory so you have to write an essay about the victory, the reason just to make sure you use the vocabulary that you did like when I write about [student's country] victory and the war we just say it was great and dadadadada We wouldn't start by like giving when was the date, who was our opponent, the time, what was our situation, and then what happened, and then we conclude We don't do this. We just, I remember one teacher told me just whatever comes in your head just put it, so that's what we are used to. Whatever comes to head just put it there and I was surprised like the marking was from 10. I used to get like 9 from 10. I was so, since I was young I take a lot of the English, I liked to learn English and I was always the first in my class. I used to get like 23 from 25 even in the high school, in the second high school, in the third high school. I got 22 and 23. When I came here my first essay was like low merit. I said where are the degrees gone. What we are learning in [student's country] is not academic English it's everyday English.</p>
Interviewer	<p>So all the tasks, or most of them, were they mainly formative or summative, was is just to get a grade or was it to get feedback throughout the whole process?</p>
Participant	<p>Well, OK. Because in [student's country] different style. There are grades that the teacher give it to you depending on your activity during the class. So we had to do this tasks because we will be graded by the end in addition to our test grade. It's like formative so like we have a test and during all these study the teachers mark us for attendance, how were was doing the homeworks, there was listening.</p>
Interviewer	<p>But when it comes to the writing tasks only, how was that marked?</p>
Participant	<p>It was marked, all of it was marked.</p>

Interviewer	OK. Excellent. So you mentioned your IELTS test so how helpful did you find it in preparation for your academic writing here at University?
Participant	Hmm, before when I OK the first formative essay we have to, the first week Irena ask me to write an essay so I remember the IELTS that we have to have a little introduction and then you see which side you are going for and then you do the contrast so I remember because the task was about studying at a university abroad, are you with it or against so I used some of the IELTS words to put it there.
Interviewer	So you just mentioned that first you put this then the other argument so did it help you structure the writing as well, you think?
Participant	Yes.
Interviewer	OK. Excellent. So in terms of the development of your vocabulary then do you think that the IELTS preparation has helped you develop your vocabulary?
Participant	Yes, a lot. Because I have to prepare for the IELTS like three months. I was sure that I will get six you know, because what required me was like 5.5 when I did the exam I was sure like I get six. I have passed through a lot of vocabulary especially in the reading and the writing and I concentrating learning a lot of vocabulary to use in the writing especially when analysing the charts such as like significantly raise and sharply you know down. I trained myself to do all this writing for like reporting and analysing the charts and the pies in the writing tasks.
Interviewer	OK, great. So I know you already mentioned some of the differences between writing here at a UK University and your previous experience but can you go back to it and maybe just summarise what you think are the main differences between UK academic writing style and what you had to do back home.
Participant	Yes, OK. As I sad to you before now when I am at this stage I can tell you like that it's just general English even I spoke with one of my teachers, he's not in [student's country] now he's in the US and he told me that because the government itself want this, this is what the book from the government says. The first thing that I noticed between the UK and [student's country] is punctuation. This is the first thing that my [inaudible] mentioned you know and I am still struggling with it now. In 15 years of education it was only like full stop and counting comma, that's all we know about punctuation. When I came here you remember [another student] was saying punctuation I asked him what is word punctuation means because I didn't even know what punctuation means. So now I had to learn like these two dots are semi-colon. Although I attended one year university in [student's country] as well, and all my colleagues from [student's country] they still have the same knowledge. They don't know anything about punctuations at all. The linking words, I am totally sure that there are only four words that they are telling: after, before, when, while. This is only the... In my first essay I was just speaking of the linking words and what Irena asked me: do you know like this is for contrast, why you put it here? This means you are putting here for a reason why do you put it in the conclusion? I again had to learn the meanings like reasoning some for contrast and so on. Topic sentence, which I see that it makes it easy for me to write after but in [student's

	<p>country] it's just whatever comes in your head just write down so sometimes when writing I find that I reached a closed street, you know. Where am I now, like. You just putting, putting, putting and sometimes you find yourself going away with your essay but here when I learn like topic sentence and then I start to take from this topic sentence and go one by one which is good. The clarity as well. In [student's country] we were trained like if you read the word then you understand it so that's good indicator that all the people will understand it but here I learned that you don't necessarily understand it, you need to think that the other people understand the sentence or no. That's why sometimes I am just writing sentences and the teachers ask me they don't know what you mean because when I write it I understand it all, I know what I want to put there. So this was like one of the majors that we can know if we are writing good or not in [student's country] just read loud what you write. If you understand it, if you feel it's coming correctly so that's good. The good points in my study in [student's country] was vocabulary because we used to have a lot of like the teacher half of the class was only for vocabulary and they used the old method that we have to write it down and like write this word twenty times so yeah when you go home you take a paper and you write. Sometimes I was just telling my brother to speak with vocabulary you know just to memorise. Grammars as well. However, there are some sentences that I don't know what to use because we have like some rules for using the tense in [student's country]. Like some words if there is like future or tomorrow you have to use either will plus verb or going to. If it's something happens today or in the world you use present but when it comes to complex sentences I didn't know the rules so I had to learn them again now.</p>
Interviewer	<p>OK. Interesting. So what in your opinion now constitutes good academic writing? What should good academic writing look like, what should it have?</p>
Participant	<p>OK. For me good academic writing should first have the good signposting which is punctuations and linking words. Topic sentences which is to help the reader to know the entire of the argument that you are doing. Structure starting with the introduction and then you go to the main body and then you go to the conclusion. That's the mainly. Can be like you need to be critical as well things I did in my last essay and was really really happy with it.</p>
Interviewer	<p>OK. Excellent. So is there anything that you found particularly difficult in terms of the whole process of completing written academic tasks this year?</p>
Participant	<p>The first obstacle for me just to get rid from what I learned in the past, like to start to realise that after fifteen years no comma is required because we have been taught in [student's country] like if you don't put a full stop it's no matter you know. So I had to get rid of all these bad habits. I have to piece back my writing if it needs to put a comma I have to put it, if you need to put an article I have to put it so this was the hardest thing and then I started to through the language support and through the academic module to know what academic writing should be.</p>

	So first I get rid from the bad habits I learned from the past and then I start again to learn English.
Interviewer	OK. Any other aspects of completing written assignments that maybe were a little difficult?
Participant	For me was quite hard to structure a good argument you know sometimes I didn't have good knowledge about the topic or I didn't know how it should be structured like if I have three or four points how do you which one do I put together. I use like whatever comes to my mind I put first but later I find that I am lacking the structure, it's not really strong.
Interviewer	OK, good. So in what ways then do you think your writing has developed over this one academic year?
Participant	I think it's exactly like between the earth and the sky now. Before I write down any word I think is it the right position for the word or no, is it the correct word or should I use another word which would be more suitable in this place and having the whole picture of the essay I am writing in my mind and then I want to argue this idea first and then I will do the second one so like a plan. Now I am making a proper plan before I starting which is something I didn't or never do before. Then when I am writing again like topic sentence and I make sure this sentence is strongly linked to the next one and next one is again following the same topic like I am avoiding any irrelevant words or irrelevant in my topic and trying to use a variety of linking words which are like correct and using them in the right position. Punctuations. And I'm still doing my test you know. I am struggling with articles but sometimes using Google. I am having a copy of my past assignments so sometimes there are similar words so I check if I put articles there or no. And read and read and read just keep reading what I write to make sure it's understandable not just putting the words and running.
Interviewer	OK, excellent. So what do you think has contributed then to this improvement or development, what's helped you develop all these skills that you've just described you're using now?
Participant	Well, first I think I was lucky that we were a group of seven this year. We had a log of time during the language support, the modules itself really was helpful especially IFP100 and 200, the teachers when their slides sometimes you see like there are sequence in the slides. We had a lot of formative tasks as well that we had to do and we got a lot of feedback on it. The classes and the writing tasks that we had to do in the class although sometimes no one loved it but taking notes, tells me to improve by myself when we ask to write like a summary or to write something. I used to do my best to use like punctuations, structure, linking words.
Interviewer	OK. So my next question is about the development of your academic vocabulary only so do you think your academic vocabulary that you use in your written assignments or used has developed at all this year?
Participant	Yes. Totally. I had a good knowledge from vocabulary before but as I told you I mentioned before I felt it was just for general English vocabulary but when I came here and started to teach us difference between academic and non-academic I realised that what we were studying was non-academic. Now I'm trying to do, use academic vocabularies. Even if

	I'm not sure I'm using like Google and search engines to make sure that this is the right word. Sometimes I'm using synonyms so yeah it's been at least now I know the difference if I see two words I know that this one is academic and this one is non-academic.
Interviewer	OK, so the same question now. What do you think has contributed to your development of your academic vocabulary?
Participant	The same like I think really the first two weeks I was thinking that international foundation programme is not the place but when I reached the end I saw how my English have been improved I think it was better for me to do this year instead of first year degree. During the classes the videos we watched they contained a lot of vocabularies. Even the teachers when they explained to us they speak academically so we are like trying to speak with someone to be academic. There's no like general English speaking in the class, not that much at least from the teachers. The slides itself have a lot of, because the teachers don't put too much words so just using academic language to be specific. That's what I think.
Interviewer	OK.
Participant	I think the main one was the researching, while I have to search for academic reports to write my assignments. It was really helpful.
Interviewer	You mean all the reading.
Participant	Yeah. The readings and the researching I did helped me a lot to pick up certain words like about fracking there are like special words that I picked up from the other writers.
Interviewer	OK. Great. So can you now describe to me how you approach written academic tasks so from the moment you get the title or the instructions until you submit the whole thing. What do you do first, what do you do next, what is the whole process?
Participant	Now or before?
Interviewer	Well, you can talk about how it has changed; what you did before, what you do now.
Participant	Before this year I thought I'd just take the pen and start to write. But now I start to look for first like read the sentence and know what's required, what the task's looking for, make sure that I translate and interpret the question correctly so I look like for key words, or signposting, are there like any special requirements for the task and I start to research for the task and the topic if I have the time and make the plan for my essay or my report. Usually I don't do too much drafts. I make like one or two maximum. Then the third one is the final one so making writing but as I draft. Most of the times I get feedback from my tutors and that's it.
Interviewer	OK, so when it comes to the actual writing up of your work what strategies do you use then? How do you put it down on paper? What are some of the processes? Do you translate or do you paraphrase?
Participant	Yes. Sometimes it's quite hard for me to give the first word because I'm not sure like sometimes it's saying I can get a better one so I'm looking for this better word like ten minutes and it's never comes but when it's comes I just translate in my mind in my language and then I start to write it down. After each sentence I make a revision like yes that's correct,

	that's been translated good. I keep going to the next one. Sometimes when I don't know like the format I use translators. Sometimes I see how other peoples writes. When I use a report I see the way that they write reports. Sometimes I just follow like the same style.
Interviewer	OK so you said that you don't do many drafts.
Participant	No.
Interviewer	Do you do a lot of proof-reading?
Participant	Yes, I do a lot, yeah.
Interviewer	So how many times would you proof-read your finished work, for example?
Participant	Well, sometimes I read it because I like it you know haha
Interviewer	That's good, haha.
Participant	Sometimes I read like when I make an introduction like I read it like six or seven times. When I read another part I read all of them together to make sure like when I make reports I read the introduction then I write the literature review part and I read again from the introduction and so on.
Interviewer	So you do a lot of proof-reading but you said you don't do many drafts.
Participant	No.
Interviewer	So usually what you produce you're happy with.
Participant	Yes, because I don't know maybe because I don't have a wide of vocabulary. The first structure, the first sentence I write doesn't change too much. At least maybe some words or some vocabularies change later but the same structure and the same style it is still as the first one I write it. But like later like comma, punctuation, linking word I change the whole times.
Interviewer	OK, excellent. I don't have any further questions. Do you have any other reflections on the development of your academic vocabulary over the past academic year here or have we covered everything?
Participant	I think we've covered everything. Thank you very much.
Interviewer	Thank you very much.

Appendix 9: Research Ethics Approval

Human Research Ethics Committee (HREC)

From Dr Louise Westmarland
The Open University Human Research Ethics Committee
Email louise.westmarland@open.ac.uk
Extension (6) 52462
To Dana Therova
Project title What difference does one academic year make? Features and development of international foundation students' academic lexis in assessed writing at a UK university
HREC ref HREC/2017/2457/Therova
AMS ref N/A



Memorandum

Date application submitted: 11/01/2017
Date of HREC response: 17/02/2017

This memorandum is to confirm that the research protocol for the above-named research project, as submitted for ethics review has been given a favourable opinion by the OU Human Research Ethics Committee.

Please note the following:

1. You are responsible for notifying the HREC immediately of any information received by you, or of which you become aware which would cast doubt on, or alter, any information contained in the original application, or a later amendment which would raise questions about the safety and/or continued conduct of the research.
2. It is essential that any proposed amendments to the research are sent to the HREC for review, so they can be recorded and a favourable opinion given prior to any changes being implemented (except only in cases of emergency when the welfare of the participant or researcher is or may be effected).
3. Please include your HREC reference number in any documents or correspondence, also any publicity seeking participants or advertising your research, so it is clear that it has been reviewed by HREC and adheres to OU ethics review processes.
4. You are authorised to present this memorandum to outside bodies such as NHS Research Ethics Committees in support of any application for future research clearance. Also, where there is an external ethics review, a copy of the application and outcome should be sent to the HREC.
5. OU research ethics review procedures are fully compliant with the majority of grant awarding bodies and where they exist, their frameworks for research ethics.
6. At the conclusion of your project, by the date you have stated in your application, you are required to provide the Committee with a final report to reflect how the project has progressed, and importantly whether any ethics issues arose and how they were dealt with. A copy of the final report template can be found on the research ethics website - http://www.open.ac.uk/research/ethics/human-research/human-research-ethics-full-review-process-and-proforma#final_report

Best regards

Dr Louise Westmarland

www.open.ac.uk/research/ethics/

January 2017

Appendix 10: Programme Leader Information Sheet

Name of Researcher:	Dana Therova
Researcher's address:	School of Languages and Applied Linguistics, Faculty of Wellbeing, Education and Language Studies, The Open University, Stuart Hall Building, Level 3, Milton Keynes, Buckinghamshire, England, MK7 6AA
E-mail address:	dana.therova@open.ac.uk
Telephone:	01908 332776
Title of study:	What difference does one academic year make? Features and development of international foundation students' academic lexis in assessed writing at a UK university

Dear Irena,

I am writing to ask for permission to carry out a study with the students presently enrolled on the International Foundation Programme at Middlesex University and to provide more information about what my study would involve. I am currently pursuing a Master of Research at the Open University and this study is hoped to be part of my research degree.

The purpose of my study is to investigate international foundation students' academic lexis. I am interested in establishing how the students' academic vocabulary develops over the course of one academic year and what contributes to this development.

This project is hoped to form the basis for my future PhD research project which will aim to investigate the features and development of international foundation students' writing at UK universities with the aim to better understand academic literacies of foundation students from various educational and linguistic backgrounds, which could inform not only relevant universities' provisions offering academic language support, but also foundation degree programmes which focus on the delivery of academic writing skills as a sole or integrated skill.

I would therefore like to invite the current International Foundation students to participate in this study as the varied cultural, linguistic and educational background of the cohort would form a suitable sample representing international foundation students at UK universities.

I have drafted an Information Sheet explaining the purpose of the study, and a Consent Form, both attached for your information, which the students will be provided with upon your consent to approach them.

For the purpose of this study, as explained in the Information Sheet, I would like to collect the students' written assignments submitted to the University, which will serve the purpose of a linguistics analysis. In addition to this, I will ask the students to take part in an interview which is expected to take place at the end of the academic year, where it will be discussed what they feel have been the main contributors to the development of their academic vocabulary.

If you have any further questions or concerns regarding the study, please do not hesitate to contact me.

I would like to thank you for taking the time to read the above. If you are happy for me to conduct the above outlined study, please sign below.

International Foundation Programme Leader, Middlesex University:

_____	_____	_____
Name	Signature	Date
Researcher:		
_____	_____	_____
Name of Researcher	Signature	Date

Appendix 11: Participant Information Sheet

Name of Researcher:	Dana Therova
Researcher's address:	School of Languages and Applied Linguistics, Faculty of Wellbeing, Education and Language Studies, The Open University, Stuart Hall Building, Level 3, Milton Keynes, Buckinghamshire, England, MK7 6AA
E-mail address:	dana.therova@open.ac.uk
Telephone:	01908 332776

Title of study: What difference does one academic year make? Features and development of international foundation students' academic lexis in assessed writing at a UK university

Introduction:

I would like to invite you to participate in this research study which aims to investigate international foundation students' academic literacy and its development over the period of one academic year. In particular, the focus of my study will be on academic lexis used in written assignments. I am interested in establishing not only how the use of your academic vocabulary develops, but also what contributes to this development.

Before you decide whether to take part in my study, please read the following information which explains what participation in this study would involve.

What is the purpose of this study?

I am currently pursuing a Master of Research at the Open University which this study is going to be part of. This project is also hoped to form the basis for my future PhD research project which will aim to investigate the features and development of various features of international foundation students' writing with the aim to better understand academic literacies of foundation students from various educational and linguistic backgrounds, which could inform not only relevant universities' provisions offering academic language support, but also foundation degree programmes which focus on the delivery of academic writing.

What are the aims of this study?

This study will investigate the features and development of academic literacies of international foundation students at UK universities with a particular focus on prevalent features and examples of academic lexis used in written assignments and how they develop over the course of one academic year. In addition, this study aims to establish what contributes to this development. Put simply, I will be looking at the use of your vocabulary in writing, how it develops over the academic year, and why.

Why have I been invited?

You have been invited to participate in my study as part of the entire cohort of the International Foundation Programme at Middlesex University as the varied cultural, linguistic and educational background of your cohort forms a suitable sample representing international foundation students at UK universities.

Do I have to take part?

Participation in this study is entirely voluntary and so you are not obliged to take part in it. If you do not wish to take part, you do not have to give a reason and you will not be contacted again. Similarly, if you do agree to participate, you are free to withdraw at any time during the project if you change your mind. However, given the limited time available to me to collect and analyse the relevant data, you would have to inform me by 31.3.2017 if you wished to withdraw from the study.

What happens if I withdraw from the study?

If you decide that you do not wish to continue to participate in the study, you can request to have all data collected from you destroyed. Any data collected from you would thus not be used in the study in any form.

What will I have to do if I agree to take part?

Towards the end of the academic year we will arrange a convenient time to meet at the University and there will be one interview with myself during which I will ask you questions relating to the progress in the development of your academic vocabulary you feel you have made on the International Foundation Programme over the course of the academic year. The interview is expected to last no longer than 45 minutes and is going to be a one-off event. The interview will also be audio recorded which will enable me to transcribe it at a later stage. It is important for you to know that any information provided during the interview will be de-identified i.e. your name will not appear anywhere. Your responses to my questions will be used for the purpose of this study only.

Will I have to do anything else?

In addition to interview data, I will also ask for your permission to use your written assignments that you will submit / have submitted to the University as part of your course requirements which will enable me to do a linguistic analysis of your language use. Apart from that, you will not be required to do anything else.

How will the data be used?

The data will be obtained for research purposes and will remain confidential and anonymous. This means that your name will not appear in any work produced on the basis of the data collected. However, the data that I collect will be discussed with my project supervisors at the Open University. This will also be done anonymously.

Will I have access to the results of the study?

On completion of my study, which is anticipated by the end of September 2017, I will produce a summary of the findings which I will be happy to share with all students who have participated in my study. If you are interested in the results, please get in contact with me using the contact details provided above.

Are there any risks associated with participation?

Since the data will be in the form of your written assignments and interview data, there are no anticipated risks or physical harm that this study could pose for you. As explained above, all data will be confidential and anonymous and will in no way affect your future treatment on the Programme. There will be no link between my study and your assessment results. The researcher will not be marking the assignments and that the data collected will be entirely separate from marks allocated. In other words, the research does not involve any assessment of the standards of your written assignments, and the findings of the analysis will not affect in any way the assignment assessment.

What if I have issues or enquiries which cannot be satisfactorily resolved with the researcher?

If you feel that you need to contact another person regarding any matters or concerns relating to any aspects of the research project which cannot be satisfactorily resolved with me, please feel free to contact my lead research supervisor Stephen Bax by emailing him at stephen.bax@open.ac.uk.

What happens next?

If you are happy to take part in the study you are asked to complete the Consent Form supplied to you with this Information Sheet and return it to me. If you decide you do not wish to participate in the study, no response is required and no further contact will be made in relation to this study.

Thank you for taking the time to read this Information Sheet. If you have any further questions, please do not hesitate to approach me and I will be more than happy to address any questions or concerns that you may have.

Appendix 12: Consent Form

Name of Researcher:	Dana Therova
Researcher's address:	School of Languages and Applied Linguistics, Faculty of Wellbeing, Education and Language Studies, The Open University, Stuart Hall Building, Level 3, Milton Keynes, Buckinghamshire, England, MK7 6AA
E-mail address:	dana.therova@open.ac.uk
Telephone:	01908 332776
Title of study:	What difference does one academic year make? Features and development of international foundation students' academic lexis in assessed writing at a UK university

I, _____, confirm that (please tick box as appropriate):

1.	I have been provided with an Information Sheet about the above study and I have read and understood the information about the study.	<input type="checkbox"/>
2.	I have also had the research satisfactorily explained to me in verbal form by the researcher.	<input type="checkbox"/>
3.	I have been given the opportunity to ask questions about the study and my participation.	<input type="checkbox"/>
4.	I agree to participate in the study.	<input type="checkbox"/>
5.	I understand that my participation is voluntary and that I can withdraw at any time, but no later than 31.3.2017, without giving reason.	<input type="checkbox"/>
6.	I understand that my withdrawal from the study would not affect my future treatment.	<input type="checkbox"/>
7.	The procedures regarding confidentiality (e.g. anonymization of data) have been clearly explained to me and I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study.	<input type="checkbox"/>
8.	I understand that the study will involve the use of my written assignments submitted to Middlesex University and participation in an interview with the researcher, which will take place on Middlesex University's premises and will not last longer than 45 minutes.	<input type="checkbox"/>
9.	I agree to the interview to be audio recorded and I understand that any audiotape material of me will be used solely for research purposes.	<input type="checkbox"/>
10.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
11.	I agree to the use of anonymised quotes in publications.	<input type="checkbox"/>
12.	I understand that other researchers might have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms specified in this form.	<input type="checkbox"/>
13.	I understand that the progress of this study will be discussed with others at the Open University.	<input type="checkbox"/>
14.	I freely give my consent to participate in this study and confirm that I have been given a copy of this form for my own information.	<input type="checkbox"/>
15.	I, along with the researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant:

Name of Participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date